



Mapping Career Paths At EPA



**Step One: Career Planning Work
Matching Your Skills, Abilities, and
with EPA Needs**

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Scientist

Engineer

Environmental Protection Specialist

Attorney

Administrative Support/Technician

Management Analyst/Program Analyst

Budget Analyst/Financial Specialist

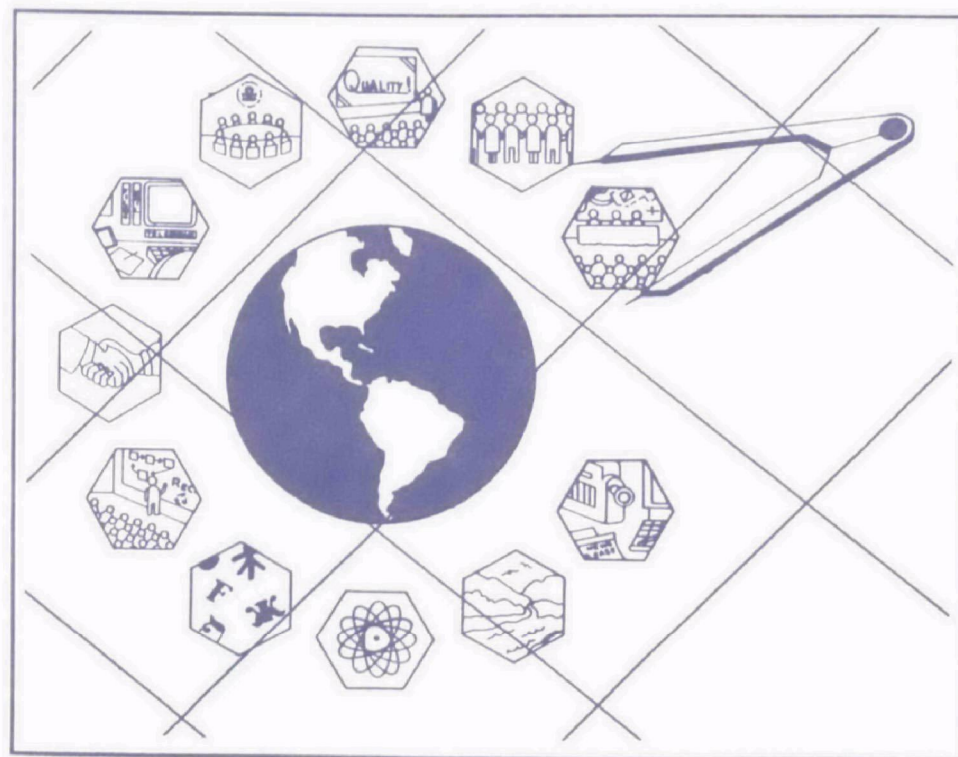
Computer Specialist

Auditor/Accountant

Contract Specialist

Professional, Administrative, Technical, and Clerical
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Introduction: *The 1990's World of Work*

This brochure is about taking better charge of your future in one of the most important areas of your life - your career. New approaches are needed for career planning in a society that is undergoing rapid change in education, training, occupations, and the workplace. Studies of workforce demographics project a smaller and older labor pool, significant minority influxes into the workforce, rapid changes in technology and skill requirements, and serious skill deficiencies of workers. In this era the future becomes synonymous with change. Individuals are well advised to develop strategies to accommodate change.

There are hundreds of jobs in EPA for you to investigate, and there are three basic career steps to organize your search. The first is to learn about yourself in order to assess your own skills, values and interests. The second is to learn about various types of work and to research your job opportunities. The third step is to find the educational and job pathways that will lead you where you want to go.

Planning is an essential part of any task. EPA has assembled useful information to help you analyze the present, project yourself into the future, and develop career strategies that will work for you. The most important component of your career strategy is you!

This brochure is "Step One." It provides a guide to self-assessment and general information on major job categories in EPA. The other brochure in this portfolio is "Step Two." It will help increase your understanding of career ladders and career paths in EPA and advise you on selecting, moving along, or changing your career path.

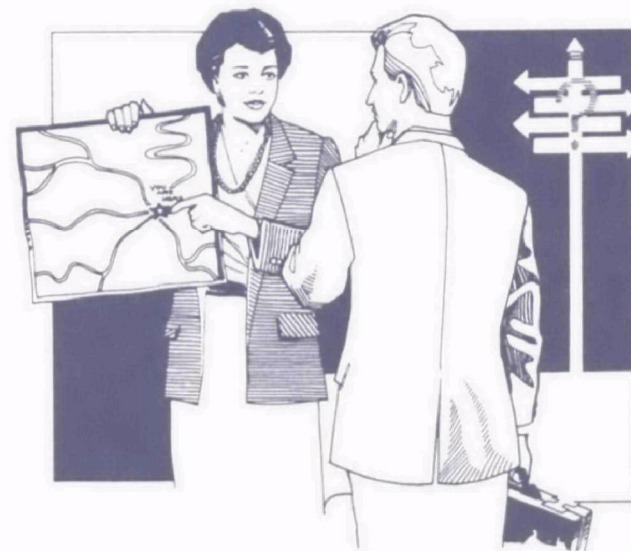
Learn about Yourself



Learn about EPA



Chart a Path



Chapter I: Assessing Your Skills, Abilities, and Interests

Why Self-Assessment?

Have you ever felt like a "square peg" in a "round hole?" Organizational psychologists tell us that each of us has a specific disposition and a given set of aptitudes that require an equally specific type of work. Our work needs to fit our personalities just as our shoes must fit our feet. Otherwise, we're destined for discomfort!

As Richard Nelson Bolles has written, "There is a vast world of work out there in this country, where at least 118 million people are employed -- many of them bored out of their minds...The world does not need you or me to add ourselves to their number! What the world does need is more people who feel true enthusiasm for their work. People who have taken the time to think -- that is, to think out what they uniquely can do, and what they uniquely have to offer to the world."

The following exercise can help you evaluate your values, ambition, skills, and knowledges. It is intended as a tool to help you understand yourself.

[The following is reprinted with the publisher's permission.]



Personal Traits

Each of us possesses certain traits. The combination of these traits makes us unique individuals. How would you describe yourself, and how would other people who know you well describe you? Are you sensitive, shy, businesslike, aloof? Evaluate yourself honestly, making a list of your traits.

I am...

creative
a good organizer
a fast learner
attractive
meticulous

1. The good things about me are...

2. The not-so-good things about me are...

3. My family would describe me as...

4. Friends would describe me as...

5. People who work with me think I am...

Happiness

Life is made up of preferences. Think about the things in life that give you that wonderful feeling of joy and happiness. What makes you happy, what makes you laugh, and what are the things that you look forward to doing?

I am happy when I am...

working	playing sports
relaxing at home	reading
accomplishing a project	traveling
helping another person	shopping
programming a computer	studying

1. I get excited about...

2. In school I loved to study...

3. In school, I hated to study...

4. Among my extracurricular activities in school, I really enjoyed...



5. If I had my education to do all over again, I would...
6. In my previous jobs, I was happiest when I was doing...
7. In my previous jobs, I hated doing...
8. If I were financially secure and could choose any job I wanted, I would work at...



Values

As we grow, we each begin to adopt certain values. Around these beliefs, we structure much of what we do and how we live. We also establish priorities in our lives in reference to our values. Some of us place a top priority on earning money, some on community service, and others on family. What values are central to your belief system? Discover what thing or things matter most to you.

I believe in...

wealth
kindness to people
self-gratification
freedom
family
patriotism
community service work
success

1. My top five priorities in life are...

2. If I lost the following things, life would have no meaning for me...

3. To me, a career means...

4. My ideal life would be...

Dreams and Ambitions

Most of us daydream a bit about the future. Many of us harbor secret dreams and ambitions but are embarrassed to reveal these thoughts. Forget your guilt or discomfort, and ask yourself where you would like to be in your life. What things do you wish would happen to you? Dare to dream about what you would like to be. Don't be afraid to discover what you are striving for.

In my dreams, I...

scale mountaintops
run my own business
live a life of leisure
am an expert in my field
have four kids
make a million dollars
own a mansion
become a vice president
find a cure for cancer
am a financial genius

1. If I could have a job that enabled me to indulge in my favorite activity, I would...

2. If I had the necessary talent and could be anybody in the business world, I would be...

3. When I image my success, I see...

4. In five years, I would love to be...

5. When I retire, I would like to have...

6. When I have complete control over my time, I like to...

7. When I close my eyes and imagine my career, I see...

8. If I had a crystal ball and could see into the future, it would reveal...

Accomplishments

Review what you have achieved in the past. Try to discover things in which you have excelled and things you are proud of having done. Look for things that made you feel good when you achieved them and things that you fondly remember doing. Think back to the time that you won an art award in grammar school, pitched a no-hitter in Little League, or wrote a poem for your high school literary magazine. Compile a list of as many of your accomplishments as you can remember.

It may be you...

won a sales contest
led the league in scoring
wrote a prize-winning essay
acted the lead role in a play
were promoted ahead of your peers
catered a large party
programmed a computer
won a scholarship
built a cabinet
helped a person out of trouble



1. My greatest accomplishments in life include...

2. I have been awarded for...

3. I feel pleased with myself when I (list accomplishments)...

4. I have produced these positive results...

5. I have overcome these challenges, difficulties, and barriers...

Motivations and Rewards

In our personal and professional lives, we are motivated by rewards. Some of these are tangible, and others are intangible. Ask yourself why you do the things that you do. What drives you to be your best? Are most of your motivations internal or external? Learn what motivates you and what you consider your on-the-job rewards to be.

I am motivated by...

money
benefits
a sense of achievement
being given responsibility
the sense of serving a cause
good times
power
a plush office
professional contacts
experience

1. I really get motivated at work when...

2. At the times I wanted to give 110 percent of energy and enthusiasm to a project, I was...

3. Of all the rewards I get from work, I most value...

Roles

We all have an image of ourselves and the roles that we fill in our lives. Who are you? What labels do you apply to yourself? Which roles do you like, and which roles don't you like? We all act in certain capacities, such as teacher, spouse, manager, and parent. Learn how you label yourself. Determine what roles you try to fill and which ones you wish you could fill.

I have assumed—or would like to assume the following roles...

spouse	professional
parent	manager
friend	leader
coach	mentor
community volunteer	counselor

1. I see myself most strongly as (use labels such as "a student" or "a boss")...

2. I like to be thought of as...

3. I would like to become (use labels)...

4. My role models are...

5. The person I most admire and would like to emulate in the business world is _____. I would like to emulate this person because...

Strengths and Weaknesses

We all have areas in which we excel and areas in which we are weak. It's OK to have weaknesses as long as you know them and discover your strengths. What are you especially good at, and what are you not particularly good at? People who spend their lives trying to conquer every challenge and be everything to everybody eventually wind up abandoning this strategy or being consumed with frustration. Learn what your limits are, and discover in which direction your potential lies.

My strengths...

I handle details well

I am outgoing

I am perceptive

I work well with numbers

I am concerned about my fellow workers

1. In my previous job, I really excelled at...

2. At this stage in my career development, I excel in...

My weaknesses...

I am not very creative

I am too methodical

I am unassertive

I am not a good salesperson

I often unintentionally hurt people's feelings

1. I wish I were better at...

2. I am not very good at...

Skills

There are two types of skills: transferable skills and content skills. Transferable skills are communication skills and planning skills. Content skills are those that can be applied only to specific areas. These would include analyzing statistics, drafting, and writing computer specifications, for example. What skills do you have? Take a complete inventory of everything that you have to offer an employer. Most people grossly underestimate their marketable skills and are stunned to realize all of the things that they know how to do. Determine your skills, and think about how they can be transferred to a variety of jobs.

My skills include...

researching
defining
evaluating
interpreting
estimating
designing
programming
persuading
promoting
implementing
communicating
planning

counseling
delegating
negotiating
inspecting
expediting
organizing
coordinating
summarizing
writing
reporting
recommending
coordinating

forecasting
administering
directing
developing
training
instructing

maintaining
reconciling
improving
stimulating
updating
analyzing

1. I am happiest when I am using these skills...

2. I hate using these skills...

3. My strongest skills are...

4. I wish my skills were better in the following areas...



Environments

Although most of us are marvelously adaptable when we have to be, we usually find that certain types of environments motivate us to be our best. What environments suit you best? Learn what circumstances enable you to work up to your potential.

I work best...

in a comfortable office
in a fast-paced environment
in a small company
in an office with many coworkers
in quiet surroundings
under close supervision
with people I like
in a large corporation
in a formal setting
when I work independently

1. I really performed well when I was at
(e.g., a particular school or job)...

3. My favorite bosses were (describe
traits)...

4. My ideal boss would be (describe traits)...

Looking for Patterns

Instructions: You have now completed the fact-gathering section of the workbook. It is time to review your answers to the workbook questions to try to detect patterns or recurrent themes. The following questions are designed to help you uncover these patterns.

1. What personal traits emerge most often?

2. What types of things make you happy or give you a sense of satisfaction?

3. What values reappear frequently (e.g., a balanced life, the desire to help others)?

4. What rewards are you motivated by (e.g., a large salary, power, a sense of achievement)?

5. What do you enjoy working with most (e.g., people, data)?

6. What skills do you use most often (e.g., management skills, analytical skills, creative skills)?

7. In what environment do you perform best (e.g., a structured or an unstructured environment, a competitive or a noncompetitive setting)?

8. What other patterns do you see emerging?

Developing the Job Objective

Instructions: This is the stage in the self-assessment process in which you develop your job objective. Use the self-analysis you have just completed to think about your ideal job--your purpose is finding employment that is right for you, your ideal job or a job similar to that ideal. For now, don't concern yourself with whether the particulars are realistic. This question will be answered once you have begun investigating the job market.

Remember that the creation of the job objective is the culmination of all your earlier exploration. Use it to dream about your ideal job.

1. If I had my ideal job, I would be doing...

2. I would be filling these roles...

3. I would be able to utilize my skills in...

4. I would be able to accomplish...

5. Achieving this ideal job, I would feel...

6. I would be rewarded with...

7. I would have opportunities to become...

8. The people I would be working with would be...

9. I would be working in this type of environment...

10. I would work for a company that...

11. The criteria that I will use to decide what job to accept are...

12. At this point, I would state my job objective to be...

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If Your Job Objective Isn't Clear Yet

To learn more about you, take one or two psychological, aptitude, or occupational interest tests, such as the Myers-Briggs Type Indicator, the Kuder Occupational Interest Survey, the Strong-Campbell Interest Inventory, or the Edwards Personal Preference Schedule. (See a career counselor or licensed practitioner to do this.)

Meanwhile, write a one-sentence description of your job objective, including the skills needed for it and what you would want to accomplish in the job. For example, if you would like to strengthen EPA's programs for bioremediation, you might put down this objective, "I would like a job where my life-sciences expertise and knowledge of budgeting will make possible additional resources for bioremediation programs."

With that objective, you might conclude that a Budget Analyst position or Environmental Protection Specialist (EPS) position might enable you to pursue your objective.



Every Federal job has a four-digit occupational code, title, and grade. Two Federal reference manuals may help you with your job search.

The Handbook of Occupational Groups and Series of Classes briefly describes each GS/GM occupation.

The Qualifications Standards Handbook (commonly referred to as the X-118) describes the experience and education you need to qualify for each position.

These documents are available at your Human Resources Management office and OPM offices. Also, some large public libraries may have copies.

By referring to these documents, you can begin to narrow down your career objective, following these three steps:

- ☐ Determine the general group or family that contains the occupation in which you are interested (from The Handbook of Occupational Groups and Series of Classes).
- ☐ Determine the occupation(s) within that general group that fit your career objective best (for example, Computer Specialist, GS-334).
- ☐ Review the qualifications needed for the occupation (from the appropriate pages in the X-118 Handbook) to see at which grade you qualify, or if you need additional education or experience.

(Visit your Human Resources Management Office if you need help.)



Chapter 2: The World of Work at EPA



Introduction

EPA employees work in a wide variety of occupations in support of the Agency's mission: from Botanists to Veterinary Scientists; from Accounting Technicians to Writers; from Attorneys to Security Specialists; to name only a few. This chapter provides descriptions of only the most populous occupations in EPA. The following occupational descriptions are based on a number of sources, including interviews with EPA employees in these jobs.

Occupations described in this chapter are:

Scientist (Physical Scientist, Biological Scientist)

Engineer

Environmental Protection Specialist

Attorney

Administrative Support/Technician

Budget Analyst/Financial Specialist

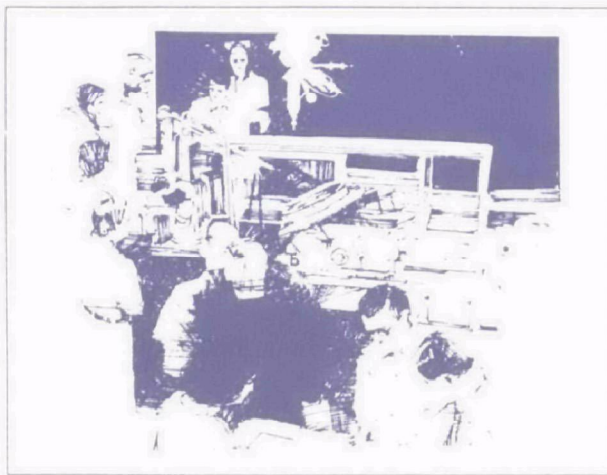
Management/Program Analyst

Auditor/Accountant

Computer Specialist

Contract Specialist

In addition to descriptions of these 10 major occupations, a list of all occupations in EPA having at least 10 employees appears on page 32.



For each of the ten major occupations, a general description is provided, along with a chart indicating the locations and numbers of employees. Grade levels shown in the charts for professional and administrative occupations are grades 12 - 15, as these are frequently the full-working levels and senior levels. For the Administrative Support/Technician category, the grades shown range from 5 - 10, representing the higher grade levels in these jobs. Only non-supervisory positions are reflected in the charts. In some locations, supervisory and management positions in these occupations are also available. On page 33 a key is provided to explain abbreviations and locations used in the charts.

In some cases, the job titles EPA employees have are not indicative of specialized types of work. The occupations of Environmental Protection Specialist, Engineer, and Physical Scientist, for example, may do similar types of work in some offices. Each employee brings to the job the perspective and knowledge provided by his or her educational specialization and work experience.

This chapter is intended as a *general overview* of the work and qualifications requirements for these occupations. Employees who are interested in entering a particular occupation should ask their servicing personnel specialist to review their education and work experience and advise them on the types of additional course work or work experience they may need to qualify for a particular occupation and grade.

Scientist

(Physical Scientist, Biological Scientist, and other specializations)



What's it like to be a Scientist?

Scientists comprise the largest occupational category in EPA, and cover a broad spectrum of specializations. The largest number are clustered in two groups. These are:

Physical Sciences - This is the largest category, and includes Environmental/Physical Scientists, Chemists, and Geologists (the three most populous groups), as well as Hydrologists, Physicists, Oceanographers, and other specializations.

Biological Sciences - This is the second largest group, including such categories as General Biologists, Toxicologists, and Microbiologists (the three largest specializations), as well as Ecologists, Pharmacologists, and others.

Smaller numbers of employees work in other scientific fields. EPA's scientists perform a broad

range of assignments, and may be involved in directly protecting the environment, managing projects, and developing policies and regulations. Some perform research or testing so that EPA will have the reliable scientific data it needs to make decisions. In laboratories, PhD scientists do research related to their specialties.

Although their backgrounds are technical, many Scientists become EPA generalists, as non-supervisory contributors, program managers, or supervisors or managers. Louis Blume, for example, explains, "My academic work was in forestry and agriculture. I started with EPA as a Soil Scientist at the Las Vegas lab. I worked on acid rain, helping to answer questions like, 'How many lakes would recover if we cut sulphur emissions by 20%?'" Next, he went to Chicago as their Regional Scientist, serving as the liaison between the Office of Research and Development in Headquarters and the Region's senior staff. Louis is currently a supervisory GM-14 with a staff of 10, doing strategic planning and pollution prevention. He also oversees grants, conducts training programs, handles communication with the states, and does program evaluation and oversight for the Regional Administrator.

He says, "I like my job because I'm making a difference. We have a major potential to create true changes in the environment." According to Louis, "Erich Bretthauer (AA for ORD) was a catalyst for establishing a dual career track in the Office of Research and Development so that scientists could be promoted because of their technical skills, not because they have agreed to leave science and become supervisors. They now have national and international experts in senior level positions (above GS-15) who still do research because of that."

What education and skills will I need?

Scientists normally have at least a bachelor's degree in their field, and many doing research in EPA laboratories have doctoral degrees. Project management experience, communication skills, skill in dealing with people, and knowledge of environmental laws and regulations are all helpful. The specific qualifications for a scientific position vary, depending on the discipline.

How many Scientists are there, and where do they work?

There are about 2,224 Physical Scientists and 893 Biological Scientists in EPA. Of these, 397 Physical Scientists work in Headquarters, 1,315 in Regions, 362 in the labs, and 150 in other offices. There are 351 Biological Scientists in Headquarters, 242 in Regions, 287 in labs, and 13 in other offices.

What is the grade structure for this field?

Employees typically enter scientific fields at the GS-7 to 11 levels. Most nonsupervisory Scientist positions have a full-performance level of GS-11 to 13. Some nonsupervisory positions above GS-13 are also available.



Physical Scientists in EPA

(Nonsupervisory GS-12/15, as of January, 1992)

Headquarters

Location	Grade			
	12	13	14	15
OA			4	1
OPPE		3	3	1
OE				
OGC				
OIG		2		
OIA				
OARM				
OW	9	24	13	4
OSWER	12	41	12	1
OAR	6	20	4	3
OPPTS	18	110	33	3
ORD		3	26	7
Total	45	203	95	20

Regions

Location	Grade			
	12	13	14	15
Region 1	31	36	1	
Region 2	109	53		
Region 3	79	61	8	
Region 4	69	27		1
Region 5	80	81	4	
Region 6	59	27	1	
Region 7	40	14		
Region 8	32	32	2	
Region 9	53	24	1	
Region 10	30	19	2	
Total	582	374	19	1

ORD Labs

Location	Grade			
	12	13	14	15
Ada	4	10	4	
Athens	3	9	3	3
Cincinnati	16	47	6	5
Corvallis	2	2	3	1
Duluth	7	4	3	
Gulf Br.	2	2		1
Las Vegas	10	35	9	3
Narragan.	11	9	2	2
RTP	23	44	16	9
Total	78	162	46	24

Other Field

Location	Grade			
	12	13	14	15
Ann Arbor	4	1	1	
OE	9	3		
OAQPS-RTP	16	10		1
ORP	7	3	1	
OIG				
OARM				
Other	12	28	10	2
Total	48	45	12	3

Biological Scientists in EPA

(Nonsupervisory GS-12/15, as of January, 1992)

Headquarters

Location	Grade			
	12	13	14	15
OA				
OPPE			4	1
OE				
OGC				
OIG				
OIA				
OARM				
OW	7	15	14	1
OSWER	1	3		
OAR		2	1	
OPPTS	36	124	52	5
ORD	2		16	5
Total	46	144	87	12

Regions

Location	Grade			
	12	13	14	15
Region 1	6	5		
Region 2	11	4	1	
Region 3	4	8	4	
Region 4	28	8	1	
Region 5	18	9		
Region 6	4	15		
Region 7	9			
Region 8	7	4	1	
Region 9	14	8		
Region 10	5	7		
Total	106	68	7	

ORD Labs

Location	Grade			
	12	13	14	15
Ada	3	4		1
Athens	2	9	1	1
Cincinnati	6	19	5	1
Corvallis	6	12	6	2
Duluth	11	12	2	1
Gulf Br.	5	10	5	2
Las Vegas		2	2	
Narragan.	6	8	6	
RTP	13	21	13	3
Total	52	97	40	11

Other Field

Location	Grade			
	12	13	14	15
Ann Arbor				
OE				
OAQPS-RTP				
ORP				
OIG				
OARM				
Other	3	6	1	2
Total	3	6	1	2

Engineer

(Environmental Engineer, Chemical Engineer, Civil Engineer, Mechanical Engineer, General Engineer, Nuclear Engineer, Agricultural Engineer, Electrical Engineer, Electronics Engineer, and other specialties)



What's it like to be an Engineer?

Engineers work throughout EPA, carrying out research, regulation, and compliance functions.

Research ranges from basic to applied, and results are used to develop regulations or to help the public comply with regulations. Research on air pollution sources, for example, affects regulations to limit emissions. Engineers may serve as research project officers. Ed Gross of the Office Water, for example, manages a cooperative agreement with the Water Environment Research Foundation.

Many Engineers go beyond "hands on" engineering; for example, they develop policy, write regulations to implement legislation, issue permits, and administer regulations. Larry Gaugler, Region 2, oversees states' administration of municipal waste plant and collection systems discharges, while Liz Wilde, Region 4, oversees states' changes required by the Clean Air Act. Some Engineers are experts on particular technologies, industries, or pollutants, advising the public, EPA offices, and other governments. Others work in enforcement, such as monitoring states' compliance programs or teaming with Attorneys to establish suits.

EPA Engineers look at more than engineering issues. Lisa Askari, for example, of OSWER, who is involved in regulating hazardous waste cleanups, weighs a number of factors, such as costs, technological feasibility, impact on industry and governments, and effects on public health. Engineers often work on multi-disciplinary teams and enjoy the breadth of outlook this provides. They like the variety of assignments and the diversity of issues they encounter. They find their engineering training very valuable in understanding technical issues, dealing with technical experts in state governments and industry, and many other ways.

What education and skills will I need?

Candidates may qualify with a degree in engineering. They may also qualify with a degree in another field, such as engineering technology, physics, chemistry, architecture, computer science, or mathematics, if they have at least 1 year of professional engineering experience acquired under professional engineering supervision and guidance, usually under a formal training program to develop professional engineering knowledges. Certain combinations of education and experience may also qualify, as evidenced by registration as a Professional

Engineer by a state, or passing the Engineer-in-Training examination.

Good communication skills are important, as Engineers frequently write and have many interpersonal contacts, both within and outside EPA.

How many Engineers are there and where do they work?

There are approximately 2,460 Engineers throughout EPA. About 275 are at Headquarters, 1,715 in Regions, 175 at the labs, and 290 at other offices.

What is the grade structure in this field?

Employees generally enter this occupation at GS-5 through 12, depending on their qualifications. Most nonsupervisory positions have a full-performance level of GS-12. Nonsupervisory positions at the GS-13 and 14 levels are also available in some offices.



Engineers in EPA

(Nonsupervisory GS-12/15, as of January, 1992)

Headquarters				
Location	Grade			
	12	13	14	15
OA			1	
OPPE				
OE		1	1	
OGC				
OIG		1		
OIA				
OARM		1	9	
OW	10	15	14	1
OSWER	12	35	8	3
OAR	20	19	7	1
OPPTS	1	13	1	
ORD		1	13	3
Total	43	86	54	8

Regions				
Location	Grade			
	12	13	14	15
Region 1	65	49		
Region 2	80	68		
Region 3	29	65	2	1
Region 4	76	37	3	
Region 5	76	50	1	
Region 6	67	38	1	
Region 7	56	26	3	
Region 8	46	29	4	
Region 9	58	33	1	
Region 10	21	23	2	
Total	574	418	21	2

ORD Labs				
Location	Grade			
	12	13	14	15
Ada	2	1	1	
Athens	4	2	1	
Cincinnati	14	28	8	2
Corvallis				
Duluth	1			
Gulf Br.				
Las Vegas	1	3	2	
Narragan.				
RTP	6	29	16	2
Total	28	63	28	4

Other Field				
Location	Grade			
	12	13	14	15
Ann Arbor	23	16	6	1
OE	5	1	3	
OAQPS-RTP	24	49	7	1
ORP				
OIG		4	1	
OARM	4			
Other	2	8	7	1
Total	58	78	24	3

Environmental Protection Specialist



What's it like to be an Environmental Protection Specialist?

Environmental Protection Specialists (EPS's) perform a wide variety of duties in EPA. The work of an EPS often overlaps with the work of professional engineering and scientific positions.

An EPS in a Region often oversees the environmental plans and activities of state and local municipalities. The EPS gives technical guidance and helps develop sound plans and programs. An EPS working with government agencies is frequently involved with grants. Chris Lehnertz in Region 7, an EPA Project Officer for Water Quality programs on Indian reservations, reviews Clean Water Act Grants. "I love my job absolutely," said Chris, especially, "the opportunity to provide assistance to Native Americans."

Some EPS's conduct research related to environmental problems. Marion Ceraso, of the Radon Division, educates the public about radon risk assessment. She is writing a report on radon risk assessment and speaks to community groups on radon. "I like having the opportunity to learn, expand on the work I did in graduate school, and really go in-depth into a technical area that interests me."

Many EPS's in Headquarters develop environmental protection regulations, policies, and guidance. Sandi Jones, in the Enforcement Division, oversees Region 3's enforcement program of the Resource Conservation Recovery Act. She enjoys the "diversity of assignments, independence, and visibility" of her position.

What education and skills will I need?

Because of the diversity of positions in this occupation, qualifications requirements are generally broad. They will vary by the requirements of the individual position, including the grade level. Entry level positions require either a college degree or general experience which demonstrates the knowledge, skills, and abilities to do the work of the individual position in the occupation.

Advancement to higher level positions requires directly-related specialized experience. Many EPS's say a solid technical background in the work is important, such as radon risk assessment, fish contamination, or water quality programs. Many EPS's have graduate degrees in environmental areas, such as Environmental Biology or Environmental Science.

EPS's believe oral communications skills are necessary when negotiating and coordinating complex environmental issues. Additionally,

superior writing skills are valuable in preparing reports and guidance. Most EPS's must also have strong research and analytical abilities. Positions involving contract and grants administration and project management require strong planning and organizational skills and close attention to detail.

Chris Lehnertz says patience is very important in her position. "It's important to take account of small victories and see the steps necessary to achieve the big picture. This is not a position of quick results."

How many Environmental Protection Specialists are there and where do they work?

There are approximately 2,100 Environmental Protection Specialists in EPA. About 900 EPS's work in Headquarters, 1,100 in the Regions, 8 in the labs, and 103 in other offices.

What's the grade structure for this field?

EPS's generally start at the GS-5/7/9 levels. Most nonsupervisory EPS's in the Regions can progress to the GS-12 level, and some are GS-13's. Most nonsupervisory EPS's in Headquarters advance to the GS-13 level; some nonsupervisory positions above GS-13 are also available.

**Environmental Protection Specialists in
EPA** *(Nonsupervisory GS-12/15, as of January, 1992)*

Headquarters				
Location	Grade			
	12	13	14	15
OA	1	1	4	1
OPPE	4	12	15	1
OE				
OGC				
OIG				
OIA	1		1	
OARM	1	1		
OW	18	40	16	3
OSWER	21	82	21	
OAR	14	20	7	1
OPPTS	41	83	26	5
ORD			3	
Total	102	247	97	13

Regions				
Location	Grade			
	12	13	14	15
Region 1	44	14		
Region 2	11	5		
Region 3	36	13	1	
Region 4	3	4		
Region 5	95	12	1	
Region 6	46	1		
Region 7	15	5		
Region 8	30	12	2	
Region 9	66	21	5	
Region 10	60	29		
Total	406	116	10	1

ORD Labs				
Location	Grade			
	12	13	14	15
Ada				
Athens				
Cincinnati	1			
Corvallis				
Duluth				
Gulf Br.				
Las Vegas		1		
Narragan.				
RTP	1			
Total	2	1		

Other Field				
Location	Grade			
	12	13	14	15
Ann Arbor	10	2		
OE	1	2		
OAQPS-RTP	9	13	1	
ORP				
OIG				
OARM				
Other	4			
Total	24	17	1	

Attorney



What's it like be an Attorney?

Like the Agency itself, EPA's 950 Attorneys are here to protect the environment. They give advice about legal matters and help develop EPA policies and environmental standards. They help enforce environmental laws and regulations. Much of their work is direct enforcement of environmental laws and regulations, working on specific cases involving chemicals which should not be used in manufacturing; sites at which hazardous waste was put in the earth; pollution of streams, rivers, and lakes; or air pollution. Marcia Mulkey, Regional Counsel in Region 3, put it this way, "In many instances, regulated entities are law-abiding. The goal of enforcement is to assure that all others also comply. The intended message is that compliance pays."

Mary Wilkes, an experienced Attorney with Region 4 says, "I have a free hand with my cases. I like the people I work with; they are committed and helpful. I like most of the work, which is worthwhile and challenging."

Mary Ellen Levine, with the Office of General Counsel in Headquarters, who came from a private firm, says, "You have much more autonomy as a junior person in OGC than in a law firm. You have more authority. I interpret novel issues of statutory and regulatory authority, for example, that have nationwide, and sometimes international, impact or importance. You routinely talk to division directors. Your recommendations are usually accepted. Lawyers are usually consulted when there is a very difficult problem to resolve and there often is conflict. As a result, you grow professionally as fast as you are able to."

She continues, "Within OGC there is a tremendous wealth of expertise that staff attorneys can draw upon. Compared to a law firm, where sometimes each associate must individually 'learn the ropes,' there is a great sharing of knowledge and expertise among attorneys."

"While, ultimately, decisions are made by the senior managers within EPA, staff Attorneys have the ability to influence policy decisions, sometimes in small, sometimes in important, ways."



What education and skills will I need?

Attorneys must be members of the bar of any state or D.C. to qualify. EPA Attorneys generally come from law firms, other government agencies, or judicial clerkships. OGC does offer a few positions to recent law graduates with outstanding backgrounds. Most offers go to those who have participated in OGC's Summer Honors Program after their second year of law school. The competition is keen for the few Attorney positions which become available each year. For any Attorney, an outstanding academic record and strong legal writing and analytical skills are required.

Applicants who meet all requirements except bar membership may be hired as Law Clerk trainees, but must be admitted to the bar within 14 months or be separated.

How many Attorneys are there and where do they work?

Headquarters has about 250 Attorneys, 100 in OGC, 100 in Enforcement, and 50 in other offices. The regions have another 450.

What is the grade structure for this field?

New law school graduates typically start at the GS-9 or 11 level, but experienced Attorneys enter at higher grades. The full-performance level is generally GS-13 or 14. Some non-supervisory grade 14 and 15 positions are also available.

Attorneys in EPA

(Nonsupervisory GS-12/15, as of January, 1992)

Headquarters				
Location	Grade			
	12	13	14	15
OA	2	5	3	1
OPPE				
OE	11	24	50	12
OGC	6	28	41	25
OIG				
OIA				
OARM				1
OW	2	4		1
OSWER	1	3	2	1
OAR	4	10	3	1
OPPTS		8	1	1
ORD				
Total	26	82	100	43

Regions				
Location	Grade			
	12	13	14	15
Region 1	10	24	11	3
Region 2	10	42	5	
Region 3	11	43	8	
Region 4	8	30	8	1
Region 5	10	46	23	1
Region 6	7	29	5	1
Region 7	4	21	5	
Region 8	8	17	3	1
Region 9	11	29	9	
Region 10	5	11	4	
Total	84	292	81	7

ORD Labs				
Location	Grade			
	12	13	14	15
Ada				
Athens				
Cincinnati				
Corvallis				
Duluth				
Gulf Br.				
Las Vegas				
Narragan.				
RTP				
Total				

Other Field				
Location	Grade			
	12	13	14	15
Ann Arbor				
OE				
OAQPS-RTP				
ORP				
OIG				
OARM				
Other				
Total				

Administrative Support/Technician

(Environmental Protection Assistant, Secretary, Clerk-Typist, Miscellaneous Support/Technician Positions)



What's it like to be an administrative support/technician employee?

The cadre of administrative support and technician positions forms the backbone of EPA. Many different types of positions fall in this group, but all have the common purpose of performing technical or clerical work to support the missions of their organizations.

Environmental Protection Assistants form a unique group of positions in EPA, performing a wide variety of technical support duties related to environmental planning and protection. These positions are primarily located in Regional offices, labs, and field organizations. They may work with data; prepare charts, exhibits, and reports; and otherwise support higher-level environmental protection personnel.

Kevin Orendorf of Region 8 helps a financial analyst to enforce regulations under the Resource Conservation and Recovery Act. He inputs and tracks data, reviews financial instruments, and prepares letters and compliance orders. He especially enjoys "working with computer software." Another Environmental Protection Assistant working in a Region helps Engineers provide construction grants to municipalities to build and upgrade wastewater treatment systems. She values working in a position that will provide her the knowledges and skills she needs to advance in EPA.

Secretaries are the principal administrative support positions in the office. Work ranges from duties such as receptionist, phone, and typing work, to very responsible tasks such as developing information for high-level, complex conferences. Secretaries' working relationships with their supervisors enable many to act and speak for them with an authority rare in clerical positions. Some find this aspect of the position very satisfying. "I run Susan's life at the office," says Georgia McDuffie, Secretary to the Deputy Office Director, OPP, "My job is to help Susan get through her day!" Georgia likes helping others. "I feel needed and appreciated in my job and I like running my own show," says Kathy Lake, Secretary to the AA for Communications, Education, and Public Affairs. Both also enjoy the extensive people contact and variety of duties in their positions.

What education and skills will I need?

These vary by position and grade. Most entry-level positions require either a high school diploma or general experience indicating ability to learn how to do the job. Candidates may have to demonstrate typing and other skills.

Georgia McDuffie describes many clerical and administrative support positions as "juggling acts," involving a variety of competing demands, heavy workload, and tight deadlines. Employees in these positions need to be able to adjust to frequent changes in priorities. Time management, organizational, and planning skills are helpful. Attention to detail is important, as are good oral and written communications skills.

Technical support workers apply rules, regulations, and procedures based on practical knowledge. Some Environmental Protection Assistants, for example, refer to financial responsibility regulations, while others must understand and use facility plan requirements.

How many administrative support / technician employees are there and where do they work?

There are nearly 3,000 administrative support and technician positions in EPA. About 800 are in Headquarters, 1,600 in the Regions, 300 in the labs, and 300 in other offices.

What is the grade structure for this field?

Employees typically enter these occupations at the GS-2 through GS-5 levels. Most administrative support and technician positions have a full-performance level of GS-4/5/6/7. Some specialized positions are available at higher levels, especially in Headquarters. Many administrative support positions with typing requirements receive special salary rates to reflect the special demand for these positions.

Administrative Support/Technician Positions in EPA
(Nonsupervisory GS-5/10, as of January, 1992)

Headquarters				
Location	Grade			
	5/6	7	8	9/10
OA	13	18	16	12
OPPE	5	11	11	5
OE	7	11	9	5
OGC	6	9	6	3
OIG	5	5	2	4
OIA	2	2	2	4
OARM	57	60	15	14
OW	17	30	18	10
OSWER	30	42	16	6
OAR	13	25	12	5
OPPTS	49	54	21	12
ORD	11	12	19	10
Total	215	279	147	90

Regions				
Location	Grade			
	5/6	7	8	9/10
Region 1	55	46	13	3
Region 2	84	20	6	5
Region 3	123	44	10	1
Region 4	136	51	12	4
Region 5	154	51	10	6
Region 6	102	30	5	2
Region 7	65	23	5	2
Region 8	60	20	8	3
Region 9	57	31	4	1
Region 10	55	18	1	3
Total	891	334	74	30

ORD Labs				
Location	Grade			
	5/6	7	8	9/10
Ada	2	4	3	3
Athens	3	2	2	4
Cincinnati	32	18	5	14
Corvallis	5	2	2	
Duluth	4	3	2	5
Gulf Br.	3	1	4	1
Las Vegas	14	4	6	8
Narragan.		1	1	6
RTP	16	32	16	28
Total	79	67	41	69

Other Field				
Location	Grade			
	5/6	7	8	9/10
Ann Arbor	25	7	2	25
OE	24	8	3	2
OAQPS-RTP	34	18	3	2
ORP	4	2	2	5
OIG	11	10		
OARM	26	31	7	7
Other	12	9	5	8
Total	136	85	22	49

Management Analyst and Program Analyst



What's it like to be a Management Analyst or Program Analyst?

Employees in these occupations serve as staff analysts, evaluators, and advisors to management. Management Analysts work on administrative management matters, such as organizational design, distribution of work assignments, and delegations of authority. They analyze organizations and apply management principles to solve problems. They use a wide variety of fact-finding and analytical techniques in their work.

Cheryl Bentley, Management Analyst in the Management and Organization Division, is currently advising management on a reorganization in one of her client offices. Based upon her research and fact-finding interviews, she is developing a report for top management's consideration on options, alternatives, and organizational recommendations.

She enjoys "the opportunity to become very knowledgeable of programs, organizations, and personnel throughout the organization."

Program Analysts mostly plan, analyze, and evaluate EPA programs and operations. They set and assess program objectives and policies, measure work operations and progress, and develop resources estimates. They identify actual or potential problem areas, developing and recommending changes in objectives, operations, and emphasis to correct these deficiency situations.

Tom Miller, Program Analyst in ORD's Office of Health Research, is heavily involved in planning, budget and contract administration for his assigned programs. He enjoys the "freedom and unstructured work environment" of his position. Caroline Previ, Program Analyst for OSWER, is a key point of contact for Superfund and underground storage tank regulations. She participates in the review of proposed regulations and coordinates substantive issues with other parts of the organization. She prepares and reviews Congressional responses on assigned program areas, develops briefing materials, and coordinates replies on program issues to Congressional committees. She finds her position provides her "exposure to many different program issues and a bigger view of the real concerns of EPA management."

What education and skills will I need?

Qualification requirements vary by position and grade. Entry-level positions require either education at the undergraduate level and above or general experience which demonstrates the knowledge, skills, and abilities needed to do the work. Advancement to higher-level positions requires experience related to the function.

Cheryl Bentley believes a Management Analyst should be a good "people person," with "well-developed research and analytical skills, an eye for detail, and good communication skills." Management Analysts must "maintain objectivity and control their emotions in order to develop sound options and recommendations on controversial issues."

Caroline Previ emphasizes the need for "coordination and teamwork" in her position. It's not a good match for people who need a lot of "individual ownership" of their projects. She also believes it's a "plus for a Program Analyst to have a scientific or technical background." Tom Miller echoes the need for a Program Analyst to have at least "a broad knowledge of scientific and ecological principles".

How many Management and Program Analysts are there and where do they work?

There are approximately 1,000 employees in this occupation, including about 800 in Headquarters, 160 in the Regions, 25 in the labs, and 20 in other offices.

What is the grade structure for this field?

Entry level positions are typically at the GS-5 through 9 levels, though some employees qualify to enter at higher levels. Headquarters analysts may advance to the GS-13 level, with some higher-grade positions also available. In other offices, positions are typically GS-12, with some GS-13 positions available.

**Management Analysts/Program Analysts in
EPA** *(Nonsupervisory GS-12/15, as of January, 1992)*

Headquarters				
Location	Grade			
	12	13	14	15
OA	2	3	7	1
OPPE	8	19	12	2
OE	2	5	6	1
OGC				
OIG	2	8	1	
OIA	2		2	
OARM	23	51	34	15
OW	19	30	7	2
OSWER	18	45	20	4
OAR	13	16	7	1
OPPTS	20	24	5	2
ORD	11	21	18	3
Total	120	222	119	31

Regions				
Location	Grade			
	12	13	14	15
Region 1	3	5		
Region 2				
Region 3	6	4	1	
Region 4	2	4		1
Region 5	13	6		
Region 6	6	4		1
Region 7	10	3		
Region 8	8		1	
Region 9	12	2		
Region 10	7	2	1	
Total	67	30	3	2

ORD Labs				
Location	Grade			
	12	13	14	15
Ada				
Athens				
Cincinnati	1		1	
Corvallis				
Duluth				
Gulf Br.				
Las Vegas				
Narragan.			1	
RTP	4	2		
Total	5	2	2	

Other Field				
Location	Grade			
	12	13	14	15
Ann Arbor	2			
OE	1			
OAQPS-RTP	1	1	2	
ORP			1	
OIG	1			
OARM	3	3	2	
Other	1			
Total	9	4	5	

Budget Analyst and Financial Specialist



What's it like to be a Budget Analyst or a Financial Specialist?

Interested in working with data? Budget Analysts are EPA's budget administrators. Most Headquarters Budget Analysts formulate budget and cost estimates to support plans, programs, and activities. They provide supporting material and information to the Office of Management and Budget and Congressional Appropriations Committees staffs.

Budget Analysts in the Regions spend most of their time on budget execution. They monitor spending levels, reallocate funds from one budget category to another, and prepare financial reports. They also participate with Headquarters program offices in budget formulation.

Budget Analysts work with both conceptual, policy issues and quantitative data. Dennis DeVoe, a Branch Chief in Headquarters, says one of the most satisfying aspects of his job is the opportunity it provides to gain a broad overview of the Agency and its many programs and to work with the Agency's officials in deciding budget and program priorities.

The life of a Budget Analyst can be very stressful. At certain times during the budget cycle the Budget Analyst's workload becomes especially heavy. During these periods, Budget Analysts must work very intensively to compile, analyze, and submit a large amount of data under tight deadlines.

Financial Specialists perform a wide variety of work in the Agency's various financial functions. Many Financial Specialists enjoy this diversity. Some develop policies and procedures for EPA. Others design formats for reporting financial information and analyze data to prepare reports or briefings for management. Some work primarily with Superfund, making sure that payroll and other charges are correct. Financial Specialists are sometimes assigned to provide customer assistance to employees and the public, such as vendors who call about payments or employees who need help in resolving salary problems or travel reimbursement questions.

What education and skills will I need?

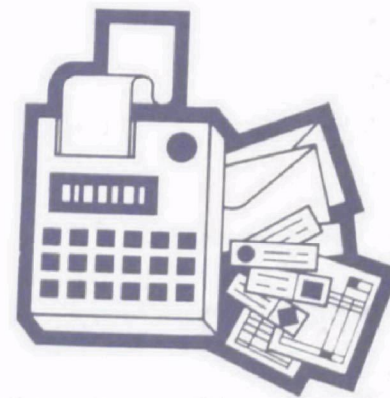
Candidates with a bachelor's degree in any field can qualify for an entry level position as either a Budget Analyst or Financial Specialist. Candidates may also qualify with three years of experience in administrative, professional, technical or other work. This experience must demonstrate the ability to analyze problems to identify significant factors, gather pertinent data, recognize solutions, plan and organize work, and communicate effectively orally and in writing. Advancement beyond the GS-5 level requires either advanced education or experience as a Budget Analyst or in financial work.

How many Budget Analysts and Financial Specialists are there and where do they work?

There are approximately 170 employees in these categories, with about 100 at Headquarters, 65 in Regions, and a few in the labs and other offices.

What is the grade structure for this field?

Depending on their qualifications, employees may enter these occupations at the GS-5 through 12 levels. Most Budget Analysts have a full-performance level of GS-12, while Financial Specialists generally have a full-performance level of GS-11 or 12. Some Financial Specialist positions around the country may have lower full-performance levels. In both job categories, some nonsupervisory positions above the GS-12 level are available.



**Budget Analysts/Financial Specialists in
EPA (Nonsupervisory GS-12/15, as of January, 1992)**

Headquarters				
Location	Grade			
	12	13	14	15
OA				
OPPE				
OE				
OGC				
OIG	1			
OIA		1		
OARM	13	8	4	1
OW	3	1	1	
OSWER	1	3		
OAR	1			
OPPTS				
ORD				
Total	21	15	5	1

Regions				
Location	Grade			
	12	13	14	15
Region 1	3			
Region 2	1	1		
Region 3		1		
Region 4	4			1
Region 5			1	
Region 6	6			
Region 7	2			
Region 8	1			
Region 9	2			
Region 10	2			
Total	21	2	1	1

ORD Labs				
Location	Grade			
	12	13	14	15
Ada				
Athens				
Cincinnati				
Corvallis				
Duluth				
Gulf Br.				
Las Vegas				
Narragan.				
RTP				
Total				

Other Field				
Location	Grade			
	12	13	14	15
Ann Arbor				
OE				
OAQPS-RTP				
ORP				
OIG				
OARM				
Other				
Total				

Computer Specialist



What's it like to be a Computer Specialist?

One of EPA's primary goals is to work smarter to protect the environment by making maximum use of computers. Considerable use of computers is possible here because 39 percent of our employees are Engineers or Scientists, and they know how to use computers.

All EPA Computer Specialists use hardware, telecommunications, and software to create, maintain, or change major systems, or to work with various smaller systems. They accomplish most of their work through contractors; thus, they need to know the techniques of project management -- how to set up milestones, track those against a timetable, and get deliverables finished.

Thom Shurtleff, a Computer Specialist in Headquarters, says, "Managing contracts is important, as is tracking delivery orders which are

pending. Keeping slack to a minimum and making sure contractors are not spinning their wheels is critical."

He continues, "The technology in this job is fascinating and constantly changing. There are always new approaches to try out. You never stop looking for a better way to improve quality and productivity."

Maureen Johnson is a branch chief at Research Triangle Park. She managed EPA's conversion from Email to All-in-one. "I like the constantly changing environment, and I like dealing directly with customers. It is easy to lose sight of how this all fits in with the environment. It is important to keep sight of the interface between this work and protecting the planet."

What education and skills will I need?

Entry-level positions require a college degree or equivalent experience. Applicants with college degrees in computer-related fields are not required to take a written test; others must take the examination. Higher-level positions require additional related education or experience, but no written examination.

Maureen Johnson says, "Good Computer Specialists in EPA maintain state-of-the-art knowledge in a rapidly changing field. They monitor contracts well and understand the contractual mechanism. Getting along well with, and communicating well with, vendors being relied upon is essential. A good technical background in ADP is needed, and a business management background is

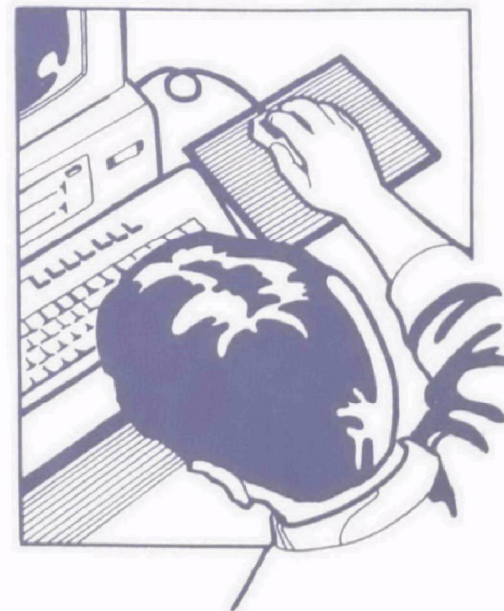
helpful. I completed an MBA program, and that helped me a lot. People and communication skills are very important."

How many Computer Specialists are there and where do they work?

There are about 375 Computer Specialists in EPA. Nearly 170 are in Headquarters, 120 in the Regions, 30 in labs, and 50 in other offices.

What is the grade structure for this field?

Employees may enter this occupation at grades 5 through 12, depending on their qualifications. Nonsupervisory Computer Specialists may advance to GS-12 or 13. Some nonsupervisory positions at GS-14 are also available.



Computer Specialists in EPA

(Nonsupervisory GS-12/15, as of January, 1992)

Headquarters

Location	Grade			
	12	13	14	15
OA	1			
OPPE				
OE		1	2	
OGC		1		
OIG	3	7		
OIA				
OARM	6	24	29	4
OW	4	5	1	
OSWER	2	4		
OAR	5	1		
OPPTS	10	20	2	
Total	31	63	34	4

Regions

Location	Grade			
	12	13	14	15
Region 1	5	4		
Region 2	5	2		
Region 3	7	3		
Region 4	5			
Region 5	8	4		
Region 6	7	2		
Region 7	3			
Region 8	4	1		
Region 9	12	2		
Region 10	3	1		
Total	59	19		

ORD Labs

Location	Grade			
	12	13	14	15
Ada				
Athens				
Cincinnati				
Corvallis		1		
Duluth				
Gulf Br.				
Las Vegas	1	1		
Narragan.				
RTP	6	1		
Total	7	3		

Other Field

Location	Grade			
	12	13	14	15
Ann Arbor	3	3		
OE	3	1		
OAQPS-RTP	5	4		
ORP		1		
OIG				
OARM	1	8	13	4
Other				
Total	12	17	13	4

Auditor and Accountant



What's it like to be an Auditor or Accountant?

Most Auditors work for the Inspector General. Some do performance audits, which focus on ways to make EPA more efficient and effective, and review the achievement of expected program results. Others do financial audits, reviewing bills from Superfund contractors, uses of construction grants, and various other financial transactions.

Senior Auditors typically specialize, but Auditors may be assigned different types of audits. Teams often work on an audit for six months to a year. Auditors travel regularly.

Alan Bogus, who oversees the Office of Audit's policy and planning for the Inspector General, says, "Working as an Auditor gives you a broad picture of the Agency, as there are so many areas to audit."

Most of EPA's Accountants who are not Auditors work in OARM, maintaining EPA's accounts, ensuring that debits and credits are posted to the proper appropriation and account, correcting misapplied charges, disbursing funds, and doing other work. Some Accountants analyze financial data and develop financial reports to management, Treasury, OMB, GSA, and other agencies.

Some EPA Accountants do not "crunch numbers." They develop policies and procedures. Other Accountants work with Computer Specialists to design and maintain EPA's automated financial management systems. Some work on quality assurance, reviewing financial operations to ensure proper procedures are followed.

EPA's Accountants like the variety of their assignments. Larry Achter, Reports and Accounting Section Chief in Headquarters, says that EPA accounting work is more varied and interesting than work in a private accounting firm, where Accountants tend to be assigned repetitive tasks. The challenge for EPA's Accountants is learning Federal accounting practices.

What education and skills will I need?

To qualify for an entry-level position as either an Auditor or Accountant, you need a bachelor's degree in accounting or a related field with 24 semester hours in accounting, or a certain combination of work experience and education. To qualify above GS-5, you need graduate education or specialized experience.

Auditors need skill in dealing with people on sensitive matters, both in collecting information and in presenting findings and recommendations.

How many Auditors and Accountants are there and where do they work?

There are approximately 400 in EPA, with about 150 at Headquarters, 80 in Regions, and 170 in other offices.

What is the grade structure for this field?

Depending on their qualifications, employees may enter this occupation at grades 5 through 12. Auditors and Accountants in EPA generally have a full performance level of GS-12. Nonsupervisory positions above the GS-12 level are also available.



Auditors / Accountants in EPA

(Nonsupervisory GS-12/15, as of January, 1992)

Headquarters				
Location	Grade			
	12	13	14	15
OA				
OPPE				
OE				
OGC				
OIG	7	21	4	1
OIA				
OARM	9	33	11	1
OW				
OSWER				
OAR				
OPPTS				
ORD				
Total	16	54	15	2

Regions				
Location	Grade			
	12	13	14	15
Region 1		1		
Region 2	4	1		
Region 3	9			
Region 4	3	1		
Region 5	8	4		
Region 6	7	2		
Region 7	4	1		
Region 8	2			
Region 9	1			
Region 10	1			
Total	39	10	1	

ORD Labs				
Location	Grade			
	12	13	14	15
Ada				
Athens				
Cincinnati				
Corvallis				
Duluth				
Gulf Br.				
Las Vegas				
Narragan.				
RTP				
Total				

Other Field				
Location	Grade			
	12	13	14	15
Ann Arbor				
OE				
OAQPS-RTP				
ORP				
OIG	46	29	2	
OARM	8	6		
Other				
Total	54	35	2	

Contract Specialist



What's it like to be a Contract Specialist?

Contract Specialists make sure that EPA has the materials and services it needs to function. They are responsible for contracting with commercial and noncommercial sources to provide their clients in the various EPA program offices with a wide variety of products and services. Contract Specialists ensure these are provided when and where they are needed, at the most reasonable price, and in accordance with an extensive body of laws and regulations.

Some Contract Specialists are primarily involved in contract advertising and negotiation. They solicit and evaluate bids from potential suppliers. They negotiate with contractors over such matters as costs, schedules, and specific features of items to be procured. Others are primarily involved with contract administration. They monitor the contractor's work to make sure they are complying

with their agreement. They may need to renegotiate changes to contracts, terminate contracts, and settle claims. Others develop EPA contracting policies and procedures, or specialize in quality assurance.

Because of EPA's high visibility, Contract Specialists sometimes become involved in responding to questions from Congress and the press. They sometimes must confer with EPA Attorneys and Auditors on many legal and costs issues.

What education and skills will I need?

Candidates with an undergraduate degree in any field may qualify for entry-level positions (GS-5). Candidates with three years of work experience may also qualify. This experience must show knowledge of procurement practices, skill in research and analysis, and skill in oral and written communication. Graduate education, law school, or work experience in contracting is necessary for advancement.

Contract Specialists must learn an extensive body of laws and regulations that govern Federal and EPA contracting practices. They work with complex legal and technical issues and must have a clear understanding of various cost and regulatory matters. Their work requires great attention to detail, and good writing and communications skills.

How many Contract Specialists are there and where do they work?

There are approximately 275 Contract Specialists in EPA. About 150 work at Headquarters, 75 in Regions, and nearly 60 in other offices.

What is the grade structure for this field?

Depending on their qualifications, employees may enter this occupation at the GS-5 through 12 levels. Most Contract Specialists in Headquarters have a full-performance level of GS-12, with senior positions available at the GS/GM-13 and 14 levels. Contract Specialists in the Regions and field offices are generally at the GS-12 and 13 levels.



Contract Specialists in EPA

(Nonsupervisory GS-12/15, as of January, 1992)

Headquarters				
Location	Grade			
	12	13	14	15
OA				
OPPE				
OE				
OGC				
OIG				
OIA				
OARM	23	33	23	1
OW				
OSWER				
OAR				
OPPTS				
ORD				
Total	23	33	23	1

Regions				
Location	Grade			
	12	13	14	15
Region 1	3	4		
Region 2	4	4		
Region 3	4	3		
Region 4	6	3		
Region 5	4	4		
Region 6		3		
Region 7	2	1		
Region 8	3	1		
Region 9		3		
Region 10		1		
Total	26	27		

ORD Labs				
Location	Grade			
	12	13	14	15
Ada				
Athens				
Cincinnati				
Corvallis				
Duluth				
Gulf Br.				
Las Vegas	1			
Narragan.				
RTP				
Total	1			

Other Field				
Location	Grade			
	12	13	14	15
Ann Arbor				
OE				
OAQPS-RTP				
ORP				
OIG				
OARM	18	9	2	1
Other				
Total	18	9	2	1

Professional, Administrative, Technical, and Clerical Occupations in EPA

(Occupations with 10 or more employees)

Accounting/Auditing

Accounting
Accounting Administration, General
Accounting Technician
Auditing

Administrative Support/Technician (General)

Clerical and Administrative, General
Clerk and Assistant, Miscellaneous
Clerk Typist
Management Clerk/Assistant
Secretary

Contracting and Procurement

Contracting and Procurement
Procurement Clerk/Assistant

Engineering

Chemical Engineering
Civil Engineering
Electronics Engineering
Electronics Technician
Engineer/Architect Student Trainee
Engineering Technician
General Engineering
Mechanical Engineering
Sanitary/Environmental Engineering

Environmental Protection, General

Environmental Protection Assistant
Environmental Protection Specialist

Financial Management/Budget

Budget Administration
Budget Clerk
Financial Analysis
Financial Assistant
Financial Management
Financial Management Student Trainee

Information

Public Affairs Specialist
Technical Information Services
Visual Information
Writing and Editing

Investigations

Criminal Investigator
General Investigator

Legal

Attorney, General
Law Clerk
Legal Clerk/Assistant
Paralegal Specialist

Program Management, Administration

Administrative Officer
Administration Student Trainee
Management Analyst/Program Analyst
Program Management
Student Trainee, General

Mathematics

Mathematical Statistician
Operations Research
Statistician

Office Services

Mail and File
Office Automation Clerk and Assistant
Office Machine Operator
Office Services Supervisor/Manager
Supply Clerk/Technician

Personnel Management/Training

Employee Development
Labor-Management/Employee Relations

Personnel Management (con't)

Personnel Clerical and Assistant
Personnel Management
Personnel Staffing

Safety/Security

Safety Management
Security Administration

Science

Biology Science, General
Biological Science Student Trainee
Biological Technician
Chemistry
Ecology
Entomology
Geology
Health Physics
Health Science, General
Hydrology
Industrial Hygiene
Microbiology
Oceanography
Pharmacology
Physical Science, General
Physical Science Student Trainee
Physical Science Technician
Physics
Soil Science
Toxicologist

Telecommunications/Office Automation/Computer Science

Communications Management
Computer Aide /Technician
Computer Specialist

Miscellaneous

Business and Industry, General
Consumer Safety
Economist
Equal Employment Opportunity

Key to Abbreviations and Office Locations

Headquarters

OA	Office of the Administrator
OPPE	Office of Policy, Planning, and Evaluation
OE	Office of Enforcement
OGC	Office of General Counsel
OIG	Office of the Inspector General
OIA	Office of International Activities
OARM	Office of Administration and Resources Management
OW	Office of Water
OSWER	Office of Solid Waste and Emergency Response
OAR	Office of Air and Radiation
OPPTS	Office of Prevention, Pesticides and Toxic Substances
ORD	Office of Research and Development

Regions - Main Offices

(Total numbers shown for Regions include employees working at main offices and at Regions' field offices.)

Region 1	Boston
Region 2	New York
Region 3	Philadelphia
Region 4	Atlanta
Region 5	Chicago
Region 6	Dallas
Region 7	Kansas City
Region 8	Denver
Region 9	San Francisco
Region 10	Seattle

ORD Labs

Ada	Kerr Environmental Research Lab (Ada, OK)
Athens	Environmental Research Lab (Athens, GA)
Cincinnati	Environmental Monitoring Systems Lab Risk Reduction Engineering Lab (Cincinnati, OH) Also includes field stations
Corvallis	Environmental Research Lab (Corvallis, OR)
Duluth	Environmental Research Lab (Duluth, MN) Also includes field stations
Gulf Br	Environmental Research Lab (Gulf Breeze, FL)
Narragan	Environmental Research Lab (Narragansett, RI) Also includes field station
RTP	Health Effects Research Lab; Air and Energy Engineering Research Lab; Atmospheric Research and Exposure Assessment Lab (Research Triangle Park, NC)

Other Field

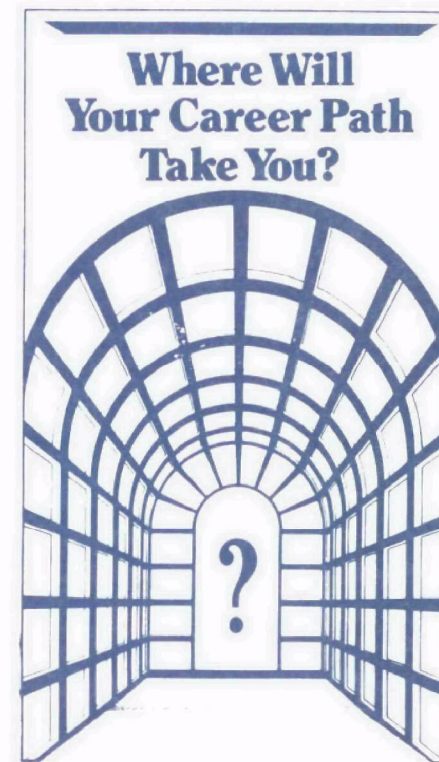
Ann Arbor	Motor Vehicle Emissions Lab, OAR (Ann Arbor, MI)
OE	National Enforcement Investigations Center (Denver, CO), and Regional locations of the Office of Enforcement
OAQPS	Office of Air Quality Planning and Standards, OAR (Research Triangle Park, NC)
ORP	Eastern Environmental Radiation Facility, OAR (Montgomery, AL), and Office of Radiation Facility, OAR (Las Vegas, NV)
OIG	Office of Inspector General Field Offices (Boston, New York, Philadelphia, Research Triangle Park, Atlanta, Chicago, Dallas, San Francisco, Sacramento, and Seattle)
OARM	Includes Office of Administration and Resources Management activities at Cincinnati, Research Triangle Park, and Las Vegas
Other	Includes field activities of ORD (other than laboratories), OW, OPPTS, Office of Civil Rights, and miscellaneous other activities

Summary

The broad objective of EPA's career planning approach is to create a good fit between your career interests and goals and EPA's needs. In this workbook, we've encouraged assessment of your skills and interests in the context of career opportunities at EPA.

The next step is to develop a plan with concrete steps toward actualizing your career goals. The other brochure in this portfolio, "Finding Your Career Direction," provides additional guidance on finding your career path in EPA. It describes the merit promotion process and typical EPA career paths, and provides advice on how to create your own personal career map.

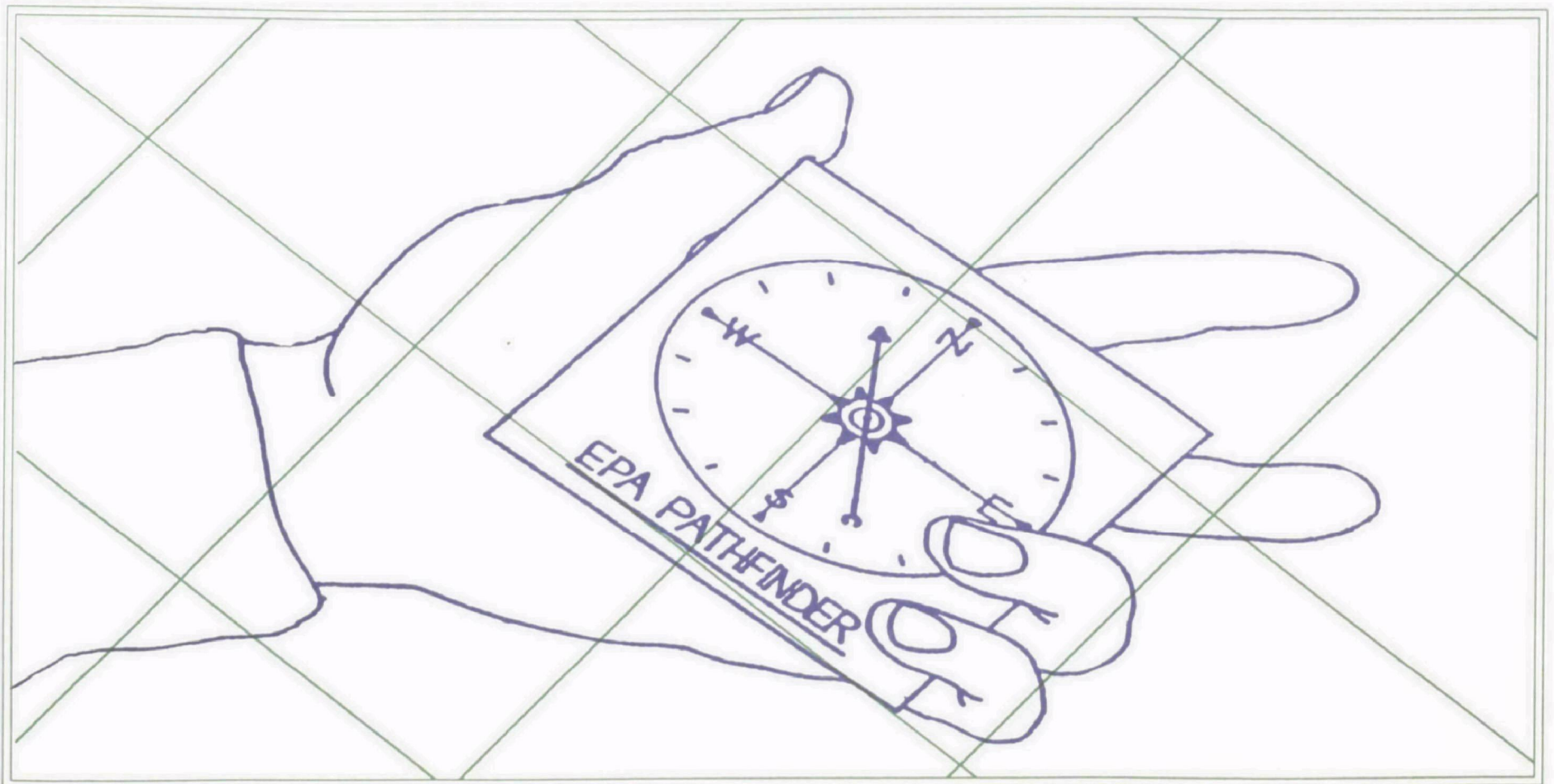
Good luck!





Mapping Career Paths At EPA

Step Two: Finding Your Career Direction



JUN 30 1993 G. Brown



UNITED STATES ENVIRONMENTAL PROTECTION AGENCY
WASHINGTON, D.C. 20460

Thin Resource Shelf
6

JUN 22 1996

OFFICE OF
PREVENTION, PESTICIDES
AND TOXIC SUBSTANCES

MEMORANDUM

SUBJECT: Career Development: 'Mapping Career Paths at EPA'
FROM: Joseph E. Powers, Jr., Director
Office of Program Management and Evaluation
TO: OPPT Employees

Background

Several years ago, the EPA Internal Advisory Council and the Women in Science and Engineering (WISE) group identified career issues and concerns of managers and employees. Key questions which were being asked by EPA personnel included: How far can I be expected to go within EPA?; What are the opportunities for me within the agency?; and, Why are research scientists rated differently in the regions and in headquarters. To help answer these questions, it was decided to develop a practical package of information which could help EPA personnel better plan their own career development.

'Mapping Career Paths at EPA' is the first in a series of documents planned by the Office of Human Resources Management. It was designed to give the individual an opportunity to reflect on their career goals and objectives. It provides useful information on how best to plan for the different careers available within the agency. Future documents might include such subject areas as: the merit promotion system, interviewing techniques, job burnout, and how to develop and complete the SF171 form.

With the ongoing 'revolution' in the workplace, it is more important than ever for individuals to design the ideal career for them which will be highly rewarding and challenging and will utilize their strengths. Today, workers are placing a greater emphasis on job fulfillment as they want a greater balance in their personal and professional lives. To many, 'success' in life, has a new meaning for many reasons.

Workers are looking to organizations as places where they can contribute to decisions and make a difference in a variety of ways. The centralized, highly structured organizational hierarchical systems of the past are giving way to a greater focus on collaboration and teamwork within the organization. There is much emphasis on customer satisfaction. The same amount of emphasis is being placed on manager and employee satisfaction. Organizations are having to focus on development of their people in a number of important new ways.

Intended Objectives of This Publication

This kit is about planning one's career and matching the person to the jobs which make sense so that there will be greater job satisfaction and success. It is intended to help an individual in three specific ways:

1. To learn more about themselves.
2. To learn more about EPA.
3. To plan their career.

Next Steps

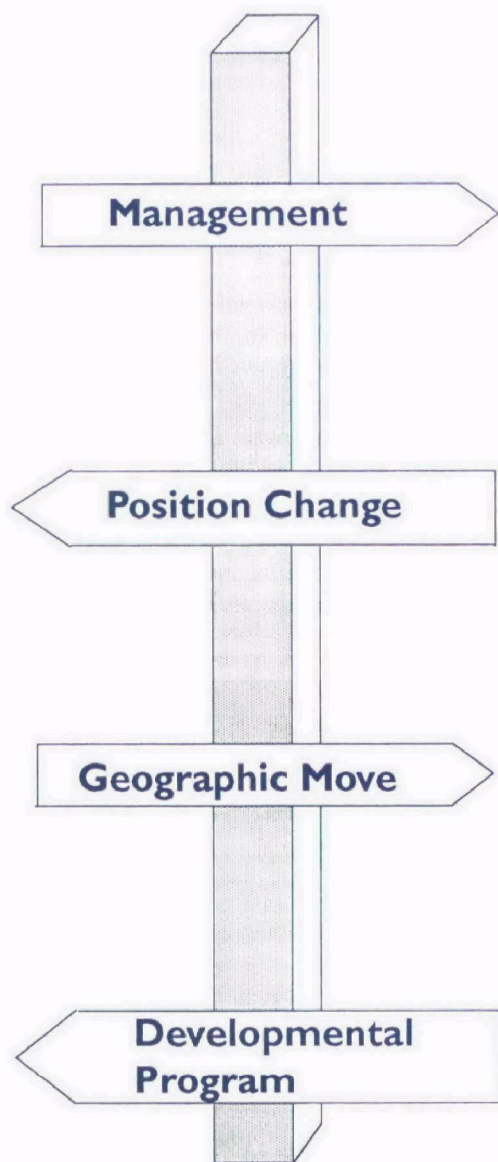
1. Read and use the attached 'Mapping Career Paths at EPA' packet of materials.
2. For those wanting to discuss Career Paths, a Brown Bag will be held on July 1st in room 542ET from 12:00 to 1:00 to discuss this issue. John Alter from the Office of Water will lead the discussion.
3. For those wanting to pursue their career development in more depth, A 1-1/2 day Career Development workshop is scheduled to begin on September 15.

For further information and registration information, contact anyone on the Human Resources Team at 260-1761.

Attachment

cc: Mark Greenwood
Joe Carra

Career Paths at EPA



When you are hired at EPA
Your career path begins; you're on the way!
Through a maze of learning, training and more;
To protect the environment is what you're here for.

But there comes a time in your career when you ask,
Where am I going? Has my career path been cast?
How can my path change? Where can I go?
Why do I have this feeling of woe?

Perhaps this brochure will reduce your fears
And help you to communicate with others on careers.
This brochure and attachments provide many facts
On most, if not all, of EPA's career paths.

And if by chance you still are wishing
Because it appears that information is missing;
Contact your Human Resources Office or supervisor,
So when it comes to career paths you will be wiser.

Contents

Purpose	3
Who Works in EPA?	3
Where Am I on a Career Ladder?	6
When Should I Think about Changing Career Paths?	9
How Do I Change Career Paths?	10
Where Do I Go from Here?	13



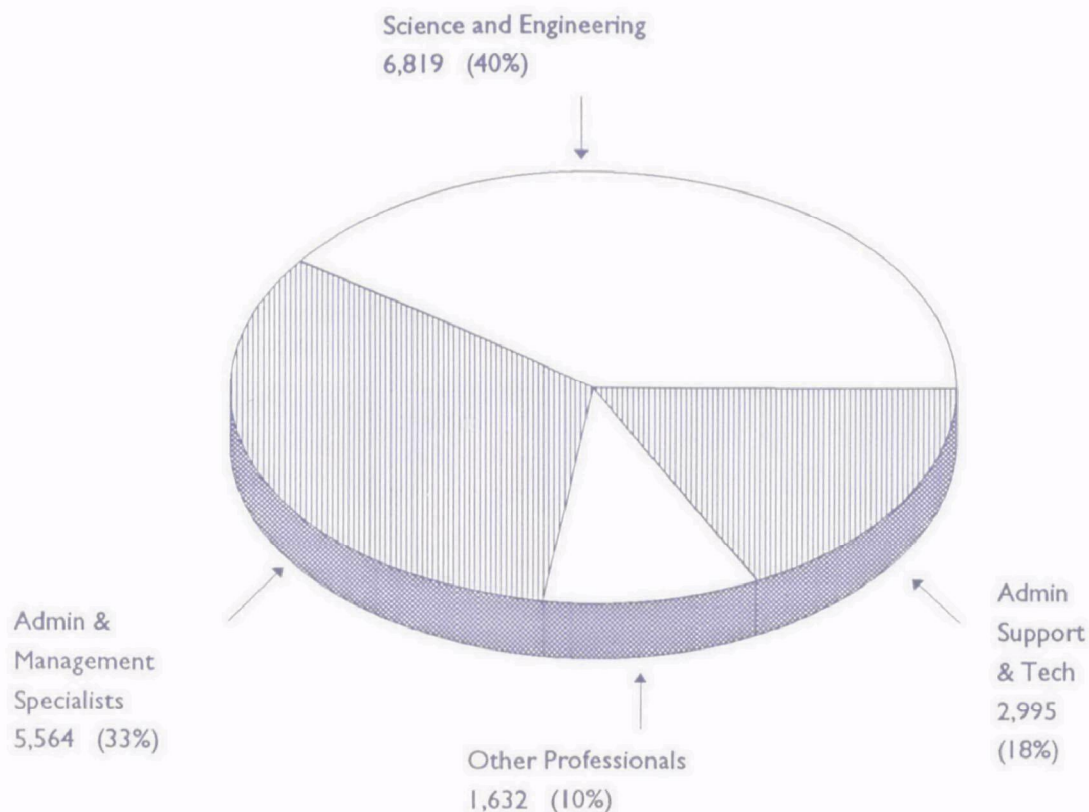
Who Works in EPA?

EPA employs about 19,000 people nationwide, with about 7,500 people working in the Washington, D.C. area. Approximately 8,000 people are posted in the ten Regional offices. About 1,400 work in the research and development laboratories, and nearly 1,550 are employed in over ten field offices.

EPA employees fill approximately 150 types of positions which range from "a to z" (accounting to zoology). For the purpose of career planning, the positions are divided into four major categories. The graph below shows how many positions are in each of these four categories.

Purpose

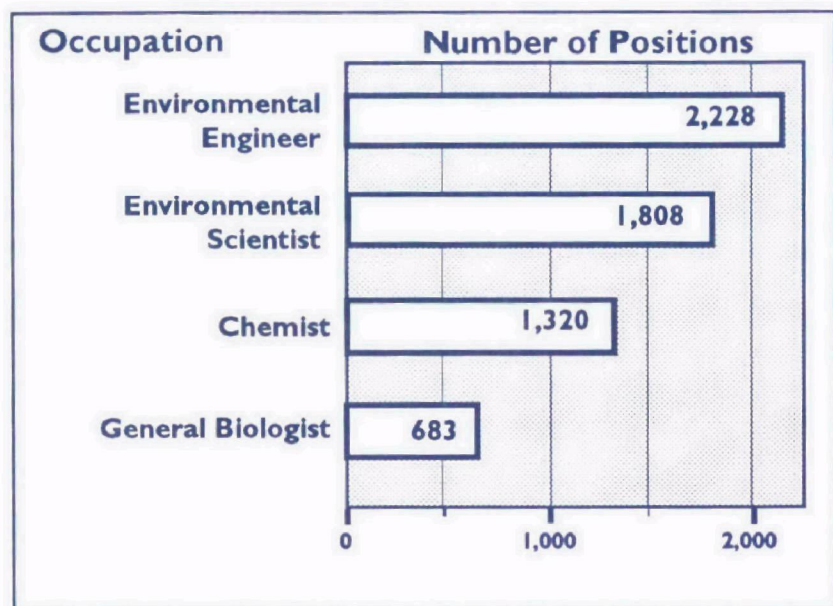
To accomplish our mission of protecting the environment, EPA must rely on the most valuable resource within the organization -- you, our employees. You chose a career at EPA for many reasons, one of which is achievement of personal career goals. In addition to fulfilling individual needs, your goals must complement the needs of the organization. The purpose of this brochure is to provide general career information for all employees to consider while mapping their career paths at EPA.



Science and Engineering Category

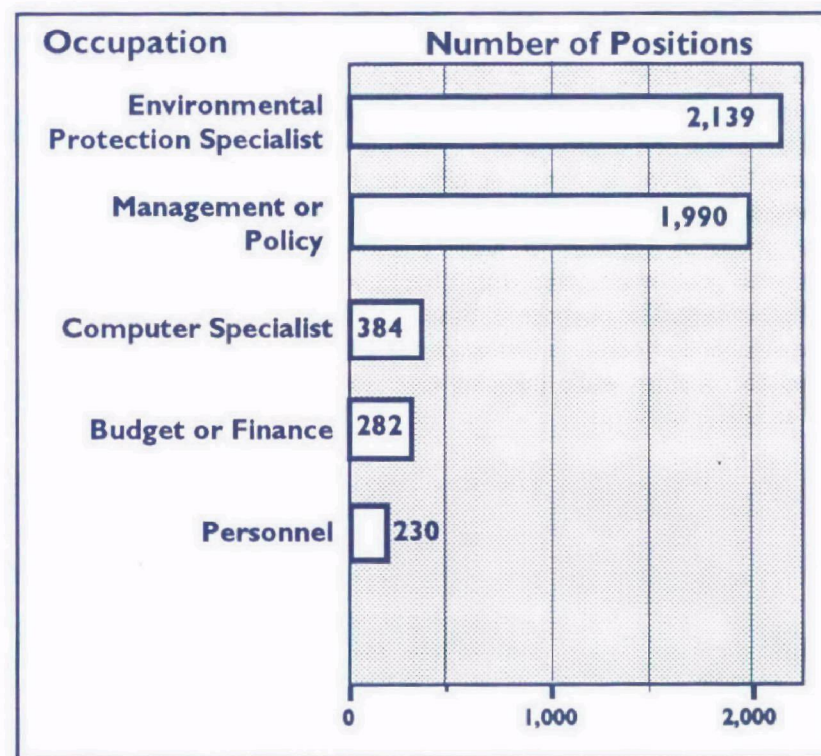
Includes positions such as Environmental Engineer, Environmental Scientist, and Chemist.

EPA has 6,819 scientific and engineering professionals. These are the specialties with the most employees:



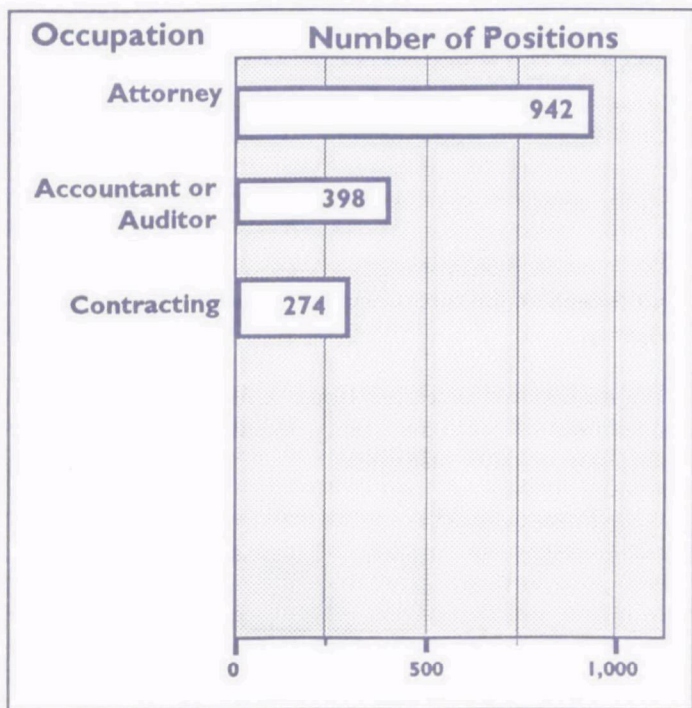
Administrative, Management, and Specialist Category

Includes positions such as Environmental Protection Specialist, Management Analyst, Program Analyst, and Computer Specialist. These are the occupations with the most employees:



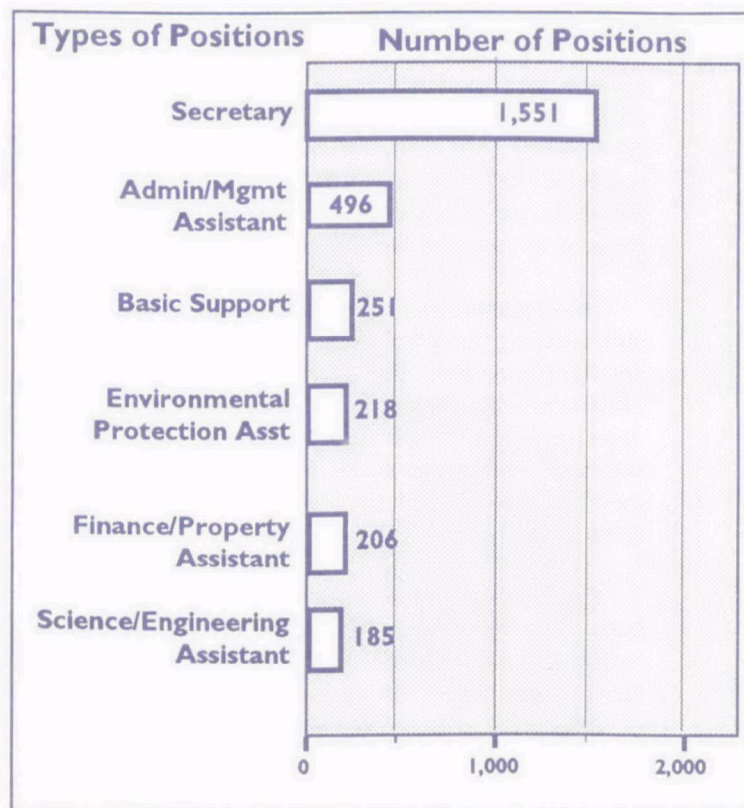
Other Professional Category

Includes positions such as Attorney and Auditor. These are the largest other professional occupations at EPA:

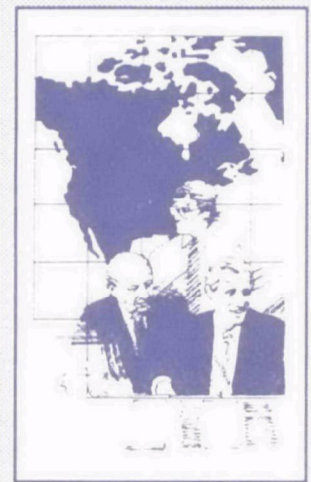


Administrative Support and Technician Category

Includes positions such as Secretary, Clerk-Typist, and Environmental Protection Assistant. Major types of such positions are listed below by the number of positions.



People are the major resource of the EPA. They accomplish the Agency's mission.



Definitions

Position

A specific job consisting of all the current major duties and responsibilities assigned or delegated by management.

Position with Promotion Potential

Positions at grade levels below the full-performance level from which career promotions may be made because adequate competition was held at an earlier stage. Among other things, these include career ladder positions.

Where Am I on a Career Ladder?

A position may be filled at any level on a career ladder, depending on the qualifications of the employee and the needs of the organization. Entry-level positions frequently have promotion potential to a higher grade. For example, an employee entering at the GS-5 level may be placed in a position that has promotion potential to the GS-11 level. This means the employee has the potential to advance to the full performance level of GS-11. The full-performance level of a position is noted on the cover sheet of the position description.

The employee may decide to remain in the position until reaching the full-performance level, and may continue in the position after reaching that level. On the other hand, the employee may decide to change career paths before reaching the full-performance level. Some employees enter EPA at the full performance level of their positions, based on their education and work experience.

You can achieve the full performance level for your position provided two things occur. First, the duties and responsibilities projected for the higher grade levels must actually develop (sometimes they do not, because of unforeseen changes in the organization's mission, program or work needs, or reorganization of the work). Second, you must develop and demonstrate your knowledge, skills, and abilities to perform the higher-level duties and responsibilities. In order to be promoted to a higher-graded position, an employee at the full-performance level must compete through merit promotion procedures.

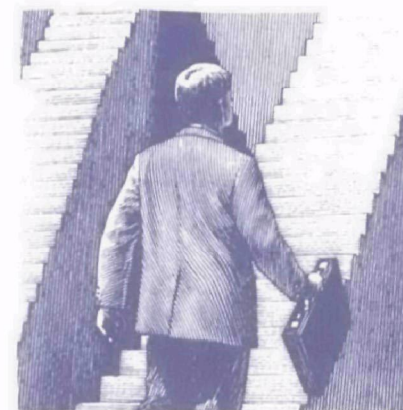
The time it takes you to move along a particular ladder or path depends on both your personal development and the needs of the organization. While learning your job and getting training and experience, you need to consider what other things to do for your personal career development. Career management focuses on how you manage your career using your personal knowledge and the tools provided by the Agency for helping you make career decisions.

Based on your work experience and educational background you can enter EPA at one of five basic career levels:

- ☐ Entry
- ☐ Journey
- ☐ Expert
- ☐ Supervisor
- ☐ Senior Executive Service

The initial decisions you make related to your career path will usually depend on the particular career level at which you enter the Agency.

The descriptions of career ladder levels which follow are typical of most offices in the Agency, whether at Headquarters, Regions, labs, or other field offices.



Entry or Developmental Level

When you accept a job at the entry level, your grade will vary, depending on the type of job and your educational background and experience. If you have a high school diploma and no experience, you normally enter the Agency at the GS-2 level (usually in the administrative support and technician category). If you have a college degree and no experience, you typically enter at the GS-4 level for the administrative support and technician category, or the GS-5/7 level for the other occupational categories. If you have an advanced degree and little or no experience, you usually enter the Agency at the GS-9/11 levels. At the entry and developmental levels on your career ladder, you establish yourself within the organization. You learn about the job and the organization, receive training for specific skill development, and learn how to deal with the complex activities and procedures found in the work environment. You receive assignments and guidance intended to prepare you to advance to higher levels.

Journey (Full-Performance) Level

If your position is at the journey (full-performance) level, you are fully familiar with the job, the program, and the organization. You have acquired the skills necessary to carry out the responsibilities of the position; however, you may continue to receive training to maintain technical skills. In EPA, the majority of staff positions are at the journey level. Often, you make many career decisions at this level, with respect to trying to advance, change your line of work, or remain at your current level and in your existing career while maintaining your skills.

In administrative and professional occupations, the grade of your position while you are at the full-performance level is determined by certain criteria. Grades for the journey level vary, depending on the level of skills and abilities needed for the position; GS-12 is frequently the full-performance level for administrative and professional positions.

Expert or Senior Level

Nonsupervisory jobs above the journey level are often referred to as "expert" or senior positions. Experts possess the broad and in-depth expertise to perform as senior advisors in a specialty or program area.

Positions are classified based on the levels of difficulty and responsibility measured by position classification standards. EPA has developed supplemental classification guidelines for these types of positions. The chart on the following page provides a *general overview* of the types of responsibilities and assignments typically found in GS/GM-13, 14 and 15 level positions. These levels are described, as they are frequently the "target" positions on career ladders.



More Definitions

Career ladder

Series of developmental positions of increasing difficulty in the same line of work, through which an employee may progress to a higher level based on his or her personal development and performance in that job series.

Career Path

Series of positions through which an employee may progress to achieve personal career goals.

Full-performance level

The grade level designated by management and established by the application of the appropriate classification standard(s), which depicts the highest level of duties and responsibilities normally performed in a particular position.

Career development

Systematic development designed to increase an employee's potential for advancement and career change. It may include classroom training, reading, work experience, etc.

More Definitions

Career management

An approach an employee uses to become proficient in developing his or her career. By developing your strategy for managing your career, you can become aware of developmental opportunities and take advantage of them when they occur.

In this brochure the generic term "manager" is used when referring to supervisors, mid-level managers and executives as a group.

"Dual Path Concept"

Dual, or two career paths, has been the common terminology used for distinguishing between staff and managerial career paths. Within the overall staff and managerial career paths, however, are many career paths. Be sure to carefully analyze options and opportunities as you map your career.

Grade	Nature of Assignments	Examples
GS/ GM-13	Program management assignments of a complex and difficult nature	Evaluates effectiveness of specific environmental programs of Regions/states; recommends program changes with significant authority
	Multi-state, multi-regional scope	
	Limited precedents	Studies a major problem area and develops significant improvements in guidelines, policies, procedures, and techniques
	Controversial problems	Carries out negotiations with top-ranking operating officials of EPA Headquarters and the Regions to resolve different viewpoints and gain cooperation in the final solution developed
	Regional expert in a discrete area	As Regional Expert, represents the Region in dealings with other Regions, Federal and non-Federal agencies, and private industry.
GS/ GM-14	Significant impact on the Region's ability to meet priority commitments expeditiously	
	Full and independent program management responsibility	Provides expert advice to employees of the regions, field, and Headquarters on extremely sensitive environmental problems
	High-visibility program	
	Outstanding level of technical competence	Represents EPA in dealings with the regions, laboratories, other Federal and non-Federal agencies, and private industry
GS/ GM-15	Recognized by peers as an expert in field on a national basis	Regularly serves on national committees as an authority in the field
	Significant impact of work on EPA's ability to meet priority commitments expeditiously	Represents EPA in court cases and legal proceedings as a recognized authority and national expert
	Rare level of expertise/full program management responsibility for an area of the greatest difficulty, importance, and magnitude	Conceives, initiates, and monitors policies and projects dealing with the most challenging problems
	Receives only administrative supervision	Advises key government officials and national experts on precedential issues in the area of expertise
	Reports directly to a top management official, such as RA or AA	Serves on agency, interagency, technical societies of national and international importance as the recognized authority

Office of Research and Development (ORD) Career Ladders

The Office of Research and Development (ORD) has established criteria for senior positions in research and development work. ORD uses peer review panels to assess the qualifications for research, development, and expert positions at the GS-14 and GS-15 levels. The grade level descriptions below are provided as an example of a career ladder within the Agency.

Typically, researchers at the GS-13 level:

- are recognized as experts in their specialty or field
- conduct research of a complex nature
- conduct and coordinate field studies

Researchers at the GS-14 level:

- participate/chair inter-laboratory conferences
- work in high-visibility research programs
- serve as technical consultants within and outside EPA

At the GS-15 level, researchers:

- represent EPA in international conferences
- investigate most challenging problems in the specialty
- formulate and guide critical research attacks
- are primary authors on major publications

SES Level

A small percentage of employees apply for and accept positions at the Senior Executive Service (SES) level. For these positions, you need an extensive array of skills and broad knowledge and experience to address complex administrative and environmental problems.

Supervisory or Management Level

When you accept a job as a supervisor, you have acquired the potential to successfully exercise managerial skills, or have already developed these skills through supervisory and management experience and training. Again, grades for this level vary and may extend above GS-15 for special administrative and scientific senior level positions. The grade levels of supervisory and managerial positions depend on the levels of responsibility, the expertise and skills required, and the needs of the organization.

When Should I Think about Changing Career Paths?

The time to think about changing careers varies for each individual within each organizational setting. There are certain general factors, however, which you should consider. These factors relate to your personal plans, the outlook for Federal careers, and existing Office of Personnel Management (OPM) and EPA developmental programs and training courses.

Examine your work experience and educational background. Ask yourself questions such as:

"Am I satisfied with my present job?"

"Who in Human Resources can tell me what education, experience, and training I need to change career paths?"

(See more questions in side panels.)

Tips

Positions above the GS-15 level are extremely few in number.

To apply for SES positions, you must already be in the Senior Executive Service, apply for or be in the SES candidate development program within EPA, or apply for an SES position as a grade 14 or 15.

More Questions

"Do I want to go back to school and get a college degree, advanced degree, or earn enough school credits to qualify for jobs in different paths?"

"Will I be able to handle all my finances?"

"What happens if I get married or divorced?"

More Questions

"What happens if my personal responsibilities increase (e.g., raising children or caring for older relatives)?"

"How long do I want to work at EPA?"

"How would a career change affect my personal life, especially my marriage, children, or elder care arrangements?"

"Do I want to become a manager or remain staff?"

"Do I have the initiative and energy needed to make a career change?"

"What is my financial situation?"

"How will a career change affect my daily schedule?"

"Will starting over again in a new career set me back financially and hurt my career development?"

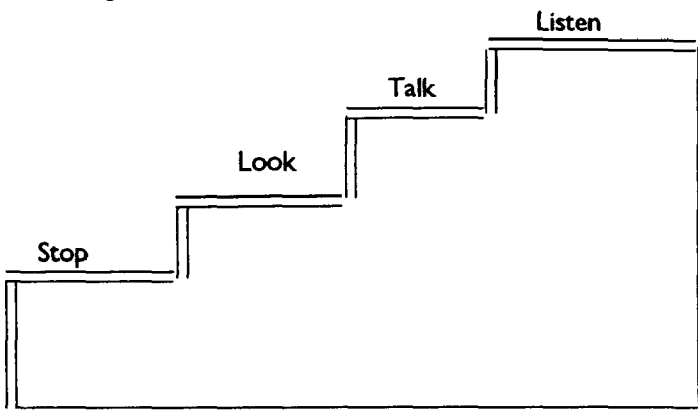
"What are my chances of being selected for a position that would change my career path at EPA?"

Consider changes related to Federal employment made by the Federal government and EPA. Ask your Human Resources Specialist about legislative changes related to merit promotion, pay reform initiatives, and other actions that may have a direct impact upon your career. For example, special salary rates for shortage job categories can affect your income, depending on your location and job classification. Be aware of the types of positions EPA needs and of the available career development programs.

Many employees prefer to stay in a position until reaching their full-performance level. There are benefits, however, to starting to plan your career development early. Both OPM and EPA offer various developmental programs and training courses which will improve your skills and competencies. Discuss with your supervisor the possibility of participating in one of the many programs and courses available for your particular career level.

How Do I Change Career Paths?

When you decide it is time for you to change your career path, consider what career path you want to take and how you can change it. There are many options to consider, but use the following four steps to determine your course of action --



Stop occasionally during your career to evaluate your current position and plan your future. This could be changing to a different career path within your organization (that is, a different type of position), or to a different organization within EPA (such as to a career path in a different headquarters office; moving to a lab, region, or field office; or relocating from the field to headquarters). Consider changing from the staff to managerial path or vice versa. Also, consider rotational assignments, applying for upward mobility and developmental programs, participating on Agency committees and task forces, and actively participating in professional organizations. Remember, you probably cannot make these changes unilaterally. You may need to compete for other positions through the merit promotion process or get more education and experience. Find out your options and understand the processes available for you to make these changes.

Look for information available on career development at EPA. This includes information on training courses (including career management workshops), job vacancy announcements, and career development programs. Check bulletin board announcements for special seminars that can assist you in planning your career. Finally, contact people ("mentors") who have career interests similar to your own and have made career moves within the Agency. A mentor is a person selected as one's coach, guide, or advisor for career and professional development. Your mentor, for example, can advise you on how to prepare to change career paths.

Talk to your supervisor and Human Resources Specialist as well as your mentor and others in the organization about career development opportunities. Be prepared to discuss with them your professional and personal goals (usually three and five-year goals), and the types of career paths that interest you. These interactions may lead to an opportunity for a rotational assignment or the discovery of present or future job vacancies. Several options for rotational assignments include working on a special project in a different office or temporarily assuming a supervisory position. Finally, people you are comfortable talking with might be able to recommend you for participation in a developmental program.

Listen carefully to the advice you get, sort out what will be useful for you, and begin charting your future career path direction. Begin mapping several path directions to see how flexible your choices are for a career path change. Experiences of other employees in changing their career paths can be extremely helpful. Listen for their advice and keys to success. Learn how you can perform your best in whatever path you choose.

Here are some additional points to consider:

At EPA, you do not need to be "stuck" in any one career path. Opportunities are available for change. For example, if you are in the managerial career path you can change your career path by applying for jobs in a staff position.

Rotational or temporary assignments (assignments in a different office or location lasting usually not longer than 120 days) are one way in which you can "try" a new position and gain experience. These should have positive impacts on your career development.

Changes in career paths from science and engineering to other career positions (such as those in administration and management) are relatively common without additional education. For example, an Environmental Scientist or Economist can usually compete for Environmental Protection Specialist or Program Analyst jobs.

Changing career paths from career positions without education requirements to those positions with education requirements requires some time and effort. This move usually requires starting at the entry level of the career position and will likely require additional education and training. For example, a Secretary may compete for jobs as a Budget Analyst or an Environmental Protection Specialist at the entry level if he or she has acquired the additional experience or education above the high school level.

Before you start to think about other available career paths, the following are examples of career paths based on actual situations and the various options available for EPA employees. These examples reflect some of the various career changes you may make as an EPA employee.

Example 1:

An Engineer in the Science and Engineering Category

Entry Level

Albert started as a GS-11 Environmental Engineer in the New York Regional Office of Water programs. He advanced to GS-12.

Journey Level

After seven years, Albert changed his career path and became a GS-13 Environmental Engineer in the Headquarters Office of Water.

Three years later, he was selected as an Environmental Engineer in the Office of Air and Radiation.

Following five years in that position, Albert joined the Office of Solid Waste as an Environmental Engineer.

Expert Level

After four years, Al changed became a GS-14 Environmental Scientist in the Office of Research and Development.

..Major decisions

Change from Region to Headquarters

Staying in staff path rather than managerial path

Changing position from Engineer to Environmental Scientist



..Major Decisions

Staying at Headquarters

Changing to a lower grade

Changing from Administrative Assistant to Financial Assistant

Changing to Budget Analyst

Example 2

A Technician in the Administrative Support and Technician Category

Entry Level

Ann held a highly responsible administrative support position, GS-8 Administrative Assistant. This position had no further advancement potential.

She accepted a new position as a GS-8 Financial Assistant, also with no advancement potential. However, it provided her new experience in the budget and financial support areas.

Journey Level

Ann was selected for a GS-7 Budget Analyst position under merit promotion procedures. She decided to accept a lower-graded position initially to enter a new specialist occupation with a higher career ladder. She ultimately advanced to GS-12.



..Major Decisions

Staying at Headquarters

Changing career path from Secretary to Environmental Protection Assistant

Changing to Environmental Protection Specialist

Example 3

A Secretary in the Administrative Support and Technician Category

Entry Level

Carol started her career at EPA as a GS-5 Secretary.

She accepted a position as a GS-5 Environmental Protection Assistant to gain knowledge and skills to help her advance in EPA. She advanced to GS-6 and GS-7.

Journey Level

Carol was then selected through merit promotion for a position with higher potential, as a GS-7 Environmental Protection Specialist. She advanced to a GS-9.



Where Do I Go from Here?

After reading this brochure, create your personal career map. In addition to this brochure, information and materials on developing your career goals are available in your local public or university libraries. The EPA libraries have several references on career development. As mentioned before, discuss your plans with your supervisor, a mentor, or someone in the Human Resources Office. A Personnel Management Specialist or an Employee Development Specialist in the Human Resources Office can provide you with the following:

- ☐ individual career counseling and referral to other counseling services
- ☐ detailed descriptions of specific jobs and their qualification requirements
- ☐ information on the training and development programs best suited to your needs

With this information, decide if you will need additional training, experience, and educational courses. Remember, you are the one who will make your final career decisions. Use this brochure, available career management workshops, and the other information available on careers in EPA to help you map a career path of your choice.

Human Resources Offices

Headquarters	(202)260-3266
Region 1	(617)565-3713
Region 2	(212)264-0016
Region 3	(215)597-3714
Region 4	(404)347-3486
Region 5	(312)353-2026
Region 6	(214)655-6560
Region 7	(913)551-7041
Region 8	(303)293-1487
Region 9	(415)744-1541
Region 10	(206)442-2957
Ann Arbor	(313)374-8308
Cincinnati	(513)684-7801
Las Vegas	(702)545-2407

**National Enforcement
Investigation Center
(NEIC)** (303)236-5100

**Research Triangle
Park (RTP)** (919)541-3071

Various publications are available in the Human Resources Office which explain EPA's and OPM's developmental programs. Also, course descriptions are available for courses given by the EPA Institute. Courses and publications may vary among the different EPA locations.

References include:

"Career Ladders for ORD Field Scientific and Engineering Positions," ORD, 1985"

"ORD Workforce '89," ORD, 1990

"Career Management System for Secretarial, Administrative and Technical Positions," OARM, 1991

"Training Catalogue," EPA Institute, 1988