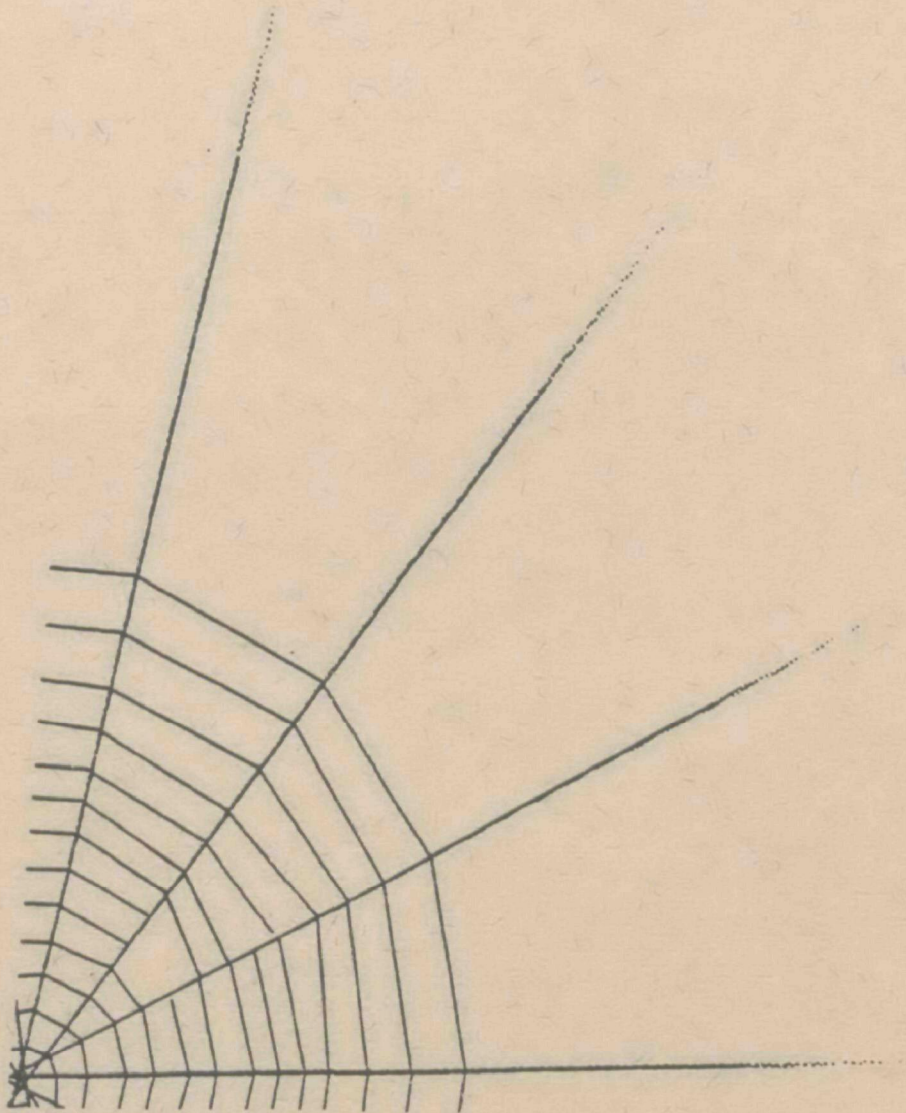




# **Managing Your Career in a Time of Streamlining: Alternatives to the Management Track**



## *Foreword*

This booklet was developed in response to informal employee requests for guidance in managing their careers in a time of downsizing and streamlining. In both the private and public sectors, organizations are eliminating levels and numbers of managers, while delegating more responsibility for planning and managing programs and activities to non-supervisory staff.

Paradoxically, this situation provides both fewer and greater opportunities for career and personal growth. Management jobs will be available to far fewer people than in the past. As a result, some of us will no longer regard a branch chief, division director, office director, or SES executive job as a realistic career target. For others, entry into these position will happen later in their careers than might have been the case in previous years. On the other hand, since managers must now direct the activities of a greater number of employees, organizations are finding that they must rely on people serving in other roles to help the organization manage its work and to bear responsibility for meeting program demands.

This booklet is intended to help EPA employees consider their options in finding new, productive roles within the Agency and call attention to steps employees may need to take, whether the objective is to enter the management track or to find some other satisfying role in the Agency. It is also designed to remind managers that, in a time of streamlining, their organizations may need to make a greater effort than in the past to address their staffs' needs for career growth, personal development, and recognition, and to establish new roles that will enable

employees to take on greater responsibilities.

In preparing this booklet, we talked with EPA employees in a region, major laboratory, and Headquarters to learn about the steps employees have taken to manage their careers and about their thoughts about serving in a variety of challenging and fulfilling work roles in EPA.

Part I. Provides a more detailed description of the circumstances that have led to rethinking career goals.

Part II. Describes some types of positions that may provide opportunities for employees to participate in a significant way in managing the Agency's work and to exercise their capacities to lead others in achieving important objectives.

Part III. Reminds employees to take responsibility for their own career and suggests several actions they can take to enhance career and personal growth.

Part IV. Is addressed to the Agency's senior management. It reminds them that new and different efforts may be needed in their organizations to encourage the career aspirations of their staffs and to provide growth opportunities that can serve as alternatives to the management track. Although there is much that employees can do to improve their career satisfaction and to prepare themselves to move up to greater responsibilities, it is the Agency's senior management that must establish the programs and positions that will demonstrate their interest in the career growth of Agency employees.

An appendix provides exercises for assessing work values.

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## Part I. Introduction

Today, the world of work is very different from what it was just a few years ago. Suddenly, everything we thought was sure and forever, isn't! It's as if we've entered a new world, with different expectations and strategies for our careers. We now have to navigate in a different, unfamiliar territory.

We are in the midst of great change. The National Performance Review initiatives have had their impact and will continue to be felt through all levels of the Federal Government, including EPA. These are exciting and yet difficult times for Agency. How can EPA continue to meet its mandates, its mission and, more importantly, continue to be the beacon for environmental stewardship in the 21st century? How can we motivate and retain our exceptional, diverse work force? How should we manage our work lives in a rapidly changing environment? How do we prepare for an unpredictable future?

During the past 50 years, the Federal Government has evolved into a functional hierarchy, a "stove pipe" structure with many layers of management. Sound familiar? However, agencies are now undergoing a fundamental transition. New organizations are beginning to look flatter than the traditional model. Management layers and positions have disappeared. EPA reflects this trend. The Agency is increasing the number of

people reporting to supervisors, eliminating layers of review and oversight, and reducing the number of supervisory job titles. Within a few short years, for example, EPA has made substantial progress toward doubling its average supervisory ratio from 1:5.5 to 1:11.

With fewer supervisors directing work, staff are being organized into teams with nonsupervisory team leaders or into self-directed teams. Teams are assuming some of the functions that were formerly the province of management, such as assigning work and determining budget needs. Even employees who are not members of established work teams may find themselves with more authority to make decisions about their work.

The traditional career path of choice for employees seeking to "move up" and to expand their roles within the organization has been, for many employees, the management track. Supervisory and management positions have been the targets for many employees progressing toward ever-higher grades, pay, influence, and prestige. With fewer management positions in EPA organizations, this career track will be an outlet for the ambitions of a relatively small percentage of EPA employees.

## **The Need for Alternative Career Tracks**

This situation will produce frustration unless each of us pays attention to our true career goals. Many of us who assumed that we were ultimately headed for a branch chief or division chief slot must find satisfactory alternatives for the management track.

We can encourage organizations within EPA to take steps to define and establish more of the types of positions that could serve as alternatives to the management jobs, such as those described in Part II of this booklet. Recognizing that most EPA employees feel the need to grow professionally, we could ask the leaders of our organizations to adopt a variety of measures to increase both personal and career satisfaction.

During these times of streamlining, it is important to engage supervisors and managers in proposals to delegate additional responsibilities, such as more authority to decide what needs to be done and to get it done in new ways, and to be more accountable for the success or failure of our efforts. We can propose ways to make the most of our current jobs, or even to redesign them. The alternative to such constructive steps may be to grow frustrated at today's more limited traditional advancement opportunities in EPA.

Despite the shrinking of management positions, organizations will continue to need some managers at a number of levels, including the SES. Thus, some of us may continue to aspire to management positions. However, it may take longer to arrive at the management ranks. Many employees will never become managers.

Many other employees have no interest in moving into management jobs. They dislike supervising others and the administrative burdens of a management job and prefer to find personal and career satisfaction in doing the "hands on" work or in planning and staff positions. For these employees, there already are, or can be, various positions that can provide challenges similar to those of management jobs and such experience as leading group work efforts, one of the more satisfying features of a traditional management role, without those aspects of management positions they do not find attractive.

The types of positions described in this booklet can provide career growth and satisfaction, both for those of us who have no desire to become managers, and for those who will ultimately reach the management ranks. With the Agency's Multiple Career Path Program, many of these positions may offer grades and pay parallel to those of managerial positions.



## **Assess Your True Career Goals**

### ***The Changing Role of the Manager***

Those who believe that they want to be managers need to look at the role of the manager of the future to determine whether that is a role which could meet their expectations and provide career and personal satisfaction.

Organizations are redefining the manager's role. For example, the manager traditionally defined the work that needed to be done, handed out specific work assignments to their staff, gave them a deadline, reviewed and corrected the work, and evaluated the performance of each individual employee at the end of the year.

Now that managers have more employees reporting to them, detailed supervision will not be feasible in many organizations. Branch chiefs are spending more time on administrative matters and less on the details of program work activities. First-level supervisors are, in some cases, focusing more on coaching rather than on providing detailed instructions and review. Also, highly-educated and professional people, such as those who work at EPA, expect to have a great deal of discretion in defining what work is needed and how to do it. As they take on formerly supervisory responsibilities, work teams will be deciding how to share the work among the members and how the work should be accomplished.

Under these changing circumstances, what is happening to the job of the manager? Many organizations have redefined the role to that of leader: long-range planner, trainer and developer, team-builder, coach, information sharer, goal-setter, and problem-solver. There is also a role for the manager in representing the organization in dealings outside the organization, advocating the needs of the organization in negotiations over budgets, work support, and other matters. The time of the manager may be liberated from involvement in daily work decisions. The manager may now have more time to think, to develop better work methods, to analyze potential problems for the organization and to plan ahead. The new manager may have less direct authority and power over the actions of others, but, perhaps, more influence over the development and growth of teams and individuals and over the direction of the organization.



We should not forget, however, that managers of the future will not be free of the frustration in dealing with the delays and conflicts inevitable in dealing with other managers in a large organization. They will still have the responsibility of dealing with a wide variety of personality types. Without an extensive, traditional vertical chain of command to pass information down, managers must find new and effective ways to communicate with the other members of their organizations. Those of us who become managers some day will continue to have to take the bad with the good.

## Determine What Is Important

For those of us who assumed that our careers were headed toward a job in management, it is useful to contemplate the current and future roles of the manager. What is it about the manager's job that has interests you? Once you identify those elements in the manager's role that appeal to you, it may become clear that other types of positions may have the same or similar attraction.

Do you want to become a manager because that would mean that you have achieved "success" in your career?

What do you mean by success? Is it:

X	To be in a position to lead?
X	To lead other people in achieving a goal?
X	To lead work activities?
X	To have more influence within the organization?
X	To make a significant contribution to achieving the Agency's mission?
X	To put your own stamp on important Agency activities or programs?
X	To have a job that challenges you to the utmost?
X	To earn respect for your abilities?
X	To get higher pay?
X	To have visibility and recognition within your organization?
X	To be in a position to put your ideas into practice?
X	To be in a position to help others develop their potential?

These aspects of the manager's job can be found in other roles within the organization. You can achieve your definition of success in any number of ways. Investigate the alternatives described in Part II of this booklet, as well as other roles that may become available in the future.

## Part II. Positions that May Serve as Alternative Career Goals

All of the positions included here entail challenge. They are not easy jobs. All of them provide opportunities to influence how work is done in the organization. Most of them provide opportunities to plan and organize work activities and to lead group efforts and to achieve results that are highly important to the Agency. An EPA employee may fulfill two or more of these roles simultaneously. For example, a senior specialist may be a team leader, project manager, or project officer, or any combination of these at any one time. Lee Bohme of Region 6, for example, is both a team leader in the pretreatment program and the regional expert in the program, working with cities in five states to control industrial discharges.

The following are examples of positions that are likely career goals in a time when management positions are available to fewer EPA employees.

### Team Leader

- ***Definition and Typical Responsibilities***

A work team is a group of two or more employees assigned responsibility on a continuing basis for a segment of the work program. A work team leader has continuing responsibilities for

leading a work team assigned responsibility for an important segment of the work in the organization. The team leader is not a supervisor, according to job classification standards. However, the team leader role in the Agency is still evolving and the nature and extent of such supervisory responsibilities as discipline and performance appraisal that may be assigned to team leaders are still being defined. However, unless the work team has evolved to become a self-directed team, in which the leadership functions are dispersed among the team members, at a minimum a team leader has such responsibilities as:

- assisting the team to progress satisfactorily in terms of quality and timeliness of work
- facilitating meetings to ensure the group stays focused and that needed decisions are made (both work and team process decisions)



- assisting more junior employees with the technical aspects of their work



- leading team discussions of work and interpersonal issues
- representing the team in dealings with management and with external organizations
- ensuring the team's needs for resources are met.

### ● ***Sources of Satisfaction in this Role***

You will enjoy being a team leader if you like to work with others and to coordinate the activities of a group of people whose activities are interdependent. You must enjoy monitoring a number of simultaneous activities. A major source of satisfaction for team leaders can be the extensive personal contact with team members and the opportunity to assist others in accomplishing their work.

Team leaders can be influential in determining the direction of the team's work; however, team leaders must exercise influence and persuasion, not authority. Since a team leader lacks the official powers over others that a supervisor has, this role may be more difficult in some ways than a traditional supervisory job.

A truly effective team leader finds satisfaction in helping the team to develop to the point where it needs less coordination and facilitation on the part of the team leader. A team leader

can take pride in the accomplishments of the team and in his/her role in its success. For example, what Lee Bohme, a team leader in Region 6, most enjoys about this role is working with other people to accomplish mutual goals.

Unlike many full-time supervisors, a team leader is often responsible for performing some of the work tasks assigned to the team. This opportunity to perform professional or substantive work (as opposed to spending all one's time on supervisory and administrative tasks) can be a source of satisfaction to many team leaders.

### ● ***Skills Needed***

Effective team leaders need many skills--administrative, technical, group process, and "people" skills. These include, but are not limited to, the ability to:

- perform and/or understand the technical work of the team in order to ensure the work is done competently
- coordinate the activities of others to ensure that all members know their part of the effort and how it fits into the whole assignment
- monitor and follow up to maintain awareness of the status of work and to ensure completion

- identify potential problems and to lead team efforts to reach decisions and take appropriate corrective action

- facilitate group processes, such as solving problems, planning work activities, assessing progress, etc.

- communicate effectively on behalf of the team with senior management and other stakeholders

- listen to others and to understand and acknowledge their points of view

These and other skills needed to perform effectively as a team leader may be gained by:

- attending courses and workshops in group processes, decision-making techniques, TQM techniques, etc.

- serving as a project manager for a discrete work effort involving the efforts of several people

- serving as a member of a work team and becoming familiar with the typical rewards and frustrations of being on a team

- serving as a back-up team leader when the team leader is absent

Blake Atkins, a team leader in the drinking water program in Region 6, has found that in the team leader role he has found listening skills to be very important. He has learned that many

great ideas come from others on the team, such as different solutions to the same problem. It is important, says Blake, to share information to enable the team to make good, informed decisions. Blake thinks his team leader experience has made him aware of the need to share information and to trust others to get the job done in their own way--learning that will be useful should Blake ever become a supervisor. Blake says that being a team leader has provided other valuable experience, such as "seeing the big picture and coming up with a plan."

Ruth Alene Soward served as a team leader for EPA's management integrity program while working in the Office of the Comptroller. During a reorganization in which the integrity program was transferred to a new office, Ruth's supervisor asked her to serve as a team leader because of her previous experience with the program. Although initially hesitant, she came to appreciate the experience that being a team leader gave her in guiding others, managing projects, and working on teams. It reinforced in her mind the importance of cooperation and communicating effectively, both on the job and outside the office.

## Project Manager

### ● *Definition and Typical Responsibilities*

A project manager is responsible for planning, conducting, and controlling the work activities entailed in a discrete project. Unlike continuing program management or administration tasks, a project is a temporary work effort with a definable product or products, which terminates once the product is completed. Most projects large enough to require a project manager involve the work of several people, the project team, who are often from different functions in the organization. Many of the responsibilities, sources of satisfaction, and skills of team leaders are also applicable to project managers.

The project manager is primarily responsible for ensuring that the project is completed on time and within budget and that the project's deliverables meet the specifications defined by the customer. He/she leads the project team in planning the project, identifying the tasks, persons

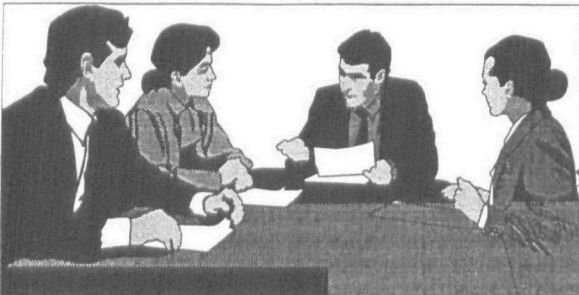
responsible for each task, schedule, and the costs.

Once work activities begin, the project manager provides direction to the project team as needed, monitors and tracks progress, solves problems, coordinates with managers in organizations represented on the team, reports project status to senior management, and carries out a multitude of other responsibilities. project managers often use project management software to lay out the project plan and track progress.

Once a project is completed, a project manager may move on to managing another project, taking along the experience and lessons learned, or return to the regular duties of his/her official position.

### ● *Sources of Satisfaction in this Role*

You will enjoy being a project manager if you like to develop new products and services from concept to plan, to design, through testing and implementation, and like the sense of accomplishment and closure arising from producing a definable deliverable. Managing complex projects requires the project manager to accomplish work by leading and coordinating others' activities. The work of several project team members representing a



variety of functions is usually interdependent. Complicating this fact of project management is the matrix organization of project teams. That is, project team members often continue to report to their "home supervisors" or team leaders and continue to work on other assignments in their home offices at the same time they report to the project manager and work on project tasks. The project manager must monitor a number of simultaneous and interdependent activities to identify potential problems in meeting the project schedule.

Project managers must use persuasion to influence management in functions represented on the project team, as they have no authority over them. These persuasive talents are sometimes needed when project team members have conflicting priorities between work in their home offices and essential project tasks.

A major source of satisfaction for project managers is the extensive personal contact with team members from a number of different functions and the opportunity to make it all fit together. The project manager thrives on managing a multitude of tasks and a variety of team members' contributions to the project. A truly effective project manager finds satisfaction in successfully managing a schedule, a budget, a wide variety of tasks, and people--all to produce a high-quality product that meets the customer's

specifications and that comes in on time and within budget.

Virginia Hughes, an environmental engineer in Region 6's enforcement program, volunteered to be a project manager when a new and different opportunity presented itself. In managing the project, she worked with the Mexico's environmental agency to establish a joint monthly inspection program, to coordinate and present a joint EPA-Mexico conference, and to present an air emissions training course. It was left to Virginia, as project manager, to determine what needed to be done to plan and implement the new program.

#### ● ***Skills Needed***

Project managers need a variety of skills--especially management and people skills. Depending on the knowledge of other members of the project team, the project manager may also need to have a high level of technical knowledge to ensure the technical aspects of the project are correct. Typically, project managers must have the ability to:

- conceptualize and plan the total work effort
- listen and understand the customer's needs and specifications
- manage the project through use of recognized project management

techniques such as the development of the work breakdown structure, identification of task dependencies, and development and tracking of the project plan and budget

- use project management software to plan and monitor the project and to revise the plan as needed
- coordinate the activities of others to ensure that essential project tasks are completed on schedule
- negotiate to ensure project resources are available when needed
- monitor progress consistently to identify potential problems that may affect the project schedule or budget and to devise alternative actions to correct or avoid problems
- facilitate project team processes, such as joint planning and decision making, and to facilitate problem solving and conflict-resolution

Virginia Hughes, as project manager for a project involving Mexico's environmental agency, found that the most important skill required to manage the project was communication. It was critical to the success of the project that she communicate effectively with members of the Mexican government and gain their trust; she believes that a win/win attitude was important in achieving this. She found that the project

manager role was different from what she expected for that very reason. Serving as the project manager to accomplish a goal through the efforts of many other people was a lot more "people-oriented" work than her engineering background had prepared her for. The project manager role gave her the opportunity both to share expertise and to learn from others working on the project. She found that her engineering background was helpful in communicating environmental technology, while she enjoyed working with members of Mexico's environmental agency and learning their business culture.

These and other skills needed to perform effectively as a project manager can be gained by:

- attending EPA and vendor courses in project management
- using project management software and techniques to plan and monitor complex work assignments
- serving as a project manager for a small project involving only two or three people
- serving on a project team and assisting in developing the project plan and monitoring activities and budget.

## **Project Officer**

- ***Definition and Typical Functions***

Project Officers manage EPA's use of "extramural resources." These are states, universities, non-profit groups, other Federal agencies, and contractors. These extramural resources are managed through contracts, grants, cooperative agreements, and interagency agreements. Since much of EPA's work is carried out through extramural resources, Project Officers play an important role in accomplishing the Agency's mission.

Project Officers managing contracts typically define the Agency's requirements, write statements of work (or provide guidance to Work Assignments Managers who will be carrying out part of the contract management), evaluate proposals from potential contractors, provide guidance to others involved in managing large contracts, recommend changes to the contract, track costs and expenditures, monitor progress and contractor performance, and many other tasks.

Project Officers managing grants or cooperative agreements evaluate and approve proposals and work plans, assess applicants' capabilities to carry out the proposed research or other activities, recommend approval of applications, track costs and expenditures, monitor progress and compliance with the conditions of the

agreement, provide technical and administrative assistance to grantees and work with them to resolve problems, certify the satisfactory completion of deliverables, and many other tasks involved in ensuring the success of the grant or cooperative agreement.

Project Officers managing interagency agreements decide on the appropriateness of the agreement for achieving the objective, review other agencies' work plans and budgets and assess their capabilities, monitor activities and review progress, certify the final deliverables, and perform many other tasks involved in managing these agreements.

- ***Sources of Satisfaction in this Role***

You will find satisfaction in being a Project Officer if you enjoy continual challenges and a great deal of variety in your assignments. These positions also provide many opportunities to develop a high level of expertise in an EPA program and to learn about activities outside the Federal sector--practices in particular industries, types of research conducted in academic institutions, and the difficulties faced by state and local governments, for example.

These positions also require much interaction with others, both inside and outside the Agency, as Project Officers must frequently negotiate,



gather and assess information, provide assistance, and persuade contractors, grantees, and others to take corrective action. Project Officers managing contracts can exercise the clout involved in withholding payment and other measures. Those managing grants, cooperative agreements, and interagency agreements must use persuasion and influence to resolve conflicts among participants and to accomplish the Agency's objectives. Some Project Officers managing grants and cooperative agreements find satisfaction in helping Tribes, states, local governments, and other groups in establishing and improving their environmental programs.

Like Project Managers, Project Officers who enjoy their work like the feeling of accomplishment from successfully managing people, tasks, budgets, and schedules to achieve specific goals and to produce definable deliverables.



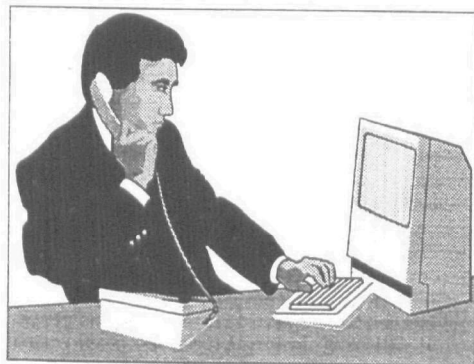
### ● ***Skills Needed***

Project Officers need a variety of skills—including management and people skills. Depending on the nature of the contract, grant, or agreement, the Project Officer may need to have a high level of scientific or technical expertise or extensive knowledge of a particular Agency program or of a particular industry and its practices. Typically, Project Officers must have the ability to:

- apply a high level of knowledge of policies, rules, regulations, and documents involved in managing contracts, grants, cooperative agreements, or interagency agreements
- track activities, progress, and expenditures and to take corrective action when necessary
- assess the technical and management capabilities of contractors, other Federal agencies, and applicants for grants or cooperative agreements
- coordinate and monitor the activities of others involved in managing the contract, grant, etc.
- negotiate, persuade, influence, and resolve conflicts
- assess the value of proposed projects and programs in accomplishing the Agency's goals and objectives

These and other skills needed to perform effectively as a Project Officer may be gained by:

- serving as a Work Assignment Manager for a portion of a contract
- assisting Project Officers with a portion of their responsibilities
- becoming an expert on a segment of a program or in a scientific or technical field
- taking training courses in contracts management, grants management, etc.



## **Senior Specialist**

- ***Definition and Typical Functions***

Senior specialists are found throughout the Agency, in scientific, technical, and administrative occupations. They have gained a high level of expertise in a particular program or scientific/technical subject. Some of them are designated Regional Expert or National Expert. In these roles, they provide leadership and advice to employees in a region or throughout the Agency. They also represent the region or the Agency in meetings and conferences with experts in industry, academia, or foreign countries. They are expected to keep up-to-date in their fields and to provide an outstanding level of scientific or technical expertise in a variety of contexts.

In some cases, senior specialists may be program managers. Although they do not have supervisory responsibilities, they have responsibility for planning and managing a program. In this role, they may develop or lead the development of policies governing the program throughout a region or the Agency, depending on the scope of the program and of their responsibility. They serve as technical resources for others involved in administering the program, providing day-to-day advice and assistance.

Other senior specialists serve as technical advisors to their local management. They are normally assigned the most difficult and complex work in their offices and sometimes serve as mentors to less experienced or knowledgeable employees.

Because of their expertise, some technical experts are involved in managing contracts, grants, cooperative agreements, or interagency agreements.

- ***Sources of Satisfaction in this Role***

Senior specialists enjoy investigating and learning more about their area of expertise. They like research, discovery, and the exchange of ideas with other specialists. They also find satisfaction in providing guidance and advice to others to ensure that the Agency's programs and scientific research reflect a high level of professionalism and command respect. A chief source of satisfaction is their ability to influence, in a substantive way, the direction and quality of Agency programs. Many of them enjoy the visibility and reputations they have established in their offices, regions, or through the Agency. They enjoy the many professional contacts and substantive discussions their positions provide them, both inside and outside the Agency.

Barbara Keeler, an environmental scientist in Region 6, serves as the

program manager for the Barataria-Terrebonne National Estuary Program. This entails organizing a broad coalition of stakeholders to develop a master plan for preserving and enhancing the coastal resources. In this role, she serves as the project officer for a \$7 million grant program. When the program manager role was established, she knew she wanted to do it, as large-scale project or program management has been a career goal. In her program manager role, Barbara most enjoys calling on a diversity of her skills--people management, project management, incorporating science into public policy, and finding common-ground solutions. She has also enjoyed being able to influence public policy in her role as a program manager.

Lee Bohme, the Region 6's expert in the pretreatment program, most enjoys being a resource person for others in the region, making sure there is as much consistency and continuity as possible in the program, both on the regional and national level. Lee also enjoys the great degree of autonomy he has as a regional expert. His role is one that allows him to use his abilities and creativity. He has latitude to decide what his role is and to do his own analysis of what needs to be done. His role also brings opportunities for greater recognition; for example, he has been asked by the Water Environmental Federation and the Association of Metropolitan Sewerage

Agencies to be a member of a pretreatment steering committee and work group.

- ***Skills Needed***

Senior specialists owe their rise to these positions to their learning and experience in their fields. Their skills include the ability to:

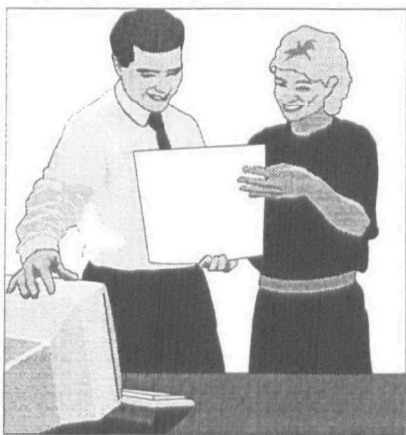
- apply an expert level of knowledge in their fields or in a particular subject matter
- apply knowledge of research sources and techniques
- translate their special knowledge into briefings and presentations understandable to lay persons and non-technical management
- communicate effectively with their peers and with a wide range of other employees having various levels of knowledge of the field
- interpret new legislation and technical developments in their fields and to identify the potential effects on the Agency
- formulate policies and recommendations for use by management and other employees working in the subject area
- assess the quality of programs and products in the subject area

- manage or coordinate activities of others involved in a program or subject matter

These and other skills needed to perform effectively as a senior specialist may be gained by:

- extensive education and training in the subject area
- extensive work experience and/or research in the subject area
- membership in professional societies
- participation on work groups focusing on a specialized topic
- attendance at seminars, conferences, etc. to maintain up-to-date knowledge of the field and of practitioners in the field

Barbara Keeler, program manager in Region 6, has found that this role has added to her “tool box of negotiation and mediation skills.” The program manager role is good preparation for anyone interested in ultimately taking on a supervisory role, she believes. It gives you experience in making hard decisions and in motivating others to act. The program manager role also calls on both her scientific knowledge and her management skills.



## **Intrapreneur**

- ***Definition and Typical Functions***

The term "intrapreneur" was coined to label a role within organizations that is similar to that of the entrepreneur. An entrepreneur is an enterprising person who undertakes, organizes, and manages an effort, usually on his or her own initiative (though sometimes with funds and resources borrowed from others). Unlike the other positions described here, the intrapreneur has no specific job title and no official duties as an intrapreneur. An employee in almost any type of position may become an intrapreneur if the organization supports it.

The entrepreneur undertakes an enterprise of some risk, as the effort is usually new or untried. Some organizations enable employees to undertake an effort similar to that of the entrepreneur. Since the effort is conducted within an existing organization and uses resources owned or employed by the organization, the individual initiating the effort is called an intrapreneur ("intra" = "within"). In the case of intrapreneurship, the risk involved is assumed by the organization. Some of the most dynamic organizations, such as the 3M Corporation, encourage intrapreneurship and allow their intrapreneurs to fail without suffering professionally.

Within the Agency, an intrapreneur is an employee who comes up with an idea, on his or her own, for a new program, new approach, new product, or new service. Convinced of the soundness of the idea and confident of the benefits that would accrue to the Agency, the environment, or the public, the intrapreneur undertakes to persuade management to develop the concept. If the intrapreneur is successful in convincing management to invest resources in studying, developing, and piloting the concept, the intrapreneur is then charged with leading the effort. He/she identifies the staff, budget, space, and other resources needed, convenes the project team, and manages the project to a (hopefully) successful conclusion.

Jody Zeugner at RTP found himself working in a new office, Information Resources Management Division, and began looking at ways to assist EPA employees. He began developing system applications to facilitate administrative functions at RTP and came up with the concept of the RTP web site on the Internet, the "RAP Wide Web." Some regions and Headquarters offices have asked him to demonstrate the RTP web site and its applications. Jody took the initiative and came up with the idea, and management supported him from the start by allowing him to devote a significant amount of time and energy to this effort.



- ***Sources of Satisfaction in this Role***

By far, the major source of satisfaction for the intrapreneur comes from seeing his or her original idea become reality. If the resulting new program, product, or service proves beneficial to the Agency, the environment, or the public, the intrapreneur's pride knows no bounds. The intrapreneur thrives on the challenges entailed in fleshing out the original idea, selling it within the Agency, getting the necessary resources and support, and seeing the process through to the completed product.

Intrapreneurs like the opportunity to exercise their creativity within the organization and the chance to have a dramatic, positive impact on the Agency. They like to take risks and are willing to experience failure.

What Jody Zeugner of RTP most enjoyed about his experience as an intrapreneur was the opportunity to create something truly unique within EPA that will help the Agency. He also learned more about how EPA and RAP organizations work, gaining a "big picture" perspective. On a practical level, he learned a great deal about Internet application development. He has gained visibility for himself and his product by showcasing the RTP Web site throughout EPA.

- ***Skills Needed***

Successful intrapreneurs need a variety of skills--especially creativity, management and persuasive skills. Depending on the nature and subject of the concept they wish to develop, they may need exceptional technical knowledge. Typically, intrapreneurs must have the ability to:

- come up with an innovative concept and visualize how it could work in the "real world" of the Agency
- maintain confidence in themselves and in the idea
- persuade others of the usefulness and soundness of the concept to gain support and resources
- manage the development of the concept to a product or service
- lead and involve others in the development process

These and other skills needed to perform effectively as an intrapreneur may be gained by:

- keeping informed about new developments both in and outside the field of specialization
- serving as a project manager
- taking courses that stimulate creative thinking

## Summary of Key Skills

This list is by no means exhaustive. It is intended to portray the types of management skills common to a number of different roles.

Skills	Team Leader	Project Manager	Project Officer	Senior Specialist	Intra-preneur
Subject matter expertise	X	X	X	X	X
Ability to analyze and interpret new legislation/regulations/programs		X		X	X
Ability to formulate recommendations/policies		X		X	X
Ability to reach decisions and take corrective action	X	X	X	X	X
Ability to conceptualize and plan	X	X	X	X	X
Ability to coordinate activities of others	X	X	X		
Ability to facilitate group processes	X	X	X	X	
Ability to communicate effectively	X	X	X	X	X
Ability to write effective briefings/papers		X		X	X
Ability to listen to customers/stakeholders	X	X	X	X	X
Ability to negotiate effectively	X	X	X	X	X
Ability to think creatively		X		X	X
Ability to exercise leadership	X	X	X	X	X

## Part III. What Employees Can Do to Enhance Career and Personal Development

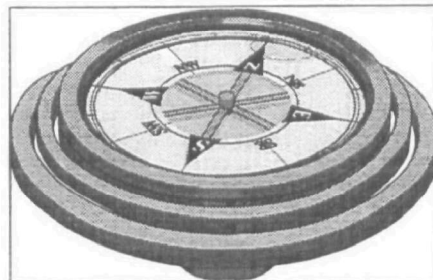
This chapter offers alternatives and suggestions for those of you who are looking to keep pace with the rapid changes in work and to move into a position that could satisfy your career goals, whether a management position, one of the alternative jobs described in this booklet, or some other role or type of work to which you aspire.

There is no single solution or method to enhancing your career and personal development, but there are several strategies that will enable you to survive and thrive in the future. You may want to use any number of approaches. Your success in achieving your career goal will depend on how proactively you manage your work life and how committed you remain to continuous learning. As one EPA employee has put it, "No one will hand you the opportunities described in this booklet on a silver platter. You have to both work hard and encourage management to make these things a reality."

## Assess Yourself: What Do You Value? What Do You Know? Where Are You Going?

Career management is an ongoing process to facilitate success in a rapidly changing work environment. To advance to any career target requires:

- Identifying your skills, values, interests and how you do your best work.
- Articulating your strengths and attributes in relation to work opportunities.
- Setting work life priorities and goals which are focused and flexible.
- Developing an evolving plan of action to achieve your goals.
- Remaining current in your field.
- Preparing yourself before trying something new.



There are all kinds of assessment instruments (Myers-Briggs, Strong Campbell) that can guide you through this self-exploration phase and help you discover whether a management role or one of many alternatives is right for you. Several EPA offices have acquired career planning software. CareerPoint® software, for example, can guide you through a self-assessment of your skills, interests, and values; examine the pros and cons of management and help you decide if you are really interested in a management role; help you identify career options that might be best for you; and assist you with other steps in career planning. It will also help you assess your organization's present and future challenges and where you fit in. For more information on using the software, which is free to all EPA employees, check with your local Human Resources office.

An appendix to this booklet provides two exercises to help you get started with your self-assessment. The exercises will help you identify what you most value in work. Identifying what is most important to you is a valuable first step in finding the type of work role that you will find most satisfying.

Consult your administrative staff or Human Resources office to find out what other assessment instruments and career planning services are available in your location. Libraries, academic

institutions, and career development centers are other sources of career planning information and self-assessment tools. Your local government, for example, may have a career development center providing self-assessment tools and counseling at little or no cost to you.

## **Maintain Your Technical Skills**

Technical/functional work skills are those skills and knowledge that are necessary to perform the work that you do. Today's workplace requires that you upgrade these skills on a regular basis to keep pace with change, ensure your ongoing employability, and to make it possible to take on and succeed in a role as a project manager, team leader, senior specialist, manager, or any other one that attracts you.

The work environment requires continuous learning on your part. You must keep your skills razor-sharp and be able to move quickly into new types of work as the Agency's priorities shift. Job security and career growth are the result of how well you maintain your employability and enhance your value to the Agency. This translates to how technically competent your skills are and how willing you are to broaden your skills and work experience.

Dale Evarts, a program analyst in RTP's Office of Air Quality, Planning, and Standards, is responsible for senior

staff type work on organizational and human resources matters. He also coordinates international activities and is liaison with an organization of state and local air pollution officials. He believes his writing and communication skills have been “incredibly important” to attaining his position and in the growth of his role, as more responsibilities have accrued to him. His work has ‘honed his skills for writing short, cogent papers.” He believes that, if you do your job well, management will look to you when new opportunities and assignments come up. As Dale sees it, there is so much that the Agency has to do, that there’s no lack of opportunity to do some very significant things. In the past, the Agency could spend several years developing a new employee to take on responsibility. Now, within a couple of years, an EPA employee who has built his or her skills and who is alert to what needs to be done can find himself or herself managing a major national program and being depended upon by management.

There are any number of ways or strategies to keep technically current and broaden your knowledge:

- Enroll in college or graduate school.



- Read literature, books, or articles that pertain to your field or that discuss future work changes.

- Use the Internet to seek out relevant information and new developments in subjects that interest you.

- Attend symposiums and conferences to learn more about your field, including new and related developments.

- Inquire about internal training and educational opportunities at EPA.

- Take on temporary assignments that will challenge you to apply your technical knowledge in more demanding ways than does your current work.

Janis King, now an economist at RTP, was formerly a secretary. She realized that a college degree could help her move into a professional position, so she attended night school, completing a B.S. degree in eight years. Although those were difficult years, as she was also working full time, she stayed with it, as she knew that a degree could open up many new career opportunities. She was also fortified by her belief that a person is responsible for his or her own success and that her persistence and hard work would eventually pay off.

Mia Quigley, of the Office of Air and Radiation in Headquarters, recently earned a Masters in Public Administration because she wanted to enhance her career prospects with EPA. She attended graduate classes while working full time. Her Office was extremely supportive--both financially and personally--enabling her to earn the degree in just three years. Mia believes it is up to the individual to take initiative to grow personally and professionally. She feels a tremendous sense of personal accomplishment in completing the graduate degree and, although she realizes that having a graduate degree does not guarantee that new doors will open, it does "make you more competitive." Her MPA credentials did help her obtain her current job as Special Assistant to the Assistant Administrator for OAR.

## **Build Your Team and Organizational Skills**

In addition to honing your technical skills, you need to think about how you get things done at work. What competencies or communication strategies do you use effectively? Now that many organizations are establishing flatter structures and work teams, it is more important than ever that you become effective in working within teams and at networking with other groups. Here are several skills to work on:

- Building relationships: networking, negotiating, teamwork.
- Building effectiveness within organizations: organizational culture, influence, leadership.
- Communicating: listening, speaking, writing.
- Creative and critical thinking: problem solving, decision making.

## **Take Additional Steps to Grow Personally and Professionally**

You may also want to:

- Become the Agency's expert in a subject area. Build your reputation in your area of expertise by maintaining state-of-the-art knowledge and by always turning in an excellent performance. Write articles for professional journals. Speak at meetings of professional societies.
- Come up with an idea and become an intrapreneur.
- Teach part-time at a local adult education center, college, or university.
- Explore other parts of the Agency and inquire about rotational assignments.
- If you have facilitation skills, volunteer to facilitate meetings in other organizations.



- Stay informed about new Agency programs and initiatives that may interest you.

- Recommend to your management that your organization adopt some of the strategies suggested in Part IV of this booklet.

- Take advantage of the EPA Institute's leadership programs. These include:

GLO (Greater Leadership Opportunities). This provides a year-long training program primarily for mid-level women and minorities with leadership and supervisory potential.

GRO (Goal-Setters Reaching for Opportunities) This program is designed for the more junior-level employees who may be interested in pursuing leadership roles in the Agency.

WEL (Women's Executive Leadership) This is a developmental program providing managerial training for high-potential employees.

Contact your servicing Human Resources office for information about these programs.

- Be flexible about which types of positions are desirable and appreciate and learn from all kinds of work roles. Almost every job can provide valuable knowledge and skills, and a somewhat

winding path of varied experiences can sometimes better prepare you to reach an ultimate goal than can a linear career path.

For Patrice Miller, a Senior Cost Recovery Enforcement Officer in Superfund at Region 6, this approach has served well. She is in a job she enjoys, defined by the work attributes she values most highly: constant challenge and opportunities to learn. She has synthesized all sorts of work experiences, even weekend high school jobs, into beneficial skills that she uses every day. She recalls that selling candy in a movie theater taught her how to focus on a single event in the midst of bedlam. By hanging wall paper during her college days, she built the stamina needed to continue efforts that are not always comfortable or pleasant. Patrice credits the time spent assisting her mother, an interior designer, with improving her pattern recognition skills, which are crucial in her current work to the efficient analysis of often huge volumes of documentation in order to glean evidence. Experience as a consulting engineer gave her an appreciation of "being on the outside" that has made her a better project manager. As she puts it, "There are no disastrous job moves, as every work experience can teach you something you didn't know before."

These are but a few of the efforts you can make on your own behalf in

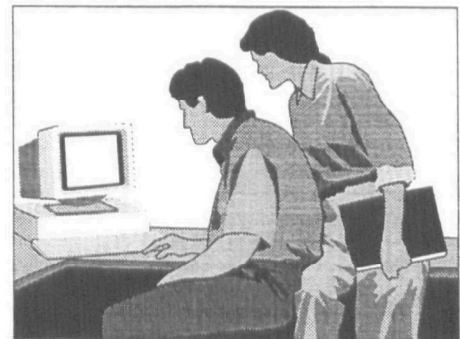
finding for yourself your new career track, in finding a role in the organization that will provide a satisfying alternative to the management track.

## **Prepare an Individual Development Plan (IDP)**

Many organizations require employees to prepare and update an IDP. If your organization does not, you could take the initiative to prepare one and make an appointment with your supervisor to discuss it. Your IDP should identify the skills you need for your current job and, if they need improvement, specific courses or other methods for obtaining or updating these skills. It should also list skills you would like to acquire for advancement or to move to another type of work. If you have some ideas for how you would like to obtain these skills, such as a detail to another organization or a particular course, your IDP should include those measures as well.

Jane Carpenter, a management analyst at RAP, was required to develop an IDP when she entered the Upward Mobility Program. The IDP identified specific formal training needed, specific assignments that

would provide on-the-job training, and self-development activities. Now that she is in her target position, she believes that another IDP can help her focus on the training and assignments she will need for further career growth. Jane emphasizes that an IDP has to be done jointly with the supervisor, who may have ideas about the skills to be developed.



## **Part IV. What Senior Management Can Do to Foster Alternative Careers and Personal Development**

This chapter is addressed to the Agency's senior management--those in a position to establish programs and opportunities for enhancing career growth. Management has an important role in thinking of innovative ways to empower and motivate the work force in their organizations. Granted, each individual has a responsibility to manage his or her own career. However, the programs and practices intended to foster career growth described in this booklet won't happen unless senior management agrees to establish them.

Management and organizations will find themselves to be gainers if these programs are instituted--the benefits will accrue not only to employees. When employees are given opportunities to learn new things and take on more responsibility, the overall capacity of the organization to serve its customers and do good work grows. Employees who have evidence that management is interested in their professional and career growth are likely to excel, to demonstrate that they are capable of taking on even more. Managers who take action to assist employees' career satisfaction will earn the kudos that result from the

increase in the organization's productivity and the quality of work. So, managers who demonstrate interest in their staff's development will find themselves in a win/win situation.

The following are suggestions that organizations can adopt to provide career development opportunities and recognition for employees, now that fewer management positions will be available as career targets.

### **Organizational Opportunities**

- ***Position/Job Redesign***

The fact that management layers have been eliminated does not have to mean that career advancement will be drastically curtailed. In the organization, whether it be a division, a branch, or a team, the traditional responsibilities of a position can be redesigned or broadened to meet changing organizational needs.

An organization can evaluate its changing mission and priorities to identify both current roles and the tasks that lie ahead. The trend toward a flatter organization will ultimately mean that people who are capable and interested will have the opportunity to take on additional job duties with or without a promotion, for example, responsibility for managing a segment of a program or regulation. Delegating increased responsibilities to employees

can create at least three positive attributes for the organization:

- It allows the manager to focus more on preparing for the future and on the customer.
- It is empowering for the individual; an expanded role will motivate and energize individuals to get more involved in their work.
- It enables an organization to retain excellent performers during a time when upward advancement is not a viable alternative.

This concept works exceptionally well when the additional responsibilities are aligned carefully with the competencies and skills of the individual. You do not want to overwhelm someone with something that he/she may not be able to handle.

When Terri Burrell of RTP was a branch chief in the Human Resources office, she had 15 people reporting to her and needed some relief. The top grade for employees in the branch was GS-12. Terri got approval from senior management, who were supportive, to reorganize the branch into two teams and establish two GS-13 team leader positions. This concept met the branch's work need (it relieved the branch chief from the necessity to get heavily involved in the day-to-day work) and, at the same time, it created a higher career ladder to which the

branch's employees could aspire. The work was expedited, as not all work was no longer reviewed by the branch chief, and the employees selected for the team leader positions proved their ability to take on more responsibility. Such organizational changes, says Terri, don't happen over night. Conceiving an idea, implementing it, and have it work smoothly--all this takes a great deal of time and effort and the support of both management and the employees affected by the change.

- ***Details within EPA***

A detail, which is a temporary assignment to another position, can be an invaluable, cost-efficient training mechanism that is a "win-win" situation for the organizations involved. Sometimes the organization gives up an employee for a set period of time, such as 90 days, and in return, the organization may acquire a temporary replacement. The temporary employee brings with him/her a set of specialized skills and knowledge, as well as a fresh perspective. Both organizations benefit. The individual is given the opportunity to



learn about an area or discipline that could be related to his/her own expertise. Or, the new experience may simply keep an employee motivated who is becoming tired of his/her regular assignments.

Temporary assignments are an inexpensive method to help retain highly qualified employees. They can be tied directly to Individual Development Plans and have short-term measures of success. As long as the organizational expectations are made clear from all ends, temporary assignments are an excellent career development tool.

Frederick Thompson, who works for the Office of Air Quality, Planning , and Standards at RTP has had two profitable details. His first detail was to the Education and Outreach Group, where he helped to design and later manage the Air Pollution Distance Learning Network (APDLN), which is a digital, "state-of-the-art" educational satellite broadcasting network primarily used to train state, local, and private sector personnel in air pollution control. This detail lasted for about a year and led to a permanent position there. He is now, as a result of another one-year detail, a permanent member of the Source Characterization Group, where he is working in the area of rule development. Frederick sought these details, both of which have offered him an opportunity to learn new skills, as a conscious career

decision. He indicated in his IDP that he wanted three details in areas of general interest to him. Based on his experience, Frederick thinks that details can be a win-win deal for both the organization and the employee and can be very beneficial to an employee's career if they are well-planned. He advises that employees often have to make some effort to get the detail that is best suited to their career development. As he says, "It is essential that you do some planning and research on your own. After all, it's your career."

#### ● ***IPA Assignments***

An "IPA assignment" is a shorthand term for a personnel assignment authorized under the Intergovernment Personnel Act (1970). This Act permits and encourages the interchange of employees from two broad sectors:

- Public Sector
- Non-Federal sector (i.e. state, county, municipal government)

Under an IPA assignment, a Federal or non-Federal employee temporarily leaves a "home" organization to work for a "hosting" organization in the other government sector. The Act stipulates that assignments must be designed for the mutual interest and benefit of the "home" and "hosting" organization. Many EPA employees serve under IPA assignments to states and other institutions.

Bob Denny was also instrumental in establishing the satellite distance learning network at RTP, and this experience let to an IPA at North Carolina State University, in partnership with AT&T. While on the IPA, Bob served as the project manager for developing and deploying a distance learning network that is used by both state and local environmental agencies. Bob learned the importance of sharing one's expertise and the benefits this brings to both sides, both EPA's and the client's points of view. The IPA provided him with "invaluable" experience, and Bob thinks the "rewards are great, not only for the individual but for the organization as well."

- **Interagency Agreements (IAGs)**

Establishing an IAG, which is an agreement with another agency to provide staff or financial resources for the accomplishment of a joint program or project, can create opportunities for temporary assignments outside the Agency. On these assignments, employees can be exposed to different ways of approaching the work and broaden their work experience.



- **Internal, Rotational, Ad Hoc Assignments/Positions**

Why not establish high-level staff positions (GS-13/14/15), who report to the Director? These positions could handle some of the traditional management tasks, (i.e., budgeting and management studies). This does two things:

- It affords an excellent learning opportunity for a highly motivated and qualified staff member.
- It enables the Director to focus his/her attention on other pressing issues.

These assignments could be filled on a rotating basis, (6 to 12 months), and could be available only to individuals already working within the particular AA-ship, region, or laboratory, or could be open to employees from outside the organization. Success measures would be stated clearly at the beginning of the assignment and individuals could be assessed on how well they met the success measures.

## **Recognition for Individuals Performing Exceptionally in Non-Managerial Roles**

- **Innovative Award Programs**

Publicly recognize an individual for his/her good work as a Team Leader,



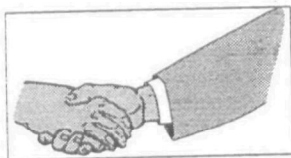
Project Manager, Project Officer, Senior Specialist, or Intrapreneur. Again, success measures for each position should be established at the beginning of the assignment. Recognition can be given in non-traditional ways, such as by celebrating:

"Team Leader of the year" or

"Project Manager of the year"

Be sure to highlight their significant contribution to the organization. Each recipient could receive a plaque, medal, or a simple token, such as coffee mug. Recognition could also follow the more traditional ways, time-off, special act, on-the-spot.

You may also think about rewarding individuals for exceptional efforts in the area of team building. In sum, it is more important than ever to recognize the important work of those in non-managerial positions, but in leadership roles.



If management has the resources to reward employees monetarily, incentive recognition programs that supplement the usual performance awards can be established. The RAP Financial Management Center instituted a

recognition program in 1990, which established four types of awards. There was an "Employee of the Month" award of \$75 and a certificate, and all employees could make nominations for the award. There was also a "Work Process Improvement" award, which was given to a project team each quarter. Each group member received \$50 to \$100 and a certificate. Another award was the "TQM Results" award, which was also given quarterly for exceeding established standards for delivering services, in the amount of \$50 to \$100, accompanied by a plaque. A fourth award, the "Quarterly Management" award, was a way to recognize managers nominated for the award by employees. These four awards were continued during periods when award funds were not available, and the selectees received public recognition.

This program was later replaced by Financial Management Division's "Bonus Bucks Award Program (which was suspended in FY 1996 owing to the Agency's budget situation and inability to offer cash awards that year). The "Bonus Bucks" program was established as a peer awards program, enabling non-supervisors across the Division to recognize other non-supervisory employee. Supervisors were also given the opportunity to recognize other supervisors. Recognition was accomplished by giving a bonus buck to an employee for any service that assisted the employee

or supervisor wishing to give recognition. Each bonus buck had a value of \$6.25. Employees accumulated bonus bucks and redeemed them either a cash award of \$25 to \$100 or a time-off award. The program gave employees the opportunity to recognize each other for exceptional service, and was a resounding success.

- ***Opportunities to Represent the Agency***

An organization can recommend individuals to represent the Agency at a national or international Conference. The individual could be selected on the basis of his/her particular expertise or knowledge area. The assignment could include a speaking engagement or a panel appearance at an environmental consortium. The assignment would afford the individual the chance to share his/her expertise with an audience outside of the Agency as well as a learning opportunity.

Too often in the past, managers have reserved such opportunities for themselves. Today's manager, however, has less involvement in the technical details of the work and may find it difficult to maintain up-to-date expertise in the advanced or technical aspects of the work. Since the manager is occupied with administrative matters and managing the organization, he/she may find it impossible to attain the degree of technical expertise needed to

represent the Agency and scientific and other professional events. It is appropriate to reward the significant contributions of non-managers who have a high level of technical expertise by steering their way invitations the Agency receives to participate in scientific and professional panels and other proceedings.

Dr. Audrey Cummings, of the National Health and Environmental Effects Research Laboratory at RTP, has been giving presentations at various professional societies, such as the Society of Toxicology, and enjoys the opportunities for interaction and networking with colleagues that these speaking engagements offer. Dr. Cummings had been presenting her research findings through publications and, as she considers herself an introvert, she had assumed she would not enjoy representing the Agency through personal appearances. However, she has found that the opportunity to travel and speak have "enabled her to step outside her comfort zone" and go where she could not have imagined. The positive feedback and the social-professional interaction have enhanced her enjoyment of her role at EPA.

## **Training and Learning Opportunities**

One way for your organization's employees to remain on top of their field or disciplines is to be fully engaged in the myriad of training and learning opportunities. These can vary and include:

- EPA Learning Institute
- OHROS: Executive Resources and Special Programs Division course offerings
- Academia: various colleges, graduate and post-graduate school courses
- Private vendors: University Associates, Zenger-Miller Associates, etc.

These are examples of some of the training/learning opportunities that may appeal to your organization's technical experts/specialists. An organization may want to increase expenditures in the area of training to keep their key employees motivated and current in their fields. Improving their technical expertise is even more important when these technical experts are afforded the opportunity to enter the management track.

## **Career Paths for Key Occupations**

In organizations where advancement opportunities are limited for most senior level specialists, analysts and technical experts, management can establish recognized non-supervisory career paths for key occupations (i.e., Environmental Scientists, Engineers, Attorneys, Program/Management Analysts), with a specific criteria or guidelines to be met in order to advance to a higher graded position. The Office for Research and Development uses such a system. Under such systems, the senior levels have enhanced prestige, as the hurdles to advancement to the top levels are recognized.

## **Other Sources of Professional and Personal Satisfaction**

Organizations may support their staff's professional development by establishing sabbaticals and private educational or technical consortiums with private industry, academia, or the public sector. Travel can also provide professional satisfaction for some individuals, including travel abroad to attend seminars or trade shows, or to give presentations at government meetings.

Greater job satisfaction can result when organizations increase opportunities for employees to better balance their work and non-work lives through:

- telecommuting-- opportunities to work at home
- flexible work schedules
- job sharing

Although most of EPA is already on compressed work schedules, organizations that now make limited use of flexplace programs could expand their use.

## Your Job Values

### Extrinsic Job Values Inventory

*For each of the pairs, circle the letter corresponding to your choice of values. Pick only one. Which of the alternatives do you prefer?*

*I want work in which:*

- |    |   |        |
|----|---|--------|
| 1. | The salary is well above the average.<br>I can arrange my job so that I have greater than average leisure time.                                     | P<br>M |
| 2. | I can trust that my position is permanent with little risk of being let go.<br>My supervisor is considerate and clear about what is expected of me. | S<br>G |
| 3. | I can enjoy pleasant physical surroundings and attractive employee facilities.<br>There's lots of variety in the day-to-day things I do.            | W<br>V |
| 4. | I can keep from getting tense, fatigued, and "burned out."<br>I can make a lot of money if I work hard.   | L<br>P |
| 5. | I can trust that my position is permanent with little risk of being let go.<br>There will always be room for advancement and promotion.             | S<br>A |
| 6. | I can make a lot of money if I work hard.<br>There is lots of security with respect to the future.  | P<br>S |
| 7. | My supervisor is supportive and judges everyone's work fairly.<br>Working conditions are physically and mentally comfortable.                       | G<br>W |

- |     |  |        |
|-----|--|--------|
| 8.  | There is maximum leisure time through short working hours and long annual vacations.<br>I produce a tangible product that I can point to and say "I did that."         | M<br>T |
| 9.  | The tasks I perform are varied and continually changing.<br>There is always the prospect of moving up and working at higher levels.                                    | V<br>A |
| 10. | There will always be room for advancement and promotion.<br>There is maximum leisure time through short working hours and long annual vacations.                       | A<br>M |
| 11. | I produce a tangible product that I can point to and say "I did that."<br>Working conditions are physically and mentally comfortable.                                  | T<br>W |
| 12. | There's lots of variety in the day-to-day things I do.<br>I can trust that my position is permanent with little risk of being let go.                                  | V<br>S |
| 13. | There is always the prospect of moving up and working at higher levels.<br>The salary is well above average.   | A<br>P |
| 14. | I can enjoy pleasant physical surroundings and attractive employee facilities.<br>There is maximum leisure time through short working hours and long annual vacations. | W<br>M |

We are grateful for permission from Patricia Lunneborg to use "Your Job Values: Two Exercises" from her book *To Work: A Guide for Women College Graduates*. New York: Prentice-Hall, 1982.

15.	I can enjoy seeing the physical results of my work. I can keep from getting tense, fatigued, and "burned out."	T L
16.	Things are kept low-pressure and stress-free most of the time. I can enjoy pleasant physical surroundings and attractive employee facilities.	L W
17.	I can make a lot of money if I work hard. Working conditions are physically and mentally comfortable.	P W
18.	The tasks I perform are varied and continually changing. My supervisor is supportive and judges everyone's work fairly.	V G
19.	The salary is well above the average. My supervisor is considerate and clear about what is expected of me.	P G
20.	I can keep from getting tense, fatigued, and "burned out." My supervisor is supportive and judges everyone's work fairly.	L G
21.	My supervisor is considerate and clear about what is expected of me. I produce a tangible product that I can point to and say "I did that."	G T
22.	There will always be room for advancement and promotion. Working conditions are physically and mentally comfortable.	A W

23.	There is lots of security with respect to the future. I can enjoy pleasant physical surroundings and attractive employee facilities.	S W
24.	My supervisor is supportive and judges everyone's work fairly. There is always the prospect of moving up and working at higher levels.	G A
25.	There is maximum leisure time through short working hours and long annual vacations. There's lots of variety in the day-to-day things I do.	M V
26.	I produce a tangible product that I can point to and say "I did that." There will always be room for advancement and promotion.	T A
27.	I can arrange my job so that I have greater than average leisure time. I can trust that my position is permanent with little risk of being let go.	M S
28.	There is always the prospect of moving up and working at higher levels. Things are kept low-pressure and stress-free most of the time.	A L
29.	There's lots of variety in the day-to-day things I do. I can enjoy seeing the physical results of my work.	V T
30.	The tasks I perform are varied and continually changing. Things are kept low-pressure and stress-free most of the time.	V L

- |     |  |   |
|-----|--|---|
| 31. | I can keep from getting tense, fatigued, and "burned out."             | L |
|     | I can arrange my job so that I have greater than average leisure time. | M |
| 32. | Things are kept low-pressure and stress-free most of the time.         | L |
|     | There is lots of security with respect to the future.                  | S |
| 33. | I can enjoy seeing the physical results of my work.                    | T |
|     | I can make a lot of money if I work hard.                              | P |

- |     |  |   |
|-----|--|---|
| 34. | I can arrange my job so that I have greater than average leisure time. | M |
|     | My supervisor is considerate and clear about what is expected of me.   | G |
| 35. | The tasks I perform are varied and continually changing.               | V |
|     | The salary is well above the average.                                  | P |
| 36. | There is lots of security with respect to the future.                  | S |
|     | I can enjoy seeing the physical results of my work.                    | T |

## Intrinsic Job Values Inventory

*For each of the pairs, circle the letter corresponding to your choice of values. Pick only one. Which of the alternatives do you prefer?*

*I want work in which:*

- |    |   |   |
|----|---|---|
| 1. | I have the opportunity to gain prestige in my field.                  | R |
|    | My creativity and originality are needed to solve problems.           | O |
| 2. | I can make decisions and am relatively free of supervision.           | I |
|    | I feel self-fulfilled because I have the chance to do what I do best. | E |
| 3. | I plan and organize work for others and use my leadership abilities.  | L |
|    | I am continually challenged by the critical and unexpected.           | C |
| 4. | I can use my abilities to add to the well-being of others.            | W |
|    | I can get recognition for my work.                                    | R |

- |    |  |   |
|----|--|---|
| 5. | I can make decisions on my own and am relatively free of supervision.      | I |
|    | There are lots of opportunities for meeting people who share my interests. | S |
| 6. | I can get recognition from others for my work.                             | R |
|    | I can decide how the job should be done and set my own pace.               | I |
| 7. | I can give full expression to my special knowledge and abilities.          | E |
|    | I am in a position of authority and can influence others' opinions.        | L |
| 8. | My ability to contribute innovative ideas is put to use.                   | O |
|    | I gain a sense of mastery and achievement for doing a fine job.            | A |
| 9. | I must always be mentally alert for tasks that require real effort.        | C |
|    | Friendships with colleagues are a likely outcome.                          | S |

10.	There are lots of opportunities for meeting people who share my interests. My ability to contribute innovative ideas is put to use.	S O
11.	I gain a sense of mastery and achievement for doing a fine job. I am in a position of authority and can influence others' opinions.	A L
12.	I am continually challenged by the critical and unexpected. I can make decisions on my own and am relatively free of supervision.	C I
13.	Friendships with colleagues are a likely outcome. I have the opportunity to gain prestige in my field.	S R
14.	I plan and organize work for others and use my leadership abilities. My ability to contribute innovative ideas is put to use.	L O
15.	I can feel that I have produced worthwhile accomplishments. I can use my abilities to add to the well-being of others.	A W
16.	I feel I am contributing something worthwhile to society. I plan and organize work for others and use my leadership abilities.	W L
17.	I can get recognition from others for my work. I am in a position of authority and can influence others' opinions.	R L
18.	I must always be mentally alert for tasks that require real effort. I can give full expression to my special knowledge and abilities.	C E

19.	I have the opportunity to gain prestige in my field. I feel self-fulfilled because I have the chance to do what I do best.	R E
20.	I can use my abilities to add to the well-being of others. I can give full expression to my special knowledge and abilities.	W E
21.	I feel self-fulfilled because I have the chance to do what I do best. I gain a sense of mastery and achievement for doing a fine job.	E E
22.	There are lots of opportunities for meeting people who share my interests. I am in a position of authority and can influence others' opinions.	S L
23.	I can decide how the job should be done and set my own pace. I plan and organize work for others and use my leadership abilities.	I L
24.	I can give full expression to my special knowledge and abilities. Friendships with colleagues are a likely outcome.	E S
25.	My ability to contribute innovative ideas is put to use. I am continually challenged by the critical and unexpected.	O C
26.	I gain a sense of mastery and achievement for doing a fine job. There are lots of opportunities for meeting people who share my interests.	A S



27.	My creativity and originality are needed to solve problems. I can make decisions on my own and am relatively free of supervision.	O I
28.	Friendships with colleagues are a likely outcome. I feel I am contributing something worthwhile to society.	S W
29.	I am continually challenged by the critical and unexpected. I can feel that I have produced worthwhile accomplishments.	C A
30.	I must always be mentally alert for tasks that require real effort. I feel I am contributing something worthwhile to society.	C W
31.	I can use my abilities to add to the well-being of others. My creativity and originality are needed to solve problems.	W O

32.	I feel I am contributing something worthwhile to society. I can decide how the job should be done and set my own pace.	W I
33.	I can feel that I have produced worthwhile accomplishments. I can get recognition from others for my work.	A R
34.	My creativity and originality are needed to solve problems. I feel self-fulfilled because I have the chance to do what I do best.	O E
35.	I must always be mentally alert for tasks that require real effort. I have the opportunity to gain prestige in my field.	C R
36.	I can decide how the job should be done and set my own pace. I can feel that I have produced worthwhile accomplishments.	I A

## My Extrinsic Job Values Inventory Tally

To tally your responses to the first inventory, the Extrinsic Job Values Inventory, count the number of times you circled each of the following letters and enter your counts in the space provided. They should add up to 36. Individual counts range from 0 to 8.

A \_\_\_\_\_ S \_\_\_\_\_ W \_\_\_\_\_ P \_\_\_\_\_ G \_\_\_\_\_

M \_\_\_\_\_ T \_\_\_\_\_ V \_\_\_\_\_ L \_\_\_\_\_ = 36

Now below write in the letters from your Extrinsic Tally from largest tally to smallest.

In the table on the next page find value names and enter names here.

Also from the table copy beside your top five extrinsic values the brief description of each.

<u>Letter</u>	<u>Value Name</u>	<u>Value Description for Top Five</u>
_____	_____	1. _____
_____	_____	_____
_____	_____	2. _____
_____	_____	_____
_____	_____	3. _____
_____	_____	_____
_____	_____	4. _____
_____	_____	_____
_____	_____	5. _____

## My Intrinsic Job Values Inventory Tally

Now tally your responses to the Intrinsic Job Values Inventory by counting the number of times you circled each of the following letters and enter your counts in the space provided. They should add up to 36. Individual counts range from 0 to 8.

S \_\_\_\_\_ I \_\_\_\_\_ L \_\_\_\_\_ R \_\_\_\_\_ E \_\_\_\_\_

O \_\_\_\_\_ A \_\_\_\_\_ C \_\_\_\_\_ W \_\_\_\_\_ = 36

Now below write in the letters from your Intrinsic Tally from largest tally to smallest.

In the table on the next page find value names and enter names here.

Also from the table copy beside your top five intrinsic values the brief description of each.

<u>Letter</u>	<u>Value Name</u>	<u>Value Description for Top Five</u>
_____	_____	1. _____
_____	_____	_____
_____	_____	2. _____
_____	_____	_____
_____	_____	3. _____
_____	_____	_____
_____	_____	4. _____
_____	_____	_____
_____	_____	5. _____

Now you've identified your top five extrinsic and intrinsic job values. While there is no sharp dividing line between them, *extrinsic* values refer more to returns from work that are external to actual job functions, such as take-home pay, benefits, working conditions, holidays, and vacations. *Intrinsic* values, in contrast, refer more to returns from work that a person gets directly from the work itself--they are internal satisfactions, personal feelings derived from the kinds of work we do. Intrinsic values satisfy "higher order" human needs, such as the need to achieve, to be of service to society, and to be creative. Everyone's ideal is to achieve both values from work, but if you're asked to choose, you'll want to know not only which are important to you, but *how* important compared with one another. Use the Values Comparison for Job Value Inventories on the following page to compare your top five extrinsic and top five intrinsic values. Which had the highest sum? Which the lowest? List your final ranking as shown in the next column on this page.

#### Value Letters, Names, and Descriptions for Job Values Inventories

<u>Letter</u>	<u>Extrinsic Value Names</u>	<u>Value Descriptions</u>
A	Advancement	Opportunity to be promoted and advance to higher levels
S	Security	Very little risk of losing one's job; guaranteed employment
W	Working conditions	Pleasant physical working conditions; enough space, light, etc.
P	Pay	Salary is above the average; a well-paying job
G	Good supervision	Supervisors are clear, considerate, and fair to all
M	Maximum leisure	Job allows maximum time off and much leisure time
T	Tangible product	Job allows one to see the physical end product
V	Variety	Job activities are quite varied and changing
L	Low pressure	Job is relaxed and stress-free; not a high-pressure setting

<u>Letter</u>	<u>Intrinsic Value Names</u>	<u>Value Descriptions</u>
S	Social contact	Opportunity to meet people with similar interests
I	Independence	Free of supervision; can do one's work one's own way
L	Leadership	Allows for responsibility for organizing others' job activities
R	Recognition	Work allows one to gain status and prestige in one's field
E	Self-expression	Work allows one to express oneself and one's special abilities
O	Originality	Allows for creativity and original solutions to problems
A	Achievement	Allows one to feel a sense of worthwhile accomplishment
C	Challenge	The work is difficult and requires real effort
W	Social Welfare	Promotes the feeling that one is contributing to society

#### Final Ranking of Top Five Extrinsic and Top Five Intrinsic Values

Highest Ranked	1. _____
	2. _____
	3. _____
	4. _____
	5. _____
	6. _____
	7. _____
	8. _____
	9. _____
Lowest Ranked	10. _____

**INSTRUCTIONS** (follow in 1, 2, 3 order)

2. Copy the same five extrinsic values followed by your top five intrinsic values in the same order from left to right as column headings. We are going to compare every row and column.

- 1. Write below the names of your top five EXTRINSIC values, followed by your top five INTRINSIC values.**

<p>1. Write below the names of your top five <b>EXTRINSIC</b> values, followed by your top five <b>INTRINSIC</b> values.</p>												
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	Sums of pluses in the rows	
(1)											(1)	
(2)											(2)	
(3)											(3)	
(4)											(4)	
(5)											(5)	
(6)											(6)	
(7)											(7)	
(8)											(8)	
(9)											(9)	
(10)											0	(10)
Sum of blanks in the columns	0											
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)		

3. Now go through each row and compare it with the values in the columns. Which would you rather have? Put a + in each box where you prefer the row value over the column value. Then, add up the pluses in each row. Next, add the blanks in each column above the black boxes. Enter the sums of the blanks at the bottom of each column. Last, add the row and column sums for each of your values together.

**Add together  
row and  
column values.**

[illegible]