





Assistant Commandant for Human Resources (CG-1) 1900 Half Street, S.W. Washington, DC 20024

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I. INTRODUCTION

People continue to be the Coast Guard's key asset and it is the Coast Guard's responsibility to encourage and nurture the talent within our organization. This guidebook serves as a reference document to assist Coast Guard civilian General Schedule (GS) employees and their supervisors to prepare for opportunities of greater responsibility within the Coast Guard.

Job growth and development have been and continue to be an individual responsibility. The intent of this guide is to provide a resource that individuals can use in order to help them identify ways to move forward in their careers. Within the pages that follow, the workforce will find insights into the processes used to hire Coast Guard civilian employees, information on the types of work available within the Coast Guard, training opportunities, ideas on how best to apply for jobs within the Coast Guard, and common tips for success.

Coast Guard supervisors and mentors, both military and civilian, have a responsibility to advise and encourage all members in their chain of command to enhance their skills and abilities. Increased skill levels benefit the Coast Guard by increasing the knowledge level of the workforce, improving morale, and reducing stress in the workplace. This requires all leaders to assume the role of mentor. This guide provides leaders with a resource to help in their mentoring responsibilities.

The Coast Guard endeavors to reach out to all groups of employees including those qualified persons with disabilities. Reasonable accommodations are an integral part of our effort to support employees with disabilities.

This Guidebook offers a number of key resources employees, supervisors, and mentors can use to obtain information regarding the civilian career development process. They can also check with their civilian Command Staff Advisors (CSAs) or Human Resources Specialists for additional information. Areas of the Coast Guard these individuals service may be found at the following web site:

http://www.uscg.mil/hq/cgpc/cpm/eod/service.htm

As with any first edition, we very likely missed some good ideas or topics. As users read and utilize this Guidebook, we welcome suggestions that will be considered as the Guide is updated. Please provide feedback to:

Assistant Commandant for Human Resources Office of Civilian Personnel Workforce Management Division (CG-1212) 1900 Half Street, S.W. Washington, DC 20024

II. KEY RESOURCES

In this section the workforce will find a number of resources to assist employees in their search for career advancement.

- 1. <u>Application System</u> Appendix A explains the Coast Guard's automated job application system. The appendix offers tips for employees to use in: applying for announcements, navigating the on-line application system, completing the application, and fully answering job specific narrative questions.
- 2. <u>Qualifications</u> Appendix B provides information regarding job qualifications.
- 3. <u>Interview Tips</u> Appendix C offers interviewing tips geared toward job applicants.
- 4. <u>Common USCG Occupations (7/2007)</u> Appendix D offers a guide for understanding those occupations commonly found within the Coast Guard. The appendix outlines the geographic locations with large concentrations for office work occupations and also discusses the typical transition patterns for selected occupations. The appendix also provides "snap-shot" descriptions outlining a typical employee's profile in commonly occurring office work occupations. Office work occupations are designated with the prefix General Schedule (GS).
- 5. <u>Career Development & Counseling Guide</u> Appendix E offers a *Guide to Career Development and Counseling for Civilian Employees*. The guide offers information on career development, career counseling, career development planning, and a link to the Individual Development Plan (IDP) home page.
- 6. <u>Tips For Success</u> Appendix F offers tips for workforce success.
- 7. <u>Frequently Asked Questions (FAQs)</u> Appendix G offers answers to frequently asked questions.

No guide would be complete without addressing the variety of training, leadership, and mentoring opportunities available for employees.

III. TRAINING

The Coast Guard offers a central point of contact for career and professional development information. This site organizes the information located in many different places on the Web to help the workforce find the information for a successful and fulfilling career with the Coast Guard. Employees should make the most of their benefits by visiting the following web site:

http://www.uscg.mil/careercentral

Other outside opportunities may exist offered by professional associations or organizations.

IV. LEADERSHIP DEVELOPMENT TRAINING

The Coast Guard offers leadership development training for every segment of the workforce from the intern/entry level through the executive ranks... no one is excluded. There are training resources to help the workforce develop the skill sets required for increased levels of responsibility. The goal is to help the workforce succeed. To that end, e-learning opportunities are available 24/7, including short-term training courses that range from three days to two weeks in duration; leadership development programs that range from six months to a year; graduate degree programs; as well as executive level training. All the aforementioned courses are funded with AFC-56 funds managed by the Office of Leadership and Professional Development (CG-133). If employees would like more information about the many leadership training courses that are available and the eligibility requirements they can go to http://www.uscg.mil/leadership and click on "Training."

V. MENTORING

Mentoring is a traditional method for orienting and training those new to the Coast Guard, as well as a valuable means for supporting the development – even accelerating the professional growth – of experienced employees, middle managers, and executives. Individuals who share knowledge, experiences, and skills to benefit someone else provide valuable leadership. Mentoring is one of the Coast Guard's 28 leadership competencies, and is found within the "leading others" category of the Leadership Development Framework.

All workforce members (including active duty, reservists, civilian employees, and auxiliarists), regardless of responsibility level, can benefit from mentoring during their career. Ultimately, the Coast Guard improves as an organization through the performance improvements of our people.

To learn more about mentoring go to <u>http://www.uscg.mil/leadership</u> and click on "Mentoring."

Mentoring Program

The Coast Guard offers its employees a web-based mentoring program that helps employees determine if a mentoring relationship is best for them. It guides the mentees through assessing their development needs, finding suitable mentors from a dynamic database, and creating mentoring agreements. It also supports the participants by providing just-in-time instructions and automated notifications for key activities.

To learn more about the web-based mentoring program or to enroll go to:

http://www.3creekmentoring.com/uscgmentoring/

Applying for internal promotion opportunities within the Coast Guard

The Coast Guard uses an automated hiring system that is integrated with USAJOBS to advertise position openings to permanent career or career conditional employees already working at the Coast Guard as well as to advertise openings to the general public. All Coast Guard vacancies will be posted on USAJOBS (<u>www.usajobs.gov</u>). At the website, applicants will find several resources which will assist them to register in the USAJOBS system. If employees do not currently have an account on USAJOBS, go to <u>https://my.usajobs.opm.gov</u> to create one. USAJOBS tutorials can be found at <u>http://www.usajobs.com/firsttimers.asp</u>.

<u>Tip</u>: Registration in the USAJOBS system also allows applicants to immediately register to receive email notification of new Coast Guard job postings. Employees can elect to receive alerts of new job postings based on agency, type of position, series, and/or location.

Searching for Coast Guard Vacancies

Coast Guard employees can begin their search for Coast Guard vacancies at the Civilian recruitment website: <u>http://www.uscg.mil/civilian/</u>. By clicking on "Search Jobs/Apply Online", employees will be taken directly to a USAJOBS search screen for U.S. Coast Guard positions (<u>http://jobsearch.usajobs.opm.gov/a9uscg.asp</u>). This will allow applicants to narrow their search field by keyword, geographical location, series number, or occupational series (listed in alphabetical order by job title). At this point, applicants must choose whether they are status or non-status candidates under the applicant eligibility section. What does that mean?

Applicant eligibility: Am I a status candidate or non-status candidate?

* <u>Status candidates</u>:

Applicants are considered status candidates if they meet the following criteria:

- A current or former Federal *civilian* employee who holds or held a non-temporary appointment:
 - In the competitive service in the Executive Branch or in a position not in the Executive Branch specifically included in the competitive service by statute; or
 - In an excepted service position covered by an interchange agreement; or
 - Eligible for reinstatement; or
 - A veteran eligible for veterans' preference or separated from the armed forces under honorable conditions after three years or more of continuous military service (this is the Veterans Employment Opportunities Act – VEOA); or
 - A person with non-competitive appointment eligibility.

Permanent career and career-conditional civilian employees in the competitive service with the Coast Guard should check the "yes" button under applicant eligibility.

<u>TIP:</u> How can you tell if you are career or career-conditional? On your most recent SF-50 Notification of Personnel Action, look at block 24 "Tenure". Code 1 is career tenure, and code 2 is career-conditional. Employees in the excepted service should consult with their Human Resources Specialist.

Coast Guard vacancy announcements open to status candidates are designated by M1 (or M2 etc) at the end of the announcement number. Clicking "yes" under applicant eligibility and then searching for jobs will result in both the status (M1) *and* non-status (D1) announcements being displayed in the search results.

Mon-Status candidates: If applicants are not status candidates, they would check "No" under the applicant eligibility question. These vacancies are designed to attract applicants not already working for the government (nonstatus).

Coast Guard vacancy announcements open to non-status candidates are designated by D1 (or D2 etc.) at the end of the announcement number. Often vacancy announcements are open to both status and non-status applicants and the announcements are posted concurrently and will reference one another in the text of the posting. Applicants can maximize consideration for the vacancy by applying to both the status and non-status job postings. Two separate applications are required.

<u>TIP:</u> Current federal employees with civil service status could choose to apply to these non-status announcements as well as the announcements open to status candidates and their applications will be rated numerically and ranked along with competing veterans and other external candidates.

Viewing the vacancy announcement and applying online:

Once applicants select eligibility and click "Search for jobs", a listing of all open Coast Guard jobs meeting the search criteria will open. The jobs are listed in order of closing date; jobs closing first are listed at the top. A brief summary of the vacancy is listed including closing date, title, agency, location, salary, announcement number, who may apply, pay plan/series/grade, appointment term (such as permanent or temporary), job status (full-time or part-time), and opening date.

- To view the announcement, click on the job title hyperlink. Here applicants will be able to read the specific vacancy information including overview, duties, qualification & evaluations, benefits & other info, and how to apply.
- Under "how to apply", applicants must read the instructions carefully and then click the "apply online" tab at the bottom of the screen.

<u>Note:</u> Applicants requiring reasonable accommodation during the application process should notify the contact name listed in the vacancy announcement.

- If applicants have previously created a resume, they will be directed to the "My USAJOBS" page where they will be asked to log in. Once they have logged in, a page will appear that lists the job they have selected to apply for and gives them a list of resumes currently stored in the USAJOBS database. Applicants should select the resume that fits the job to which they are applying and then click the "apply now" tab. Applicants will then be required to respond to a series of questions and will complete the process by submitting the application.
- Once applications are submitted, applicants can track the status of the application by going to the My USAJOBS page and logging in (<u>https://my.usajobs.gov/login.asp</u>).

Hints for creating online resumes

The first step in completing the on-line application is to register in the USAJOBS system. Each person may have one account in the system. Applicants will be asked a series of core questions including name, address, veteran's preference, Federal career experience, highest grade held, etc. Then the applicant will be prompted to enter a resume. Applicants may cut and paste into this block from a word processing document; however, special text formatting (bold text, bullets, etc.) will not be copied.

<u>TIP:</u> Applicants can maintain up to five (5) resumes under their USAJOBS profile. Resumes can and should be targeted for specific types of jobs the applicant is applying for.

***** Resumes:

USAJOBS provides excellent tips on creating resumes and responding to online application questions (often referred to as KSAs). Go to: <u>http://www.usajobs.gov/infocenter/resumetips.asp</u> for specific tips. USAJOBS also has a "Resume Builder" function to assist applicants in creating resumes specifically meeting the federal application requirements. To access the Resume Builder, applicants will need to log in to My USAJOBS.

- Here are some basic guidelines on creating resumes for the federal online application system. The resume must contain the following:
- FULL NAME
- MAILING ADDRESS
- DAY AND EVENING TELEPHONE NUMBERS (with area code)
- EDUCATION -- (Some jobs may require certain course work which will be asked in the questions relating to that job.) High School—name, city, state, and date of diploma or GED; College/University—name, city, state, majors and type, and year of any degrees received. Total credits earned; indicate whether semester or quarter hours earned. (*Note: Applicants may be asked to submit a copy of their college transcript prior to interview and selection, if the position they apply for requires proof of education.*)
- VOCATIONAL/TRADE/BUSINESS OR TECHNICAL School -- name, city, state, and date of certificate or graduation.
- WORK EXPERIENCE (Include paid and non-paid job-related work experience. List your most recent job or jobs first and work backward). Provide job title and grade level, if Federal employment.
 - Duties and accomplishments
 - Employer's name and address
 - Supervisor's name and telephone number
 - Starting and ending dates (month and year)
 - Hours worked per week
 - o Salary
- OTHER QUALIFICATIONS -- (Include job-related training courses; job-related skills, such as typing speed, computer software/hardware tools, other languages, and similar information; job-related honors, awards, special accomplishments, publications, memberships in professional or honor societies, leadership activities, and performance awards).

Resume information is used by the human resources office to validate the applicants answers to the job specific questions in the application. For more tips on developing resumes, go to <u>www.usajobs.gov/infocenter/resumetips.asp</u>.

<u>*Tip:*</u> Make specific resumes that highlight qualifications and skills required for a particular vacancy announcement or type of job. USAJOBS allows up to five resumes per profile.

Hints for answering the job-specific questions

After answering the qualifications question, applicants will be required to answer a series of job specific questions that are used to rate and rank their applications. The questions will be multiple choice (select the answer that best describes your experience), multiple answer, multiple choice (select all that apply), yes/no, or long answer (essay question). These questions are self assessments and applicants are advised to answer each question in a manner that best represents their education, training, and experience, and are also supported by the resume. At the end of the application, applicants must certify their answers are true.

<u>Tip:</u> If a narrative block follows a multiple choice or other type of question, it is a unique opportunity to elaborate on a response. Provide specific concrete examples of education, training, or experience to support an answer. Use the response to expand further on your resumes. Never leave a long answer space empty!

For additional hints in completing narrative responses refer to the USAJOBS KSA Tips section <u>http://www.usajobs.gov/infocenter/resumetips.asp#tips</u>.

Finishing the process

- Once applicants have completed the self-assessment questions, they must be sure to click "Submit" to transmit their applications. They will be prompted to fax in supporting documentation. This may include transcripts or other proof of education/curriculum, DD214s, or other documentation specified in the vacancy announcements.
- If employees are unsure of the supplemental information required, they should contact the person listed in the vacancy announcement or their serving Command Staff Advisor/Human Resources Specialist <u>before</u> the closing dates of each announcement.

<u>Note:</u> Even current Coast Guard civilian employees must fax in required supporting documentation!

<u>*Tip*</u>: BE SURE TO CLICK SUBMIT!

- Closing dates for vacancy announcements in USAJOBS are <u>midnight</u> <u>EST/EDT</u> applicants should note the time difference if they reside in a different time zone.
- Applicants can make changes to their resumes after the applications are submitted until the closing date of the announcement.

<u>*Tip:*</u> After the closing date, applicants may track their application progress by logging into My USAJOBS and use the track online application function.

Appendix B- Determining Qualifications

HOW DO APPLICANTS DETERMINE WHICH JOBS THEY ARE ELIGIBLE /QUALIFIED FOR?

Eligibility is determined by several factors:

- Does the applicant meet the criteria listed in the area of consideration?
 - Is the job only open to current or former civilian employees with competitive status?
 - If the job is limited to the local commuting area of the vacancy, is your residence in that area?
- Pattern of progression for a particular vacancy?
 - For general schedule (GS) positions there are typically two common grade level patterns:
 - one grade pattern jobs progress by grades from GS-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
 - two grade pattern jobs progress by grades from GS-5, 7, 9, 11, 12, 13, 14, 15, Senior Executive Service (SES).
- Does the applicant meet Time-in-Grade requirements?
 - For most positions civilians must have 52 weeks at the next lower grade in order to be eligible to apply for the next higher grade for positions at the GS-6 level or above.
 - Generally, technical support and administrative support positions progress in a one-grade interval pattern. Administrative, professional, and management positions generally process in two-grade interval patterns from GS-5 through GS-11.
 - o Examples:
 - If applicants have been a GS-6 for one year, they are eligible to apply for a GS-7 position in either the one grade or two grade interval positions.
 - If applicants have been a GS-5 for one year, they are eligible to apply for a GS-6 position in a one grade interval or a GS-7 in a two grade interval position.

QUALIFICATIONS ASSESSMENT:

Beyond Time-in-Grade, additional qualifications of many positions include one year of specialized experience comparable to the next lower grade in the Federal service that equipped the applicant with the knowledge, skills and abilities (KSAs) to successfully perform the duties of the position. Some positions also require specific educational requirements and specific types of experience. Applicants should review their qualifications statement thoroughly prior to applying for the position.

<u>Tip</u>: A Command Staff Advisor or Human Resources Specialist can advise applicants regarding their grade level eligibility. A listing of Command Staff Advisors and Human Resources Specialist by geographic regions of the Coast Guard is found at the following web site: <u>http://www.uscg.mil/hq/cgpc/cpm/eod/service.htm</u>.

Appendix C- Interview Tips for Applicants

INTERVIEWING TIPS FOR APPLICANTS

1) **Arrive Early!** By arriving 10-15 minutes early for a scheduled interview, applicants are communicating that they are prompt and that this job is important to them.

2) **Dress Professionally.** It shows that applicants are taking the process seriously and that applicants care about the impression they will make on the interviewer/interview panel.

3) **Be Prepared.** Preparing for the interview will reduce applicants stress levels, and will shine through in the quality of their responses. Here are some tips for preparing for the interview:

- Review the vacancy announcement, job specific questions and the responses carefully and thoroughly.
- Anticipate what types of questions will be asked based on the knowledge, skills and abilities required for the position.
- Prepare a list of specific examples of experience/skills that relate to the duties of the position and demonstrate skill, ability, knowledge, and competencies.
- Be ready to respond to questions that start with, "Tell me about a time when." These are called behavioral interview questions and they require an applicant to give an example of the skill/experience. The questions are designed to minimize the impact of first impressions and promote a thorough examination of abilities, competencies, and experience in relation to the competencies required in the job.
 - What should applicants' response look like?
 - Situation, Task, Actions, Results STAR
 - What was the situation/task?
 - What action/steps did the applicant take?
 - What was the outcome?
 - What did applicant learn or what would applicant do differently next time?
- Provide focused, succinct, and relevant responses. Do not ramble.
- Practice makes perfect. Have a friend, colleague, or family member practice responses.
- Know responses to stress, e.g., tapping on the table; swiveling in the chair; looking at the ceiling? Being aware of physical response to stress or nervousness can help applicants recognize these behaviors and then quickly stop, so it does not detract from their responses.

Here are some sample questions to help applicants prepare for an interview:

- Discuss a time when you successfully handled a difficult situation with a co-worker. What was the situation? What actions did you take? What was the outcome? Would you handle it differently next time?
- Discuss a time when you got bogged down in a project and had problems meeting a deadline.
- Discuss a time when you had to follow a policy with which you did not agree.
- Discus a time when you worked successfully with a team. What was the outcome?

Appendix C- Interview Tips for Applicants

- Discuss a time when you identified a problem and quickly proposed workable solutions.
- Discuss a time when you did not handle a stressful situation well. What might have you done differently in hindsight?

4) **Ask Questions.** Be prepared with several questions about the position and/or the organization. Some questions may be about logistics (work schedules, mandatory travel, and similar questions), but also try to ask some big picture questions. For example (for the interviewer), "What does the interviewer see as the biggest challenge facing this organization in the future?"

5) **Self Confidence.** Applicant are their own best advocates. They should communicate clearly to the interviewer why they are the best candidate for the job. Have a positive attitude, but be careful not to brag or sound arrogant.

6) **Follow-up.** Send a thank you card, write an e-mail or make a phone call to the interviewer to express appreciation for the opportunity to interview. Applicants should use this opportunity to summarize skills and abilities and reiterate why they are the best person for the job.

Additional interview tips can be found at:

http://www.usajobs.gov/infocenter/interviewtips.asp

Common Coast Guard Occupations-Office Workers (General Schedule-GS)

The following list represents the 15 most heavily populated two-grade interval GS series in decreasing order (7/2007).

| Series | Total | Title |
|--------|-------|--|
| Grand | 7732 | |
| Total | | |
| 0301 | 504 | Miscellaneous Program and Analysis Specialist |
| 2210 | 460 | Information Technology Specialist |
| 0343 | 379 | Management and Program Analyst |
| 1102 | 310 | Contract Specialist/Procurement Analyst |
| 0080 | 165 | Security Specialist |
| 2150 | 161 | Vessel Traffic Controller |
| 1801 | 130 | Miscellaneous Marine Safety, Inspection and Compliance |
| 0801 | 123 | General Engineer |
| 0201 | 105 | Human Resources Specialist |
| 0132 | 94 | Intelligence Specialist |
| 2101 | 91 | Miscellaneous Waterways Management |
| 0028 | 90 | Environmental Protection Specialist |
| 0950 | 85 | Paralegal Specialist |
| 1811 | 82 | Criminal Investigator |
| 0510 | 80 | Accountant |

Geographic Locations

There are relatively few locations where more than a handful of such positions are located together. Many of these "high incumbency" positions are

scattered in small pockets at various commands throughout country. Some notable exceptions are:

- GS-0950 Paralegal Specialists: There is a heavy concentration of these positions in the National Vessel Documentation Center located in Martinsburg, WV.
- GS-1102 Contract Specialists/Procurement Analysts: Though we have positions throughout the country, there are relatively large numbers in HQs Washington DC; ARSC in Elizabeth City, NC; both Atlantic and Pacific MLCs in Norfolk, VA and Alameda, CA and in the ELC in Glen Burnie, MD.
- GS-0510 Accountants: The largest concentration of accountants are found at the Finance Center in Chesapeake, VA.

There are some high occupancy positions that require highly specialized training and experience requirements that are most often gained through military, merchant marine, or state/local service. They include such positions as:

- GS-0132 Intelligence Specialist
- GS-2150 Vessel Traffic Controller
- GS-1811 Criminal Investigator
- GS-1801 Various miscellaneous Marine Safety, Inspection and Compliance Specialists

Though the largest concentrations may be in the Washington DC Metro area, other job series are found throughout the United States. They include:

- GS-2210 Information Technology Specialists with strong opportunities at the GS-11 grade level (over 65 positions), the most opportunities at the GS-12 and GS-13 grade levels (over 300 positions), a moderate number of opportunities at the GS-14 grade level (over 35 positions), and select opportunities at the GS-15 grade level (approximately 9 positions).
- Various GS-1801 Marine Specialists with a few opportunities at the GS-11 grade level (16 positions), the most opportunities at the GS-12 and GS-13 grade levels (105 positions), and select numbers at the GS-14 and GS-15 level (approximately 5 positions).
- GS-0343 Program and Management Analysts with a moderate number of opportunities at the GS-11 and GS-12 levels (over 95 positions), the most opportunities at the GS-13 (over 130 positions), good opportunities at the GS-14 level (over 85 positions), and moderate opportunities at the GS-15 level (over 30 positions).
- Various GS-0301 Miscellaneous Program and Analysis Specialists with the most opportunities at the GS-11 level (more than 160 positions), strong opportunities at the GS-11 and GS-12 levels (over 140 positions), moderate opportunities at the GS-14 (over 45 positions), and select opportunities at the GS-15 grade level (approximately 17 positions).

Typical Transition Patterns

There are a few single grade "assistant" series that provide the incumbent with directly related knowledge and experience

toward closely related specialist positions without the need for additional formal education: Examples include:

- GS-0203 Human Resources (HR) Assistant to the GS-0201 Human Resources (HR) Specialist
- GS-0561 Budget Assistant to the GS-0560 Budget Analyst
- GS-0963 Legal Instruments Examiner to the GS-1801 Merchant Marine Evaluation Specialist

Other job series provide related experience and exposure but do require specific formal additional education or degree requirements to qualify for the associate specialist position. They include:

- GS-0525 Accounting Technician to the GS-0525 Accountant
- GS-0802 Engineering Technician and the GS-0801 General Engineer
- GS-1105 Purchasing and the GS-1106 Procurement Technician to the GS-1102 Contract Specialist.

Typical USCG Background

Recent internal studies of some of these high occupancy Coast Guard positions provide a snapshot of some specific duties and show

what kind of experience the typical employee working in those jobs in 2007 possessed. Please note that the education and experience levels shown do not represent the minimum qualifications for the positions. Minimum or basic Office of Personnel Management (OPM) experience and education qualifications may be found listed for each occupation in OPM's Operating Manual of Qualification Standards for General Schedule Positions. Again, the "template" occupational descriptions on the next pages reflect what is typical in the Coast Guard workforce.

Title: Miscellaneous Program and Administration Series

Series: GS-0301

The most populous specialist series in the Coast Guard is the GS-0301 Miscellaneous Program and Administration Series. This series covers mixed-series positions where no single series dominates or those positions where there is no applicable series. Job titles are not prescribed by OPM and are left up to the owning agency's discretion. Consequently, a proliferation of job titles exists. Minimum qualifications are covered by OPM's Administrative and Management qualifications standard. The standard requires specialized experience or substitutable education or a combination of both for positions at GS-7 and above. Specialized experience is defined as "experience that equipped the applicant with the particular knowledge, skills, and abilities to perform successfully the duties of the position, and that is typically in or related to the work of the position to be filled". Attempts to group GS-0301s into common functional areas requiring similar specialized knowledges have produced the following broad "categories" within the Coast Guard:

- Administrative and program work requiring a substantial body of administrative and program principles. Often requires skills utilizing analytical, research, writing, and judgment.
- Other GS-301 positions focus on quality performance consulting work, readiness planning, relocation and transition assistance coordination, readiness planning, congressional affairs, and business industries and systems.
- Another large concentration of GS-301 focus on Search and Rescue Control functions supporting District or Area organizations.

Title: IT Specialist (Entry Developmental)

Series: GS-2210 Grade: 7

- Perform developmental assignments in support of information support requirements planning, design, development, and implementation.
- Assist senior specialists in the review of programs for their operational requirements and applies technical insight and project planning.
- Assist in developing and reviewing technical requirements and specifications, source selection criteria and statements of work for major and minor systems acquisition contracts, and support service contracts with private companies.

| | Fully Functional Typical USCG Profile |
|------------|---|
| Education | Four-year course of study leading to a baccalaureate degree |
| Experience | Typically possesses experience as an advanced trainee performing work |
| | requiring knowledge of the principles, concepts, and methodology of |
| | computer systems management; knowledge of the objectives, overall |
| | design, and operating principles of related computer systems in order |
| | to recognize probable interactions with the functions of assigned |

| programs; knowledge of the capabilities and limitations of the applicable computer equipment configuration, system software, and utility programs to carry out projects where the overall design framework has been established; and knowledge of established techniques and requirements such as data processing documentation procedures, standard data elements and codes, available utility |
|--|
| procedures, standard data elements and codes, available utility routines, customary fact-finding approaches, decision logic tables, and |
| structured analyses |

Title: IT Specialist (Full Performance)

Series: GS–2210 Grade: 13 Duty statements:

- Responsible for the overall coordination of information support requirements planning, budgeting, and design development and implementation.
- Review programs for their operational requirements and apply technical insight into the command and control shortfalls of Coast Guard operational units; perform early project planning with an emphasis on cross-program, cross-platform linkages
- Develop and review technical standards, policies, and practices for the management of IT assets.

| Full | y Functional Typical USCG Profile |
|-----------------------------|--|
| Education Ran | ges from equivalent of four years of college to master's degree |
| expe info deve adm | ically possesses 10 – 15 years of progressively responsible erience planning and carrying out a wide range of complex ormation technology systems assignments such as designing, eloping, configuration management, cost analysis, data ninistration, systems integration, testing, and developing new hods, and procedures for complex IT systems. |

Title: Management and Program Analyst (Entry Developmental) Series: GS-0343

Grade: 07

- Perform developmental assignments regarding the coordination and review of substantial elements within the office including, but not necessarily limited to, staff, support areas, procurement, major acquisitions, supply, research and development, and contract administration.
- Assist in conducting a variety of management studies to identify financial, personnel, or other resource needs and problems resulting from program changes; reorganizations; and promulgation of new legislation, procedures, regulations, policies, etc.
- Under the direction of a senior specialist works closely with management officials to identify specific problem areas and to develop short-and long-range projections

• As a trainee develop and recommend management plans for implementation of actions required to place mandated changes into effect

| | Typical Fully Functional USCG Profile |
|------------|---|
| Education | Typically some college or bachelor's degree |
| Experience | Typically 1 or 2 years progressive developmental experience assisting others in performing specified evaluation and review assignments which facilitated the efforts of a team and provided experience toward independently planning and conducting complete evaluation and review assignments; researching regulations and directives for answers to questions related to variety of topics; coordinating with outside organizations to obtain the information required to research issues; preparing concise written reports on a variety of topics; researching and evaluating materials for written reports; and preparing oral presentations |
| | and briefings on a variety of topics for peers and managers. |

Title: Management and Program Analyst (Full Performance)

Series: GS-0343 Grade: 13

- Serve as the program analyst with responsibility for the study, coordination and review of substantial elements within an organization or program including, but not necessarily limited to, staff, support areas, procurement, major acquisitions, supply, research and development, and contract administration.
- Find and provide solutions to managerial problems in these areas will normally set patterns for subsequent management analysis work and will have a wide scale affect on the work activities and organizational areas of the program within the office.
- Conduct a variety of management studies to identify financial, personnel, or other resource needs and problems resulting from program changes; reorganizations; and promulgation of new legislation, procedures, regulations, policies, etc.
- Develop and recommend management plans for implementation of actions required to place mandated changes into effect
- Coordinate and, in some cases, preparing, long range planning and programming documents.

| | Typical Fully Functional USCG Profile |
|------------|--|
| Education | Typically post bachelors degree work |
| Experience | Typically 10 years of progressive career assignments formulating and conducting programmatic analyses of a broad agency program and developing recommendations for improvement in business/strategic planning, organizational structures, manpower or other resource planning and utilization. |

Title: Contract Specialist (Entry Developmental) Series: GS-1102

Series: GS-1

Grade: 7

Duty statements:

- Serve as an entry level contract specialist responsible for an increasing range of pre and post award acquisition functions.
- Perform negotiated transactions are usually developmental assignments designed to increase the employee's skill and knowledge. Requirements involve standardized specifications and established markets.
- Support the work of senior contract specialists in contract formation and administration.

| | Fully Functional Typical USCG Profile |
|------------|--|
| Education | Ranges from 24 Credits in Undergraduate business courses to |
| | baccalaureate degree |
| Experience | Typically possesses 3 – 5 years of experience that included or was |
| | supplemented by undergraduate education and training that involved |
| | functioning as an advanced trainee. Possesses a general knowledge of |
| | the procurement: mission, systems, process, organization, management, |
| | statutory and regulatory foundation, roles and responsibilities and |
| | standards of conduct. Displays a working knowledge of procurement |
| | regulations, policies, and procedures and knowledge of functional |
| | business vocabulary, ability to use appropriate quantitative and statistical |
| | analysis, and knowledge of the task areas of business |

| Certification | DHS Contracting Professional Career Certification Level I |
|---------------|---|
| icensure | Progression toward Acquisition Certification Level II |

Title: Contract Specialist (Full Performance)

Series: GS-1102 Grade: 12

- Responsible for contracts involving such diverse areas as supplies, engineering and design services, vessel repair, electronic components, telecommunications equipment procurement, and oil spill clean up services.
- Identify and clarify the supplies, systems, and/or services to be acquired. Prepares acquisition and procurement plans; statements of work; justifications; determinations and findings; and source selection plans
- Determine the appropriate method of contracting and type of contract. Conducts pre proposal conferences. Plans negotiation strategy, leading a team in negotiations, and documenting the results of negotiations.
- Perform contract administration.

| | Fully Functional Typical USCG Profile |
|-----------|---|
| Education | Ranges from 24 Credits in Undergraduate business courses to |

| | baccalaureate degree. |
|----------------|--|
| Experience | Typically possesses $5 - 10$ years of progressively responsible experience performing pre – award, award and post – award functions for the procurement of technical supplies, equipment and/or services using a variety of contract types. |
| Certification/ | DHS Contracting Professional Career Certification – Level II |
| Licensure | Progression toward Acquisition Certification – Level III |
| | Maintain skills currency learning activities requirements |
| Other | Expert use of computer business applications like Microsoft Excel, |
| | Project, Word |

Title: Personnel Security Specialist (Entry Developmental) Series: GS–0080

Grade: 07

Duty statements:

- Perform in a developmental capacity, receiving assignments with increasing complexities and responsibilities that are targeted at the full performance level.
- Provide personnel security advice to individuals within the Coast Guard;
- Research policy, procedures and standards regarding personnel security;
- Participate in the review, summary and adjudication of personnel security investigations, and in the grant, denial or revocation of security clearances

| | Typical Fully Functional USCG Profile |
|----------------|---|
| Education | Some college |
| Experience | Typically have 1 or 2 years in the personnel security field performing elementary developmental and procedural assignments or operations including: reviewing requests for personnel clearances, requesting missing information from the originators, and granting clearances when derogatory information is absent. Reviewing reports of personnel investigations to identify the presence or absence of derogatory information and working with more experienced specialists in reviewing and determining the impact of findings |
| Certification/ | Basic Personnel Security & Suitability Adjudication Course |
| Licensure | |
| Other | Top Secret clearance |

Title: Personnel Security Specialist (Full Performance)

Series: GS-0080

Grade: 11

- Provide personnel security policy guidance and advice to individuals within the Coast Guard;
- Review, summarize and adjudicate personnel security investigations, including cases where contradictory evidence or other incomplete, inconclusive or controversial material is present;
- Grant and recommend the denial or revocation of security clearances;

| | Typical Fully Functional USCG Profile |
|----------------|--|
| Education | Some college |
| Experience | Typically 5 to 10 years progressive experience reviewing, |
| | summarizing, and adjudicating personnel security investigations |
| | involving cases with differing levels of derogatory information or other |
| | incomplete, inconclusive or contradictory material; recommending |
| | security clearances and determining eligibility for access to classified |
| | or sensitive information for work assignments with differing security |
| | conditions/requirements. |
| Certification/ | Basic & Advanced Personnel Security & Suitability Adjudication |
| Licensure | Course |
| Other | Top Secret clearance |

Title: Vessel Traffic Control Specialist or Vessel Traffic Management Specialist (Entry Developmental)

Series: GS–2150 Grade: 7

- In a developmental capacity, assists senior specialists in monitoring, informing, and advising on the movement of vessel traffic using sophisticated computer networks, telecommunications systems and surveillance systems.
- As a trainee, assist in analyzing and communicating a variety of nautical data, such as current, tide, weather, including wind and storm alerts, visibility, and water depth. Assists in gathering and analyzing navigation safety information.
- Operate a variety of surveillance sensors, communications, data processing, keyboard and other electronic equipment.

| | TYPICAL FULLY FUNCTIONAL USCG PROFILE |
|------------|---|
| Education | |
| Experience | Possesses $1 - 2$ years of progressively responsible experience which |
| | provided the incumbent a basic knowledge of vessel traffic management. |
| | Typical assignments involve assisting senior specialists in monitoring, |
| | informing, and advising on the movement of vessel traffic and assisting |
| | in the analyzing and communication of a variety of nautical data, such as |
| | current, tide, weather including wind and storm alerts, visibility, and |
| | water depth |
| Other | Subject to pre – appointment and random drug testing. |

Title: Vessel Traffic Control Specialist or Vessel Traffic Management Specialist (Full Performance)

Series: GS-2150

Grade: 11

Duty statements:

- Monitor, inform, advise, and as necessary, direct the movement of vessel traffic in the assigned sector, using sophisticated computer networks, telecommunications systems and surveillance systems,
- Analyze and communicate a variety of nautical data, such as current, tide, weather, including wind and storm alerts, visibility, and water depth. Gathers and analyzes navigation safety information and determines, within the scope of unit directives, which information is appropriate and disseminates to individual participating vessels.
- Coordinate advisory information between participating and non participating vessels and small craft, many of which may be involved in activities such as regattas, fishing and other marine events.
- Provide radar tracking or other sensor information in support of other Coast Guard missions, including search and rescues, law enforcement, military missions and maritime security.

| | TYPICAL FULLY FUNCTIONAL USCG PROFILE |
|------------|---|
| Education | |
| Experience | Possesses 3 – 5 years of progressively responsible experience requiring in depth knowledge of navigation, weather, vessel maneuvering characteristics and capabilities, environmental threats, and the unique aspects of the marine geography in the area involving the use of technology to provide critical information and guidance to the master, pilot, or person in charge of vessels. Qualifying experience includes working in a commercial maritime transportation facility or terminal which involved regulating maritime vessels. |
| Other | Subject to pre – appointment and random drug testing. |

Title: Marine Inspector (Entry Developmental)

Series: GS-1801

Grade: 9

- Conduct marine inspections on a variety of vessels (e.g., passenger, tank, commercial, and tankship, and tankbarge, chemical ships including foreign vessels, towing and fishing
- Determine that vessels to be inspected have the proper documents and certificates;
- Inspecting all required navigation, intra vessel communication, alarm, lifesaving, firefighting and pollution prevention systems for proper operation;
- Inspect the vessel's hull to ensure its soundness;
- Inspect the vessel's machinery to ensure that it is in safe operating condition;

| | Typical Fully Functional USCG Profile |
|-----------------------------|---|
| Education | High school and some college |
| Experience | 5 to 10 years progressive experience conducting marine inspections on a variety of vessels (e.g., passenger, tank, commercial, tankship, tankbarge, chemical ships including foreign vessels, towing and fishing); determining compliance with laws, regulations, and applicable standards, |
| Certification/ Licensure | Maritime Academy Graduate and/or Marine License |
| Other | Marine related non – academic continuing education Prior applicable military or sea time related occupational skills. |

Title: Marine Inspector (Full Performance)

Series: GS-1801 Grade: 12

- Serve as the senior Marine Inspector and provides technical expertise, advanced training, and project leadership in the enforcement of marine safety navigation, vessel inspection, pollution prevention, and vessel manning laws, regulations, treaties, and international conventions.
- Conduct technical reviews to determine compliance with regulations and applicable standards; determine that vessels to be inspected have the proper documents and certificates
- Inspect all required navigation, intra vessel communication, alarm, lifesaving, firefighting and pollution prevention systems for proper operation; inspect the vessel's hull to ensure its soundness; inspect the vessel's machinery to ensure that it is in safe operating condition
- Serve as a team leader of extremely complex or large inspection projects; and train and assess the inspection qualifications of other marine inspectors.

| | Typical Fully Functional USCG Profile |
|------------|---|
| Education | Majority have high school and some college |
| Experience | 5 to 10 years of progressive independently conducting, and/or serving |
| | as a team leader on, marine inspections of a variety of vessels, |
| | especially passenger vessels and foreign flag passenger vessels; |
| | determining compliance with laws, regulations, and standards, |
| | verifying the existence of proper vessel documentation and the |
| | certification and safe and proper operating order of systems |
| | (navigation, communication, alarm, lifesaving, firefighting, and |
| | pollution prevention systems) and machinery, and the soundness and |
| | acceptable parameters of vessel structures and hulls |

| Certification/ | Maritime Academy and /or Marine License |
|----------------|--|
| Licensure | Maritime Industry Technical Certifications (such as ABYC |
| | Electrical/AWS Weld Inspection/Mon – Destructive Testing |
| | Certification) |
| Other | Marine related non – academic continuing education |
| | Prior applicable military/sea time related occupational skills |

Title: Merchant Marine Evaluation Specialist (Full Performance)

Series: GS-1801 Grade: 12

- Serve as a Regional Examination Center chief and technical expert, providing advisory services and administration of the regulatory provisions and controls for the merchant marine licensure program.
- Administer and monitor the regional merchant marine licensure program to ensure technical soundness and conformity with applicable statutes and regulations;
- Oversee the evaluation of license applications with military and foreign sea service, marine related shore experience, and other unique experience which does not meet specific regulatory requirements;
- Determine of physical and psychiatric impairments may affect an applicant's abilities to effectively and safely perform the duties of a licensed marine officer or documented seaman;
- Conduct in depth interviews to determine if applicants are acceptable for employment on merchant vessels;

| | Typical Fully Functional USCG Profile |
|----------------|---|
| Education | High School |
| Experience | 5 to 10 years of progressive experience administering a licensure program for merchant marine officers, towing vessel operators, registration of staff officers, and unlicensed personnel; evaluating military sea service, marine related shore occupations and other unique situations of applicants applying for a license, certificate, and/or certificate of registry; administration of examinations, and presentation of merchant marine training; preparing technically authoritative correspondence to various parties concerning regulatory and interpretative aspects of licensure and certification of merchant vessel personnel; and determining examination requirements for written, oral, or skills examinations. |
| Certification/ | Maritime Academy Graduate and/or Marine License/Merchant |
| Licensure | Mariners Document |
| Other | Marine related non – academic continuing education |
| | Prior applicable military/sea time related occupational skills |

Title: Marine Investigator

Series: GS-1801

Grade: 12 Duty statements:

- Provides analysis on matters related to casualty investigations, merchant mariner licensing/documentation, manning of vessels and remedial actions;
- Enforces navigation and shipping laws
- Investigates and determines the causes of marine casualties
- Conduct marine accident investigations and prepare violation reports presenting the Government's positions concerning a case.

| | Typical Fully Functional Employee Profile (not minimums) |
|--------------|---|
| Education | High school and some college |
| Experience | 5-10 years progressive experience in the investigation of major marine accidents and related casualties; enforcing navigation and shipping laws and initiating civil penalty action for violations; investigating and determining the causes of marine casualties; analyzing key casualty data for strategic planning and risk analysis; conducting audits of maritime training courses and chemical testing programs established by marine employers; applying maritime statutes, Titles 33 and 46 of the Code of Federal Regulations, Navigation and Vessel Inspection Circulars, the Marine Safety Manual, and the technical standards of industry and professional engineering societies to the areas of vessel navigation, inspection, manning and pollution prevention. |
| Certificatio | Maritime Academy Graduate and/or Marine License |
| n/Licensure | |
| Other | Marine related non – academic continuing education |
| | Prior applicable military/sea time related occupational skills |

Title: Human Resources Specialist (Developmental)

Series: GS-0201 Grade: 7

- Provide information to managers and employees on the procedural and regulatory requirements governing the merit promotion and competitive hiring process.
- Develop vacancy announcements, identifies special qualification requirements including the development of rating factors and crediting plans, develops and issues selected merit promotion certificates.
- Monitor the progress of recruitment actions; respond to applicant inquiries about the application of qualification standards and ranking criteria to candidates.

- Contact selectees, makes job offers, coordinates entrance on duty dates with may involve contact with losing personnel offices, Permanent Change of Station (PSC) entitlements and security procedures, processes computerized personnel hiring actions, and in-processes new employees.
- Review management requests for classification actions, interprets and applies position classification standards to positions and determine the correct pay category, occupational series, title, and grade level positions on selected positions. Prepares evaluation statements addressing the basic evaluation on non-controversial positions.
- Provide information to management and employees regarding employee retirement, health and life insurance program coverage and options.

Title: Human Resources Specialist

Series: GS-0201 Grade: 12

- Advise managers and employees on the procedural and regulatory requirements governing all aspects of the merit promotion and external competitive appointment process including advice regarding various types of appointments and their appropriate application in both competitive and excepted services. Responsible for the conduct and maintenance of all merit promotion and external competitive actions and case files.
- Develop vacancy announcements, works with supervisors to explain the recruitment process, identifies sources of candidates, selects appropriate staffing methods, and identifies special qualification requirements including the development of rating factors and crediting plans.
- Develops and issues merit promotion certificates for the full range of positions and appointment types and advises managers and employees on candidate selection procedures.
- Conduct all regulatory and procedural aspects of the full range of formal personnel action processing including reorganizations, transfers of function and reductions in force. Provides extensive management to management and program officials at all levels.
- Review management requests for classification actions, interprets and applies position classification standards to positions and determine the correct pay category, occupational series, title, and grade level positions on the full range of occupational groups and positions. Provides advice on position management, organizational, classification and pay problems and issues, including those of a controversial, or urgent nature; persuades management officials to accept suggestions; explores alternative course of action and prepares analyses of the issues for resolution and prepares formal evaluation reports.

- Counsel management and employees regarding employee retirement, health and life insurance program coverage and options. Processes complex retirement actions.
- Advising managers and employees on sensitive Employee Relations issues or problems such as leave, attendance, conduct, discipline, and performance actions. Prepare formal conduct/performance proposals and final actions. Defends recommendations, decisions, and actions taken before 3rd party review or appeal.

Title: General Engineer (Entry Developmental) Series: GS–0801 Grade: GS–07 Duty statements:

- Perform professional engineering work at a developmental level involving either the application of broad professional general engineering fundamentals or work that involves several branches of engineering.
- At this developmental level, uses prescribed methods to perform specific, and somewhat limited, work assignments that are normally minor phases of a broader assignment of higher grade engineer and assignments are typically screened to eliminate complex features.

| | Typical Fully Functional USCG Profile |
|-----------|--|
| Education | Bachelor's degree in engineering from an ABET (Accreditation Board |
| | for Engineering and Technology) accredited school |

Title: General Engineer (Full Performance)

Series: GS-0801 Grade: GS-13

- Advise on, administers, or performs professional engineering work involving either the application of broad professional general engineering fundamentals or work that involves several branches of engineering.
- Serve as technical authorities or senior journeymen on the limitations of proven concepts and practices of a broad and complex subject matter field or functional area.
- Frequently work on projects and assignments consisting of extraordinary urgency, public interest, or economic restraints thus creating a need for critical judgments in making substantial compromises to satisfy overall requirements.
- Perform engineering work on projects that often require the planning and developing of several phases, each involving the development or origination of some completely new features or on projects that may be narrower, but are of such intensity that available theory is not applicable and relevant experimental data are nonexistent.

| | Typical Fully Functional USCG Profile |
|----------------|--|
| Education | Bachelor's or higher degree in engineering that was from an ABET |
| | (Accreditation Board for Engineering and Technology) accredited |
| | school |
| Experience | Typically 10 – 15 years of progressive engineering experience |
| | performing such duties as systems engineering, and risk management; |
| | developing requirements management and traceability software |
| | database tools; and serving as a project level point of contact for risk |
| | management. |
| Certification/ | Registration as a professional engineer by a state, the District of |
| Licensure | Columbia, Guam or Puerto Rico |

Title: Intelligence Operations or Intelligence Research Specialist (Entry Developmental) Series: GS-0132

Grade: 9 **Duty statements:**

- Serve in an advanced developmental capacity as an intelligence research or operational specialist and performs analysis and production tasks relative to an assigned area(s) in political, economic, social, cultural, physical, geographic, technical or military conditions for one or more foreign countries or entities designated as objects of security or intelligence interest.
- Conduct research, operations, collections, analysis or program management in any or all of the following specializations; Counter Intelligence/Espionage/Terrorism (CI); Signals intelligence (SIGINT); Human Intelligence (HUMINT); Measurement and Signature Intelligence (MASINT) or Geospatial Intelligence.
- Conduct research for specific intelligence information in preparation of routine studies or portions of complex studies for various types of customers.
- Analyze and evaluate information thus obtained on the basis of reliability and credibility of source, agreement of source with other sources, and significance of the information.
- Prepare portions of intelligence analyses or assessments in his/her assigned area(s) of responsibility, following, in most cases, a prescribed format.

| | Typical Fully Functional USCG Profile |
|------------|---|
| Education | Typically bachelors or masters |
| Experience | Typically 2 to 3 years of advanced, entry – level intelligence experience conducting research for specific intelligence information regarding the political, economic, social, cultural, physical, geographic, technical or military conditions for one or more foreign countries; analyzing and evaluating information on the basis of reliability and credibility of the source; verifying the information with other sources; identifying intelligence gaps and recommending specific collection requirements to |
| | fill those gaps; and maintaining databases of information used in conducting analyses. |
| Other | Requires Top Secret / SCI clearance |

Title: Intelligence Operations or Intelligence Research Specialist (Full Performance) Series: GS–0132

Grade: 13

- Serve as an intelligence research or operational specialist and performs highly complex and responsible analysis and production tasks relative to an assigned area(s) in political, economic, social, cultural, physical, geographic, technical or military conditions for one or more foreign countries or other specified entities, groups, or individuals identified as areas or objects of security or intelligence interest.
- Conduct research, operations, collections, analysis or program management in any or all of the following specializations; Counter Intelligence/Espionage/Terrorism (CI); Signals intelligence (SIGINT); Human Intelligence (HUMINT); Measurement and Signature Intelligence (MASINT) or Geospatial Intelligence.
- Identifies intelligence gaps, specifies collection requirements to fill gaps, and develops analytical tools and methodologies to cope with the gaps.
- Collect, review, interpret, evaluate and integrate information from multiple sources in assessing the relevance and significance of developments in his/her assigned area(s), and in preparing new or revising prior intelligence products. Conclusions typically constitute the activity's position in his/her field.
- Maintain liaison with personnel in other intelligence agencies, laboratories, operational forces, and allied foreign governments to discuss production requirements and provide information. Serves as the activity representative at interagency and international meetings and conferences.

| | Typical Fully Functional USCG Profile |
|------------|--|
| Education | Typically a bachelor or masters degree |
| Experience | Typically 10 years planning, coordinating, performing, and advising on |
| | intelligence research, data collection, analysis, dissemination and |
| | exchange activities for a maritime intelligence program; serving as a |
| | liaison to agency intelligence officials, law enforcement officials of |
| | local, state, and Federal governments, and the intelligence community on |
| | intelligence efforts and issues, intelligence policies and guidelines, and |
| | new intelligence technologies. |
| Other | Requires Top Secret / SCI clearance |

Title: Bridge Management Specialist (Entry Developmental)

Series: GS-2101

Grade: 09

Duty statements:

- Duties include assisting higher level employees in all of the following functions:
- Administration functions involving bridge permitting, construction, modification, alteration, and drawbridge regulation projects;
- Interpreting and applying bridge statutes;
- Preparing and/or examining and verifying applicant's environmental documentation to ensure compliance with federal environmental laws; and
- Investigating complaints that a particular bridge is obstructing marine traffic, and then preparing a report.
- Ensuring compliance with statutes, regulations and other policy requirements governing the bridge program.

| | Typical Fully Functional USCG Profile |
|------------|--|
| Education | Bachelors |
| Experience | Typically 5 to 10 years experience conducting preliminary reviews of |
| | packages submitted for issuance/denial of bridge permits or other |
| | comparable Federal, State or municipal regulatory approval/permit |
| | programs; ensuring applicants/packages meet basic navigational, |
| | environmental and/or other like criteria; resolving discrepancies with |
| | submissions; developing preliminary decisions; or performing work in |
| | areas similar to those described above such as other comparable federal, |
| | state or local regulatory permit/approval programs. |

Title: Bridge Management Specialist (Full Performance)

Series: GS–2101

Grade: 12

- Duties include all bridge administration functions involving very large and complex bridge permitting, construction, modification, alteration, and drawbridge regulation projects;
- Ensure compliance with statutes, regulations and other policy requirements governing the Bridge Management program.
- Responsible for processing bridge permit applications, requests for changes in federal drawbridge regulations, and the enforcement of bridge laws, regulations, and orders.
- Interpret and apply bridge statutes; preparing and/or examining and verifying applicant's environmental documentation to ensure compliance with federal environmental laws;

| | Typical Fully Functional USCG Profile |
|------------|---|
| Education | Bachelors is typical |
| Experience | Typically 10 to15 years of progressive experience performing duties |

such as conducting comprehensive navigational and environmental reviews of recommendations for issuance/denial of bridge permits; developing decision analyses, records of decision, and legal permit documents; providing substantive written/oral advice, policy guidance and training on related issues; examining case file documentation concerning bridge

Title: Paralegal Specialist (Entry Developmental) Series: GS–0950

Grade: 7

Duty statements:

- Review case materials to become familiar with questions under consideration.
- Verify citations and legal references on prepared legal documents.
- Draft and edits non legal memoranda, research reports, and correspondence relating to cases.
- Attend hearings or court appearances to become informed on administrative or court procedures and the status of cases, and where necessary, assists in the presentation of charts and other visual information.

| | Fully Functional Typical USCG Profile |
|------------|--|
| Education | Some college (less than 1 year) |
| Experience | Typically possesses 3 – 5 years of experience performing work in a legal office to become informed with ongoing matters and legal procedures and processes; locating citations to legal reference materials; reviewing documents to identify pertinent material; researching and extracting information; and summarizing findings orally and in writing. |

Title: Paralegal Specialist (Full Performance)

Series: GS-0950 Grade: 11

- Provide a variety of paraprofessional legal, quasi legal, and administrative work.
- Analyzes the legal impact of legislative developments and administrative and judicial decisions, opinions, determinations and rulings on agency programs and conducts research for the preparation of legal opinions on matters of interest to the agency.
- Identify types of recordkeeping systems and types of records maintained which would be relevant. Gathers sorts and interprets data from various record systems including computer information systems to substantiate cases.
- Examine and evaluate information in case files, with reference to agency standards.
- Research legal precedents, analyze their applicability and prepare digests of points of law involved

| | Fully Functional Typical USCG Profile |
|------------|---|
| Education | Some college (less than two years) |
| Experience | Typically possesses 5 – 7 years in a legal office performing case |
| | analyses, identifying factual issues and developing legally supportable |
| | conclusions; researching legal precedents, analyzing their applicability |
| | and preparing digests of points of law involved; evaluating the testimony |
| | of witnesses of record; identifying missing information that requires |
| | additional research or investigation; and preparing for and attending |
| | hearings and court appearances. |

Title: Environmental Protection Specialist (Full Performance)

Series: GS–0028 **Grade**: 9/11

Duty statements:

- Coordinate the preparation of environmental impact statements for complex water and land projects in operation or under construction on Government-owned land
- Assemble and evaluate environmental and planning data (including biological and cultural resource studies prepared by subject-matter experts).
- Prepare or coordinate the preparation of planning and environmental documents (environmental impact statements, environmental assessments, executive summaries, public involvement documents, and working papers.
- Conduct inspections of construction, operations, and maintenance activities to insure compliance with applicable environmental documents.

| | TYPICAL FULLY FUNCTIONAL USCG PROFILE |
|-----------|---------------------------------------|
| Education | 1 year of college |

Title: Criminal Investigator (Entry Developmental)

Series: GS–1811 Grade: 9

- Assist senior investigators in conducting investigations. Works with others to determine if allegations and/or indicators warrant further consideration for a complete investigation. Assists in generating recommendations for courses of action to be submitted to the supervisor after assisting in a thorough analysis of the information.
- Investigate, gathers, and develops technical evidence relevant to many phases of the matter under investigation. Uses several investigative techniques in order to prove or disprove allegations.
- Assist in interviewing personnel who may have information relating to the matter under investigation.

| | TYPICAL FULLY FUNCTIONAL USCG PROFILE |
|------------|--|
| Education | Bachelor's degree |
| Experience | Possesses at least 2 years of progressively responsible experience |
| | working as a member of an investigative team; conducting routine |

| | criminal investigations and interviews; collecting, preserving, and submitting evidence; studying and analyzing evidence and statements; preparing reports of investigations; and conducting surveillance operations. |
|----------------|---|
| Certification/ | Completion of basic criminal investigator's training. |
| Licensure | |
| Other | Cannot have reached their 37th birthday prior to their initial appointment. Must carry firearms and maintain proficiency. Subject to drug testing as well as a medical examination. Applicants are ineligible for this position if, at any time, they have been convicted of a misdemeanor crime of domestic violence, unless such conviction was expunged, set aside or the applicant received a pardon. |

Title: Criminal Investigator

Series: GS-1811 Grade: 13

- Serve as a Resident Agent in Charge, Assistant Special Agent in Charge, or team leader. Conducts highly complex criminal investigations often working with cold information and/or complex and sensitive internal affairs investigations possibly on high ranking officials.
- Conduct investigations of alleged, actual or suspected felony violations of the Uniform Code of Military Justice (UCMJ) as well as those violations of federal statute within the maritime jurisdiction of the Coast Guard
- Recognize, develop and presents evidence, which reconstructs events, sequences and time elements, and establishes relationships, responsibilities, legal liabilities; responsibilities, and conflicts of interest for presentation in legal hearings and court proceedings.

| | TYPICAL FULLY FUNCTIONAL USCG PROFILE |
|----------------|---|
| Education | Bachelor's degree |
| Experience | Possesses 7 – 15 years of progressively responsible experience in |
| | serving as a special agent to include serving as a senior agent over |
| | other subordinates. |
| Certification/ | Completion of basic criminal investigator's training. |
| Licensure | |
| Other | Applicants cannot have reached their 37th birthday prior to their initial |
| | appointment to a Federal civilian law enforcement position. |
| | Must carry firearms and maintain proficiency. Subject to drug testing |
| | as well as a medical examination. Applicants are ineligible for this |
| | position if, at any time, they have been convicted of a misdemeanor |
| | crime of domestic violence. |

Appendix D- Common USCG Occupations

Title: Accountant

Series: GS-0510 Grade: 09

Duty statements:

- Identifies accounting problems such as inadequate maintenance of fund controls, inaccurate records and reports, improper methods for document control, and lack of documentary evidence to support performance of regulatory reconciliations.
- Compiles centrally requested cost reports and reports of variance from standards.
- Conducts special cost analysis of various operations to determine, for example, if proposals for revised methods or new equipment would affect savings. Performs statistical analyses of agency productivity trends.
- Tracks operations and solves operational problems. Studies existing reports, accounts, and instructions to streamline operations or to provide more meaningful financial information.

| | TYPICAL FULLY FUNCTIONAL USCG PROFILE | |
|-----------|---|--|
| Education | BS in Accounting or Business Administration, Finance, or Public | |
| | Administration that includes 24 semester hours in accounting. | |

Title: Accountant

Series: GS-0510

Grade: 11

Duty statements:

- Performs detailed analysis of financial reports and identifies problems so as to determine whether expenditures are in consonance with the spending plan.
- Analyzes and provides projections and required reports on current year expenditures, monitors program element targets, and resolves account discrepancies with ATUs.
- Serves as LUFS Administrator for a District. Assures that the accounting staff and all other District personnel who provide input into the system are adequately trained.
- Analyzes trends in the receipt, obligation and expenditure of funds using DAFIS and LUFS to assure that objectives contained in the annual financial plan are being met on a timely basis.
- Analyzes Reconciliation Reports submitted by field units to determine accurate and timely LUFS transmissions, assure proper funds management, identify problems with accounting edit tables and to detect any improper accounting procedures being used by field units

| | TYPICAL FULLY FUNCTIONAL USCG PROFILE | |
|-----------|---|--|
| Education | BS in Accounting or Business Administration, Finance, or Public | |
| | Administration that includes 24 semester hours in accounting. | |

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SECTION 1: What is Career Development?

Career development is a process where supervisors and employees plan their career growth. This Guide will help civilians understand the steps of the career development process—use of career counseling to assist in developing career goals and implementing career plans.

Almost everyone wants to develop their potential and expand their capabilities. With development comes higher esteem, self-confidence, and hopefully a brighter career as well. Career development is designed to help employees match their knowledge and skills with work opportunities. It should sustain or improve morale and productivity through increased employee motivation and job satisfaction.

Few, if any, supervisors have run a successful program without the efforts of their staff members. From a supervisory viewpoint, developing employees helps the supervisor to:

- Maintain a staff of talented, ambitious people.
- Improve the supervisor's own performance evaluation (since supervisors get work done through others, the better the employee's performance, and the greater the supervisor's achievement).
- Improve employee morale, job satisfaction, and work performance by matching employee and organizational needs.
- Encourage and assist personal growth by providing the opportunity for each employee to realize his or her potential.

Employee career development has the following four goals:

- To give each employee a chance to evaluate his/her needs, interests, and skills in relation to career opportunities inside and, possibly, outside the employee's career field.
- To help the employee develop short and long range goals.
- To explore ways for meeting those goals.
- To identify resources to help meet the employee's career development needs.

SECTION 2: Supervisors Responsibility in Career Development

The Supervisor's Role - As a supervisor, you have many different roles (e.g., organizer, leader, evaluator, director, planner, developer, and resource manager). Your position allows you to combine the talents of employees under your supervision to accomplish the objectives of the organization. This employee-supervisor relationship helps you meet two of your most significant challenges – to accomplish your mission effectively and efficiently, and to provide fulfilling work experiences that develop employee capabilities and potential.

No one else in the organization can offer employees what you can – a valuable perspective on their abilities and job performance. You are in the best position to observe work behavior, know what tasks need to be done, know how well an employee performs tasks, identify when an employee is underutilized and expand his/her responsibilities, and know how a particular job or employee fits into the larger organization. Because of the long-range effect career counseling may have on an employee's career, it is essential that you develop effective counseling skills and techniques and use them effectively.

The career development process is designed with two supervisory roles in mind - career counseling and development planning. Your function is to see that employees are increasingly effective in achieving organizational goals through encouraging the development and growth of knowledge and skills. You must be willing to invest time, share experiences and knowledge of the organization, and think creatively of how the employee's and the Coast Guard's goals can be integrated. Research results show that employees feel that good supervisors treat them as individuals, show interest in their welfare, recognize good work, listen well, establish rapport, and encourage participation. Also, supervisors who maintain and improve employee self-esteem are perceived as effective, and engender their fullest cooperation from employees.

Your counseling role is supported by the Office of Training, Workforce, Performance, and Development (CG-132) who will keep you informed about training sources, and will help you plan and schedule employees for training.

Effective Supervisory Participation - In order to carry out your responsibilities in career development, effective career counseling techniques are needed. The supervisor can be more effective supporting and guiding than directing when employees are developing career objectives. You should be able to provide resource information and access to job and career development information. Such information can identify paths to help employees meet job qualification requirements. You should counsel employees on a regular basis about progressing in their career field, using lateral assignments for development, and identifying training needs in Individual Development (or Learning) Plans (IDP). You should provide feedback by offering constructive comments when evaluating an employee's career aspirations. Avoid promising specific job availability, raising employee hopes, or projecting your own expectations on the employee's career

objectives. Encourage your employees to take ownership for their career development efforts.

Observing - Often, too little time is spent gathering information and too much time is spent giving it. A lot can be learned about employees and their motivation through observation. Observation includes getting feedback from the employee. By listening when the employee talks, asking open-ended questions, and giving nonverbal support (smiling or nodding), you can continue to gather data. Ask yourself, is the employee most effective when:

- Working alone or as part of a team?
- Developing a program or working with ideas and theories?
- Generating new and creative ideas or maintaining existing data?
- Having a structured or flexible work environment?
- Maintaining a low profile or having high visibility?
- Writing or speaking?
- Using different knowledge and skills with changing duties or following a set way of doing things?

Focusing and Directing - Although supervisors play a passive role when observing, a more active role is needed when focusing and directing. Through discussion with employees, you should communicate your observations, identifying experience, knowledge gaps, or behaviors that limit effective performance. The emphasis is on helping the individual to develop his/her potential and performance. To maximize your ability to help employees, you should be prepared for such questions as: What training will help me perform this job most effectively? Where can I get the training I need? Which job will most likely be my next step? Is there a lateral job or developmental assignment I can take to develop new knowledge and skills or improve old ones? What higher education will I need to progress in this job?

Problems in Career Development - Unrealistic expectations by employees are a major problem. Career development programs have the unintended effect of raising expectations of participants. Employees often see promotion as the major outcome from such programs and, if there is no promotion, they become disappointed and frustrated. Establishing expectations of advancement can be a disservice when in reality jobs are not always available.

Lack of realistic career opportunity information is also a major problem. One negative side effect of many career programs is that employees engage in self-assessment, goal setting, and career organization. Supervisors should provide employees with information on realistic opportunities during the information-gathering process. Questions to be addressed should include the following:

• What are the prospects for promotion or transfer from the present job?

- What percentage of employees reaches a certain target level in the organization?
- Where is the fastest growth and, therefore, best promotion opportunity?
- If the employee has reached a dead end, by what career paths can the employee move up faster (such as a lateral move)?

SECTION 3: Employee's Responsibility in Career Development

The Employee's Role - You must assume primary responsibility for your career planning and personal development. Development will not occur if you do not have the ability and desire to grow.

You are responsible for self-assessment of your current career status, knowledge and skills, mobility, accomplishments, and progress as a basis for setting individual career goals. You should also assess your personal interests, define your personal success, determine your willingness to provide the investment of time, effort, and mobility needed to succeed, evaluate alternatives, and develop a timetable. Also, you are responsible for seeking information on what job or training is available, where it is available, and what training paths are necessary to obtain your goals.

You must understand the importance of development in each assignment. This development is important for two reasons: First, you need to build a successful track record. Growth must be visible in your job accomplishments. Second, you should learn your current job responsibilities and you should strive to raise performance of these responsibilities to an above average level. You must not become so engrossed in preparing for some future job assignment that you cease to perform effectively in the current job. Being able to draw upon a variety of experiences will enable you to widen your perspective and apply a comprehensive outlook to later jobs. Your current job should serve as a building block for later opportunities.

You should maintain close communication with your supervisor regarding expectations and actively solicit feedback. You should develop an individual work plan jointly based on discussions with your supervisor(s).

SECTION 4: What is Career Counseling?

Career Counseling is the method by which supervisors or mentors explain the career development process and help the employee identify career goals and career plans. Career development begins with and success depends on effective career counseling. Career counseling focuses on the employee's career goals and the preparation of career plans consistent with Coast Guard's future staffing needs.

Career counseling should lead to a career plan that identifies the employee's short-term and long-term career goals, the training and development needed to achieve those goals, and the range of career options to provide flexibility for growth and development. Counseling should be directed at getting the right people trained and developed at the right time to fill Coast Guard's staffing needs.

All civilian employees should be periodically offered career counseling, or assistance in developing realistic plans. Specifically, individuals responsible for career counseling must have a working knowledge of the following:

- The staffing needs in the employee's career field. The designated Command Staff Advisor/Human Resources Specialist can provide this information.
- Merit promotion and qualification requirements, and other criteria used to determine the employee's eligibility for referral. Additional information can be obtained from the civilian personnel office.
- Training and developmental activities are also important. The purpose is to ensure that work assignments and training needs are blended into a structured training and development program.

SECTION 5: Providing Career Counseling

EFFECTIVE CAREER COUNSELING TECHNIQUES FOR SUPERVISORS & MENTORS

Establish Trust – Fundamental to the success of counseling sessions is the degree of open and honest communication between the supervisor/mentor and employee. The advisor must be honest with the employee. Make it clear that the Coast Guard cannot make promises to the employee. In the end, the employee's career progress will depend on organizational needs, the degree of the employee's commitment to grow and develop, and how well the employee's strengths match staffing needs. Employees may hesitate to talk candidly about career aspirations if they sense a lack of sincerity and honesty on the advisor's part. Initiate a climate of trust, warmth, openness, and support to encourage growth.

Play the Appropriate Role – The advisor's role during the counseling session may differ from other roles supervisors or mentors play in relation to the employees. During these meetings, they are acting as an adviser and partner in the career development process. Supervisors should downplay their role as performance evaluator, boss, or agenda setter.

Be an Active Listener - Listen to understand. Look for nonverbal clues to help interpret what is being said. Be alert to fluctuations in voice, hesitations, or other evidence of how an employee feels about what they are saying. One technique to help clarify these messages is to restore, rephrase, or give feedback about what the advisor hears the employee saying.

PREPARING FOR THE COUNSELING SESSION

In preparing for the counseling session, the advisor should do the following:

- Review the employee's self furnished records (SF-171 or OF-162 Application for Federal Employment, IDP, etc.).
- Develop session objectives (identify main issues, problems, goals, and motivations).
- Develop tentative counseling questions based on the stated objectives and anticipated employee responses to these questions. The following questions are useful:
 - What are some of the knowledge and skills that you have developed, yet do not use?
 - Do you have any other knowledge and skills that you have in development, yet do not use?
 - Could these be integrated into your current job?

- How could your career goal fit into Coast Guard goals?
- What would you like to be doing in two years, in two or three years, and in five or more years?
- Do you think these ambitions will require further training and development, or will they involve off-the-job activities?
- How does your current job relate to your career goals? (Applies if employee has developed goals: alerts the advisor to the need for goal setting if the employee has no answer. Prepare to help the employee develop a complete and realistic appraisal of all past work experiences and then relate them to job goals).
- List relevant personnel issues and programs (e.g., upward mobility and career intern programs, referral system, training resources, and knowledge of occupations within and outside employee's current job series).

CONDUCTING THE COUNSELING SESSION

Engagement – This can be achieved by stating the objectives of the meeting and identifying the main issues and problems to be discussed. Keep the employee "on the subject" during the session. Be an attentive, empathic "sounding board" for the employee.

Exploration – At this point, the advisor is exploring whether or not identification of career goals has occurred. If the employee has not developed career aspirations or goals, then career guidance is the type of counseling the employee may need. Indications that necessitate career guidance for an employee are as follows: the employee is just beginning to think about a career, the employee has little awareness of careers that may be satisfying, the employee is unaware of some of the consequences that accompany changes, the employee lacks a thorough understanding of what knowledge and skills need to be developed, or the employee possesses limited knowledge about what knowledge and skills are required in particular jobs.

If the employee has an established career goal, then the employee needs counseling on career development planning. In this case, the employee has made some career decisions and is ready to set specific development goals. Indications that the employee is at this level are as follows: a general awareness of the career area or desired job, identification of developmental experiences that will help their career, desires necessary experiences that provide proficiency as rapidly as possible in a new job, and knows what types of knowledge and skills are utilized in the present or future job.

USE OF EFFECTIVE COUNSELING TECHNIQUES

Phrasing Questions – One of the easiest ways to cut off any conversational flow from the employee is to ask a question that can be answered "yes" or "no." For example, the question "So you want to start a new career?" is far less productive than the question, "How did you happen to think of starting this new career?" This in turn may not be as effective as, "Tell me what you have in mind when you talk about starting a new career."

Questions that can be answered by "yes" or "no" or some similar terminal statement should be avoided.

A. **Consider Past Experiences with Career Counseling**. Many employees will have been counseled on previous occasions. These employees will be comparing you with other counselors or supervisors they have known, good or bad, and providing you with their interpretations of what other counselors or supervisors have told them. At times, it will be necessary to ask employees what others have told them so that you will not be working at cross purposes.

B. **Distributing Talking Time**. Many employees being counseled find it difficult to state what they mean concisely. Do not be in such a hurry that you talk over the employee who is fumbling for a word. A frequent error of inexperienced advisors is to put words into an employee's mouth, talk faster than the employee, or to take the conversation away from the employee. In career counseling, most of the talking should be done by the employee.

C. **Showing Acceptance of Employee Attitudes and Feelings**. At various points in the session, the employee may be trying to express the more deep-seated attitudes and feelings that control their behavior. Most of us do not find it easy to put into words some of our more private attitudes, resentments, conflicts, and uncertainties. The employee may also fear that you will not approve of what is said. The advisor must indicate acceptance to the employee by not passing judgment on feelings and attitudes. For example, merely saying, "I see," or "I understand," or "yes," will serve to bridge the conversational gap and keep the employee talking. Another effective method for handling such situations is to mirror the feelings and attitudes of the employee by paraphrasing what the employee said.

D. Avoiding the Appearance of Cross-Examining. Do not fire questions at the employee rapidly. Counseling is not a cross-examination. When it is necessary to take notes or fill out a form, try to spread out the information-seeking chore throughout the session. Try phrasing questions neutrally. This prevents raising the stress level of the employee.

E. **Handling Silence During Counseling.** Most people are embarrassed if no conversation is going on. Silences seem long and endless. The employee may be groping for words or ideas, or you may be studying an earlier bit of conversation. Do not fill the space with idle chatter that can break the trend of thought or interrupt the flow of feeling. If it becomes necessary to break a silence, ask the employee to tell a bit more about the point he or she has just made. This will give the employee a chance to begin talking again. Also, silence on your part can be used to keep the employee talking.

F. Admitting your Ignorance. If the employee asks questions the advisor cannot answer, the advisor should say, "I do not know" rather than answer with vague generalities. The advisor should assume the responsibility to obtain the necessary facts and pass them on to the employee.

G. **Keeping Vocabulary Simple**. Attempts to dazzle the employee with advisor's verbal dexterity will do little to resolve his or her problems. The advisor should keep conversation simple and easy to understand.

H. Limiting the Number of Ideas for Each Session. Beware of information overload. Just as there is the danger of giving the individual a runaround, there is an equal danger in overloading the employee with so many ideas they will forget most of them. Avoiding exploration of too many ideas during one session is particularly important when the ideas deal with emotional attitudes and feelings.

I. **Probing Too Deep.** It does little good if you encourage the employee to "tell all." If, by over-sympathetic attention or excessive curiosity, the supervisor tricks the employee into saying too much about his or her feelings, the employee may leave with little likelihood of ever returning. The employee may feel guilty and ashamed at having exposed themself.

J. **Controlling the Counseling Session.** If counseling is to lead to results that will change the employee's behavior, then the advisor must keep control of the situation. This does not mean the advisor should dominate the flow of information, at times the advisor may have to pull the employee back from conversational side trips, fruitless arguments, or unsolvable problems. Expressions like, "we were talking about..?" or "What was it you said..?" or "How does this fit in with what you said earlier..?" will serve to bring the conversation back on path. Set forth specific subjects for the employee to discuss and explore.

K. Follow Accepted Do's and Don'ts. Enclosure (1) provides some accepted do's and don'ts that should be adhered to during counseling sessions.

CLOSING THE COUNSELING SESSION

Bring the session to a satisfactory end, wind up loose ends, make final summary remarks, make a list of follow-up activities, and clarify important points.

SECTION 6: Career Goal Identification

Goal Exploration – During career goal exploration, there are six areas to be examined by an employee, with an advisor's assistance:

Where Am I?

- 1. What are the various roles and responsibilities that I have had in my career?
- 2. What are the things I do best?
- 3. What technical strengths do I have in my current position?
- 4. What aspects of my current position do I like most or least?
- 5. Based on my present capabilities and desires, do I want to further my career?

What Career Do I Want?

1. What is the nature of the assignment that I would like to have in the future? (This refers to general responsibilities, not job titles).

- 2. What sort of responsibilities and challenges do I expect from a new position?
- 3. Do I have the time and energy to pursue such a career path?
- 4. How hard am I willing to work physically and mentally?

Why Do I Want This Career?

1. What in my past career experiences would I like to take with me into the future, or leave behind me?

2. What things about my proposed career increase my enthusiasm?

What Knowledge, Skills, and Experiences Do I Need?

- 1. What do I need to learn?
- 2. What should I stop doing now and what should I start doing?

What Job Assignments, Training Programs, Educational Courses, and Self-Study Resources Offer the Needed Knowledge, Skills, or Experiences?

- 1. Is the organization flexible enough so that I may have various job assignments?
- 2. Will the organization support me in my career path development?

3. What developmental assignments are most important to achieve the objectives of my career plan?

4. What internal and external resources are available to aid my growth?

How Long Will I Need to Remain in Each Assignment?

1. Am I patient enough to take time to learn the duties and responsibilities of the position?

2. Have I extracted all that I possibly can from this position in order for it to be a profitable stepping stone in my career development?

3. Am I realistic in the time frames that I have identified to develop my career?

NOTE: During goal exploration, advisors should assist employees in analyzing past work experiences and discussing what factors contributed to job satisfaction and success (and dissatisfaction and failure).

SECTION 7: Career Development Planning

A well-conceived career plan will be sufficiently flexible to accommodate changing opportunities for development and multiple (where several exist) of arriving at the employee's goals. Career counseling that assists the employee in setting realistic career goals should lead to planned goal-related training and developmental activities that can be set forth in the IDP and reasonably accomplished during the next year.

The career development planning process involves the five following elements:

1. **Direction**. This involves career goals. Goal setting has two components. First, what the *employee* wants to do, which consists of knowledge, interests, and needs. The second component is what the *organization* needs to have done. Goal setting must attend to both components through self-assessment and organization assessment. Self-assessment consists of thinking about "Who am I?" which refers to the employee's role, relationships, personal attributes, personal limitations, and job identification.

Organization assessment refers to boundaries set by the organization that influence the employee's perception of available alternatives and the extent to which personal aspirations are realistic and timely. Boundaries include the hierarchy or levels in an organization, the function of the employee's work unit, the degree to which an employee is identified with a particular group or specialty, the supervisor's technical or interpersonal skills, and the managerial and economic climate within the organization. Any combination of these factors and the norms of the organization can lead an employee to feel "boxed in" or frustrated. So, employees must weigh the impact of organizational goals, values, and orientation on their plans. Although advisors play a part in both types of assessment, the organization assessment area is where advisors are used must as a resource for information.

2. **Career Time.** This relates to distance and speed factors, that is, how far the employee wants to go on the career path and how fast the employee expects to get there. Most of us think of career progress in terms of time, the distance we travel (typically upward), and the speed of advancement. The employee gauges progress as being "on schedule," "ahead of schedule," or "behind schedule." Supervisors or mentors can help by providing feedback as to whether or not these are reasonable timeframes within an organization.

3. **Transitions.** Transitions relate to the changes expected (in knowledge, skill, and attitude) en route to a career goal. Employees frequently tend to focus immediately on advancement and not on the changes necessary to prepare them to play a more responsible role within the organization. At this point in the career planning process, the notion of investment is introduced. It refers to what price the employee is prepared to pay in order to change positions (taking on more responsibility, more energy output, more time, and perhaps more money spent to prepare for a new position).

It also concerns the degree of certainty that the employee will be happy and satisfied in the new assignment. There are people who ultimately learn to perform well in their new positions but, if they are absolutely honest with themselves, they do not enjoy the new role.

Transitions involve the most thinking and planning. Setting goals and a timetable only initiates the career planning process. The transition factors must be considered and analyzed in detail. Because it is very difficult to be absolutely objective about one's self, an employee needs both information and feedback from others (supervisors, friends, and family) in order to calculate the transitions involved.

4. **Career Planning Options.** Many employees are unaware of all the options available to them for career development or reaching career goals. A variety of possible career options are as follows:

a. **Advancement.** Moving to the next higher position, which is the option most often chosen.

b. Lateral. Moving across functions to develop higher new skills, or as a way to reach a career goal when one career path dead-ends.

c. **Change to Lower Grade.** This can also be used for development or career goal attainment. An employee who takes a change to lower grade for developmental purposes is entitled to pay retention only if the training program is a formal Government-wide training program such as upward mobility, apprenticeship, or career internship. A change to lower grade for any other form of training may result in a loss of pay. This must be made clear to employees who are considering such a move. You should check with the Command Staff Advisor for technical guidance.

d. **Mobility.** This is often a key factor in career planning. Occasionally, a geographical move is necessary for an employee to obtain developmental experiences essential to achieving career goals or to advance to a desired grade.

e. **Job Enrichment**. For various reasons, an employee may not desire advancement (person likes present position or location). Career goals for such an employee may be working towards great responsibility and variety in the present position, which requires use of higher level knowledge and abilities. Accomplishment of these goals would provide high motivation and personal growth. Where organizational structure allows, management can facilitate such job enrichment by restructuring jobs or shifting duties. (Note: In some cases, job enrichment may require changes in the job description).

f. **Exploratory Research.** Actively investigating other options or taking temporary special projects or assignments to explore a new area are examples of exploratory research. This could also include long-term training, developmental assignments, or task force assignments or details.

5. **Projected Outcome**. This relates to the probabilities that one's investments and sacrifices for career progress will pay off. When considering predicted or actual outcomes, the employee must calculate the risks attached to various actions in the career plan. Risk is the potential loss of something the person values (comfortable habits or confidence level as well as the possibility of failure). When attempting to predict outcome, the employee is well advised to seek out others for feedback and an understanding of the organization. For example, what the organization needs and how it operates.

Preparing for the Individual Development Plan (IDP)

The Individual Development Plan (IDP) is a valuable performance enhancement and career development tool. It is a personally tailored action plan that the supervisor and individual use to identify short-and long-term personal and career goals. It outlines the training and developmental experiences to achieve those goals, for the benefit of the individual, unit, and Coast Guard.

Once the supervisor or mentor and the employee have finished the career goal identification and career development planning stages, the IDP can be completed. Preparation of the IDP should include an outline of broad developmental objectives based on review of past performance ratings and career counseling sessions. Information should be collected on the availability of developmental experiences to meet these objectives. IDP's should also be structured to meet the needs of the employees. For example, employees who are relatively new to an organization may need orientation-type experiences that will help them acquire knowledge and skills rapidly. This is especially true for employee new to the Coast Guard and the Federal Government. Advisors should compare the knowledge and skills the employee brings to the job with those that are or may be required in current or future jobs.

Employees who have identified a competitive job as their career objective will need a different development plan than employees who have reached their career objective. (Employees who have reached their career objectives are primarily interested in keeping up with developments in their profession.)

Employees who are taking on new assignments as a result of program changes, those affected by technological advances, those who are participating in a formal training program (such as upward mobility and career intern), and those who may need to improve certain aspects of their current job performance will require plans with different objectives. These objectives require different developmental experiences. As an advisor, you must realize these differences and be prepared to deal with them in a flexible and creative manner.

Advisors should emphasize to the employee the importance of preparing for the IDP interview by thinking through and clarifying career goals, plans and developmental needs, both short and long range. It is helpful if the employee also prepared a list of self-developmental activities that could be undertaken to fill in any self-perceived gaps in background, knowledge and skills, experiences, and education.

Individual Development Plan (IDP) Planning Interview – In the IDP interview, the supervisor and the employee must discuss the key areas of the job and pinpoint the significant future needs of the job. The supervisor and the employee should discuss which knowledge and skills need to be developed and then outline ways in which planned work experiences, education, or training can help meet those needs. Use of an IDP is highly encouraged for civilian employees (per COMDTINST 5357.1A dated 2 February 2006). Additional IDP information and a sample copy of the IDP form can be located at the following website <u>http://www.uscg.mil/leadership</u> and click on "Individual Development Plan."

Implementation of the Individual Development Plan (IDP) – Once the IDP is signed by the supervisor, the reviewer, the approving official, and the employee, steps should be taken to accomplish the scheduled on-the-job (OJT) training and formal courses. This phase of the process will be easier if you and the employee have prepared a realistic plan. The plan should be reviewed and updated to allow for changes in course schedules or better opportunities that might arise for individual development.

The final step is to monitor progress toward completing the scheduled training and to evaluate results as a basis for developing the next plan. The employee's performance during OJT and formal coursework should be assessed to determine the extent to which training objectives have been achieved. Evaluation results can be used to determine the need for further training or to assess the effectiveness of the training completed.

In summary, the process of preparing and accomplishing the IDP should be an ongoing process of development with the joint participation of the supervisor and employee. By planning the development of employees, an organization can improve its efficiency and its motivation of employees. Since these plans indicate an ongoing process, there will be a need to review them. Whether quarterly, bi-annually, or annually, the supervisor should update and modify the plans to suit the changing needs of the organization and the employee. To help with the review and evaluation phase, supervisors should tie the evaluation of the IDP's into the existing performance appraisal system and document the employee's accomplishments.

NOTE: A summary of career development guidelines to keep in mind are listed at <u>Enclosure (2)</u>.

Enclosure (1): DO's and DON'Ts of Career Counseling Employees

DO

Collect and review information before the career counseling session.

Give the employee notice of the meeting, specifying time and place.

Tell the employee how long the meeting will last.

Give the employee a statement about the purpose of the meeting.

Prepare questions and subjects for the meeting that should be covered.

Greet the employee in a friendly, unhurried manner.

Have a chair ready and in a position where the employee faces the supervisor without obstacles.

Have the Admin. Assistant hold all calls and keep visitors from interrupting the meeting.

Help the employee tell his or her story by being accepting, by being interested, and by letting the employee talk.

Give the employee a chance to pause and reflect.

Ask questions that are openended and that call for discussions or expectation.

Close the meeting tactfully, set a time for a follow-up if needed, and thank the employee.

DON'T

Search for or attempt to review information during the meeting.

Call the employee on a moment's notice and expect a productive meeting.

Abruptly end the meeting without notice.

Leave the employee wondering what he or she may have done wrong.

Wait until the employee arrives to decide what should be accomplished.

Give the impressions that there is a big rush to get this over with.

Have the employee sit on the opposite side of your desk with piles of paper between the two of you.

Let your attention wander to other people or matters in the office.

Prod the employee along, get the details wanted, and then talk about your own experiences.

Talk rapidly, filling in all voids.

Ask questions that are answered with quick "yes" or "no."

Hurry the employee out, showing lack of interest and giving a vague promise of a follow-up.

Enclosure (2): Individual Development Plan

IDP Commandant Instruction

The <u>Individual Development Plan (IDP)</u> is a valuable performance enhancement and career development tool. It is a personally tailored action plan that the supervisor and individual use to identify short and long-term personal and career goals. It outlines the training and developmental experiences to achieve those goals, for the benefit of the individual, unit and Coast Guard.

IDPs **are mandatory** for first-term enlisted members and junior officers, both active duty and reservists, assigned to a permanent duty station, and are optional, but highly encouraged, for other military, civilians, and Auxiliarists (per COMDTINST 5357.1A of 2 Feb. 2006).

The IDP Commandant Instruction contains:

- <u>Commandant Instruction</u>
- Enlisted IDP User Guide
- Enlisted IDP: <u>PDF format</u> or <u>Word format</u>
- IDP User Guide for Civilians/Officers/Auxiliarists
- IDP Form for Coast Guard Civilians/Officers/Auxiliarists: <u>PDF format</u> or <u>Word</u> <u>format</u>

Additional Information and Resources

- <u>Best Practice: Putting Individual Development Plans Into Practice</u>, by CMC Kevin Isherwood, Pacific Area
- <u>Career Development Planning for Civilians</u>

Unit tools

• Merge application for Enlisted IDPs

This Microsoft Word/Excel merge application is a resource for supervisors or a unit's IDP coordinator. It is designed to reduce the time it takes to enter similar data fields when preparing multiple IDPs.

- <u>Instructions</u>
- Word IDP form
- Excel database file
- Job Aid to Create a Unit IDP Report (Word file created by Susan Reed of MLC Pacific)

Enclosure (3): Career Development Guidelines

Keep the following important career development guidelines in mind:

- Make career development an ongoing process. It is a primary responsibility of supervisors to develop employees. Other advisors such as mentors can also assist with the process.
- Work out an agreement with employees on what is expected of them.
- Make sure employees understand the need for personal growth, including the need for change.
- Determine areas in which a change may be necessary, including the following.
 - A change in an employee's performance.
 - A change in the work situation (mobility) or job (job rotation).
- Have a personal commitment to helping employees grow.
- Be knowledgeable of current job feedback, this information is important to providing career development advice.
- Acquire the skills necessary to be a good career advisor and be involved in career development of employees. Try to continue improving skills such as: goal setting, providing feedback, counseling, and job design.
- Keep abreast of the ways that are available in the organization for helping people develop, such as job rotation, special assignments, coaching, and formal training.
- Provide a supportive atmosphere.
- Remember that a good motivational environment will help produce an atmosphere conducive to development.

Appendix F- Tips for Success

SUCCESS TIPS

Individuals who have successfully transitioned or mentored those working in career limited positions offer the following insights into a successful transition for employees. The themes represent common patterns for those who have successfully transitioned to positions with greater promotion potential and are offered as tips for employees.

- ✓ Understand the resume and responses to the self-assessment questions are an important factor in determining qualifications for a position.
- ✓ Understand how your position fits into the "big picture" of the your organization's goals and mission and remain flexible in order to be able to volunteer or accept new assignments, contribute in team assignments, or develop process or procedural improvements.
- ✓ Be open to accepting lifestyle changes i.e., changes in commute patterns, separation from family, and/or relocation to a new town in order to accept new assignments.
- ✓ Be aware that completion of an undergraduate or graduate degree does not guarantee a promotion. Instead, it is a compilation of demonstrated accomplishments and/or an ability to work well with others to accomplish a common goal as documented in a resume or narrative question and answer section which could distinguish your application from another.
- ✓ Understand a career change may entail pursing course work outside of work hours to acquire a new skill set.
- ✓ Use informal and formal mentoring relationships as a way to self reflect and act to develop personal strengths and areas of improvement.
- ✓ Be willing to continuously learn new skills and knowledge especially in areas you have not had an opportunity to experience before e.g., presenting information to a group, leading a work group, etc.
- ✓ Focus on doing your current job to the best of your ability and not on trying to change it into something else.
- Recognize that you may have to accept a lateral move in order to eventually get into a career field that affords increased promotion potential.

QUESTIONS & ANSWERS

1. <u>**Question:**</u> I am a disabled veteran. Why wasn't my 10-point veterans' preference considered by management in making the selection for an internal promotion? A colleague who is a non-veteran was selected and I thought I had preference.

<u>Answer</u>: Veterans' preference does not apply to internal, or merit promotion actions (M1 announcements). Veterans' preference is only adjudicated and applied on hiring actions made from the general public (D1 announcements). Therefore, it was correct that your 10-point preference was not applied and not considered on that action. Management can select any applicant on the merit promotion referral certificate without regard to veterans' preference. See the OPM VetGuide for more information on when veterans' preference applies:

http://www.opm.gov/veterans/html/vetguide.asp#2

If you apply under an announcement as an external candidate (a D1 announcement open under Public Non-Status), then your preference will be applied and considered in the selection process. If a vacancy announcement is open both under Public Status (M1) and Public Non-Status (D1), you would be eligible to apply to both announcements; under the Public Status as a current civilian, and under the Public Non-Status with your veterans' preference.

2. <u>**Question:**</u> I applied for a promotion opportunity in the Coast Guard under the M1 announcement. A veteran who did not have federal experience was selected. Why was a veteran on the internal promotion list?

<u>Answer</u>: The Veterans Employment Opportunities Act (VEOA) of 1998, as amended by Section 511 of the Veterans Millennium Health Care Act (Pub. Law 106-117) of November 30, 1999, provides that agencies must allow eligible veterans to apply for positions announced under merit promotion procedures when the agency is recruiting from outside its own workforce. ("Agency," in this context, means the parent agency, i.e., DHS, not the USCG.) VEOA eligibles are rated and ranked with other merit promotion candidates under the same assessment criteria but veterans' preference is not applied. The appointing official may select any candidate from those who are among the best qualified. If a vacancy announcement is limited to current Coast Guard or DHS civilian employees only, then the VEOA does not apply.

3. <u>**Question:**</u> I was referred to management on a merit promotion certificate. Another person was selected. I was not even interviewed for the position. Doesn't the Coast Guard have to interview me?

<u>Answer</u>: Under the Coast Guard Merit Promotion Program and National Merit Promotion Plan (COMDTINST 12335.4A), interviews are not required. Management may interview none, one, some, or all candidates. You may contact the selecting official for feedback on your application.

4. <u>Question:</u> I have decided to go back and get my bachelor's degree. As a civilian employee, am I eligible for Tuition Assistance? Also, what support can I get from the Education Services Officer (ESO) at my unit?

<u>Answer</u>: Yes, you are eligible provided the institution is accredited by the correct body, coursework towards a bachelor's degree, not exceeding the annual and course limitations established for the fiscal year. There may be additional requirements cited on the USCG website. The local ESO must sign the form (1441). Of course the person must certify compliance with all requirements and conditions.

Additional Tuition Assistance information is located at following Institute Web site: http://www.uscg.mil/hq/CGI/College_Funding_Assist/tuition_Assistance/ta_caps.html

5. <u>Question</u>: I am an individual with a disability. When can I request an accommodation and what types of accommodations can I request?

<u>Answer</u>: Section 501 of the Rehabilitation Act of 1973, as amended (29 USC 791), requires all Federal employers to provide reasonable accommodation to qualified individuals with disabilities, who are employees or applicants for employment, unless to do so would cause undue hardship. In general, an accommodation is any change in the work environment or in the way things are customarily done that enables an individual with a disability to enjoy equal employment opportunities. The Coast Guard endeavors to be a model employer of qualified people with disabilities. Reasonable accommodation is an integral part of this service's continued effort to take action to prevent discrimination against employees and applicants with disabilities.

You may request an accommodation at any time during the job application process or during your period of employment. You should request a reasonable accommodation when you know there is a workplace barrier that is preventing you, due to a disability, from effectively competing for a position, performing your position, or gaining equal access to a benefit of employment.

There are a number of possible reasonable accommodations that an employer may have to provide in connection with modifications to the work environment or adjustments in how and when a job is performed. These include:

Making existing facilities accessible; job restructuring; part-time or modified work schedules; acquiring or modifying equipment; changing training materials, or policies; providing qualified readers or interpreters; and reassignment to a vacant position.

6. <u>Question</u>: May an interviewing official, for a job I have applied for, ask me whether a reasonable accommodation is needed when I have not asked for one?

<u>Answer</u>: An interviewing official may tell you what the hiring process involves (e.g., an interview, timed written test, or job demonstration), and may ask you whether you will need a reasonable accommodation for this process.

During the hiring process and before a conditional job offer is made, an interviewing official generally may not ask you whether you need a reasonable accommodation for the job, except when the interviewing official knows that you have a disability -- either because it is obvious or you have voluntarily disclosed the information -- and could reasonably believe that you will need a reasonable accommodation to perform specific job functions. If you reply that you need a reasonable accommodation, the interviewing official may inquire as to what type.

After a conditional offer of employment is extended, an employer may inquire whether you will need reasonable accommodations related to anything connected with the job (i.e., job performance or access to benefits/privileges of the job) as long as all entering employees in the same job category are asked this question. Alternatively, an employer may ask you if you need a reasonable accommodation if the employer knows you have a disability -- either because it is obvious or you have voluntarily disclosed the information -- and could reasonably believe that you will need a reasonable accommodation. If you reply that you need a reasonable accommodation, the employer may inquire as to what type.

7. <u>Question</u>: What is my series and grade?

<u>Answer</u>: Series and grade refers to the Federal government's system for categorizing and defining jobs. For more information on the job classifications and pay, visit <u>http://www.opm.gov/fedclass/index.htm</u>. If you have never worked in the Federal government, you do not have to enter a series or grade on your resume for previous, non-government jobs. Upon application, however, you may be prompted to pick the highest grade you desire or are eligible for. To find the salary breakdown for the 2008 General Schedule (GS) positions, visit <u>http://www.usajobs.gov/B5A.asp</u>.

8. <u>Question</u>: How does my series affect my ability to be promoted?

<u>Answer</u>: Qualification determinations are based on the series of the position issued in the vacancy announcement. In addition to experience requirements, some series may require specific educational requirements be met as in the case of Contracting Specialists and Professional Engineers.

9. <u>Question</u>: How do I move between series when applying for a vacancy?

<u>Answer</u>: To increase your chances of qualifying for different series than you currently hold, provide detailed descriptions of work experiences or volunteer experiences that document accomplishments. Ensure your application contains up-to-date educational course work, certificates, or degrees completed. For additional occupational and qualification information, use the following OPM resources, <u>www.opm.gov/fedclass/index.asp</u>,

www.opm.gov/qualifications/index.asp, or www.opm.gov/qualifications/x-118c/index.asp.