



U.S. COAST GUARD



**Homeland
Security**

Civilian Career Enhancement Guide



Assistant Commandant for Human Resources (CG-1)

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Washington, DC 20593

Civilian Career Enhancement Guide

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I. INTRODUCTION

People are the Coast Guard's key asset in accomplishing its mission – *Ready Today...Preparing for Tomorrow*. It is the Coast Guard's responsibility to encourage and nurture the talent within the organization.

The Office of Civilian Human Resources developed this guide to help and encourage General Schedule (GS) employees, supervisors, and mentors to understand and effectively use the steps of career development and support individuals' progress towards their career goals.

Career enhancement is an individual responsibility. This guide is a resource individuals can use to help them find and employ ways to move forward in their careers. The guide also explains 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, and 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. Research shows increased skill levels benefit the Coast Guard by increasing the knowledge level of the workforce, improving morale, and reducing stress in the workplace.

The Coast Guard reaches out to all groups of employees including those qualified persons with disabilities. Reasonable accommodations are an integral part of the Coast Guard's effort to support employees with disabilities.

This guide offers a number of key resources employees, supervisors, and mentors can use to acquire information regarding the civilian career development/enhancement process. Command Staff Advisors (CSAs) or Human Resources Specialists are also available to answer questions or provide additional information. Employees can contact their CSA or HR Specialist using the link below for additional information. Areas of the Coast Guard these individuals service may be found at the following web site:

<http://www.uscg.mil/civilianHR/contact.asp>

Please send your recommendations and ideas for this guide to:

Civilian.hr@uscg.mil or

Assistant Commandant for Human Resources
Office of Civilian Human Resources
Workforce Management Division (CG-1212)
4200 Wilson Blvd.
Arlington, VA 20598

II. KEY RESOURCES

This guide provides a number of key resources, tips, and information sources to prepare employees for job growth and development. The topics covered include:

1. **Using the USAJOBS Automated Job Application System (Appendix A)**
USAJOBS is the federal Government's official system for Federal job applications and related employment information. Appendix A contains tips on applying and searching for Coast Guard vacancies, hints for creating on-line resumes, suggestions for responding to job specific questions, and pointers in completing the application process.
2. **Determining Qualifications (Appendix B)**
Discusses the criteria and requirements to help applicants determine if they are eligible and qualified for various positions.
3. **Interview Tips for Applicants (Appendix C)**
Provides tips and recommendations to prepare for successful interviews.
4. **Common USCG Occupations (Appendix D)**
Lists common Coast Guard General Schedule (GS) occupations and provides typical duties and levels of experience that incumbents possess.
5. **A Guide to Career Development and Counseling (Appendix E)**
Discusses the career development and counseling processes for the workforce. The role and responsibilities expected of supervisors, employees, and mentors are also described.
6. **Tips for Success (Appendix F)**
Contains success tips from individuals who have successfully transitioned or mentored employees working at their full performance level.
7. **Frequently Asked Questions (FAQs) (Appendix G)**
Offers answers to questions frequently asked by the civilian workforce.

III. TRAINING

The Coast Guard offers a central point of contact for leadership and professional development information, the Office of Leadership (CG-12C). Their website centrally 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 are encouraged to visit the following web site and make the most of their benefits:

www.uscg.mil/leadership/

Other training opportunities which could aid in career development, may be available from outside professional associations or organizations

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APPENDIX A: USE OF THE USCG AUTOMATED ON-LINE APPLICATION SYSTEM

Applying for internal promotion opportunities within the Coast Guard

USAJOBS is the federal government's official system for federal jobs applications and related employment information. 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 and to advertise openings to the general public. Coast Guard posts all position openings on USAJOBS (<https://www.usajobs.gov/>). At the web site, applicants will find several resources to assist them with registering in the USAJOBS system. If employees do not currently have accounts on USAJOBS they should visit, <https://www.usajobs.gov/> to create one. USAJOBS tutorials can be found at https://help.usajobs.gov/index.php/Getting_Started.

Tip: 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 web site: <http://www.uscg.mil/civilian/>. By clicking on "Apply Now," employees will be taken directly to a USAJOBS search screen for U.S. Coast Guard positions. This feature allows 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.

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

Status candidates:

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

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

TIP: 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 (M) at the end of the announcement number. Clicking “yes” under applicant eligibility and then searching for jobs will result in both the status (M) and non-status (D) announcements being displayed in the search results.

Direct Hire Appointments will also be displayed by designation (DHA). A Direct-Hire Authority (DHA) is an appointing (hiring) authority that the Office of Personnel Management (OPM) can give to federal agencies for filling vacancies when a critical hiring need or severe shortage of candidates exists

Non-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 or other applicants without status.

Coast Guard vacancy announcements open to non-status candidates are designated by (D) 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, if eligible, to both the status and non-status job postings. Two separate applications are required.

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

NOTE: Re-advertised positions (jobs reposted on USAJOBS because the position was not filled the first time advertised) are designated by (R) at the end of the announcement number. The number following the (R) indicates the number of times the position has been re-advertised. For example, 14-1234-HQ-DC-M-R1 is a position open to status candidates that is being re-advertised for the first time.

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 by closing date with the earliest closing dates listed first. A brief summary of the vacancy is listed including closing date, title, agency, location, salary, announcement number, who may apply, pay

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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. Applicants will be able to read the specific vacancy information including an overview about the Coast Guard, duties, qualification and evaluations, benefits and other information, and how to apply.
- Under the “how to apply,” section applicants must read the instructions carefully and then click the “apply online” tab at the bottom of the screen.

Tip: Applicants requiring reasonable accommodation during the application process should notify the contact number listed in the vacancy announcement.

- If applicants have previously created resume(s), 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(s) 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, logging in (<https://login.usajobs.gov/account/signin>), and selecting “Application Status.”

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 their names, addresses, veteran's preference status, federal career experiences, highest grade held, etc. Then applicants will be prompted to enter their resume(s).

Applicants may cut and paste into the block designated to enter their resume from a Word document; however, special text formatting (bold text, bullets, etc.) will not be copied.

Resumes:

USAJOBS provides excellent tips on creating resumes and responding to online application questions. Go to the Resource Center: <https://help.usajobs.gov/index.php/Tips> 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 USAJOBS.

Here are some basic guidelines to create resumes for the federal online application system. The resume must contain the following:

- FULL NAME

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- MAILING ADDRESS
- DAY AND EVENING TELEPHONE NUMBERS (with area code)
- E-MAIL ADDRESS
- 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, year of any degrees received, total credits earned (indicate whether semester or quarter hours earned).

Tip: Applicants are encouraged to submit a copy of their college transcript prior to interview and selection, if the position they apply for requires proof of education. For example, Contract Specialist applicants are required to submit transcripts. Failure to submit required documentation will result in lost consideration for the position.

- 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 the most recent job or jobs first and work backward). If federal employment, provide the:
 - Specific job title, pay plan, series and grade
 - 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
 - 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 Civilian Human Resources Office to validate applicants' answers to job specific questions in the application. For more tips on developing resumes, go to https://help.usajobs.gov/index.php/Most_Effective_Resumes.

Tip: Applicants should make sure their resumes 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 basic/minimum qualifications question, applicants will be required to answer a series of job specific questions that are used to rate and rank their applications. Examples of questions include multiple choice (select the answer that best describes their experiences), multiple answer/multiple choice (select all that apply), true/false or yes/no. These questions are self assessments. Applicants should answer each question in a way that best expresses their

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education, training, and experience. Applicants should make sure their resume clearly supports their answers. At the end of the application, applicants must certify their answers are true.

Finishing the process

- Once applicants have completed the self-assessment questions, they **must** click "Submit" to transmit their applications. They will be prompted to fax and/or upload any required 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 before the closing dates of each announcement. Use the following link to open the listing of Command Staff Advisors/Human Resources Specialists and the areas they serve:
<http://www.uscg.mil/civilianHR/contact.asp>

Note: Even current Coast Guard civilian employees must fax and/or upload required supporting documentation! Failure to submit required documentation may result in lost consideration for the position.

Tip: BE SURE TO CLICK SUBMIT!

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

Tip: After the closing date, applicants should track their application progress by logging into 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:

- **Do applicants 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 the applicant's 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 interval jobs progress by grades from GS-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
 - two grade interval jobs progress by grades from GS-5, 7, 9, 11, 12, 13, 14, 15, Senior Executive Service (SES).

- **Do applicants meet time-in-grade requirements?**
 - For most positions civilians must have one year 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 progress in two-grade interval patterns from GS-5 through GS-11.
 - 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 applicants 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 the qualifications listed in the announcement thoroughly prior to applying for the position.

Tip: 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 Specialists by geographic regions of the Coast Guard is found by clicking on the "Servicing Assignments" link at the following web site: <http://www.uscg.mil/civilianHR/contact.asp>.

APPENDIX C: INTERVIEW TIPS FOR APPLICANTS

INTERVIEWING TIPS FOR APPLICANTS

The job interview is a two-way discussion between candidates and hiring managers and/or selection panels. Interviews provide candidates, an opportunity to further describe their experience, education, and training. Hiring managers are trying to determine if candidates have required skills for positions and candidates are assessing if they want positions if offered.

Successful interviews can mean the difference between receiving job offers or notices of non-selection for the position. Proper planning is essential for well-prepared and positive interviews.

Job interviewing tips to keep in mind are listed below:

PREPARING FOR THE INTERVIEW

- Research the position and organization (e.g., mission, goals, etc.) prior to the interview. Candidates should familiarize themselves with the duties, responsibilities, and requirements of the position. Candidates should not assume they know everything about the organization even if they have experience with the organization. Candidates are encouraged to always do their research.
- Review application and resume and be prepared to support past accomplishments with specific information targeted towards the position requirements. Candidates should focus on their paid and non-paid experience. They should not assume the interviewer knows their background.
- Practice interviewing. Candidates should take the time to research and review typical interview questions to provide a framework for their responses.
- Be flexible with scheduling and allow sufficient time for the interview. Candidates should ask for specifics regarding the time, location, a point of contact (POC) as well as any other logistical details.
- Ask whether there will be one or multiple interviewers.

DURING THE INTERVIEW

- Plan to arrive early. Candidates should keep in mind that security/access requirements and time to get on job sites may vary by location. Candidates should check with POCs regarding appropriate arrival times, check-in procedures, and logistics. Candidates get one chance to make a first impression.
- Candidates are encouraged to be prepared to summarize their experience in about one minute and describe what they bring to the position.
- Listen carefully to each question asked. Candidates should answer questions as directly and concisely as possible. They should focus on their achievements relevant to the position using examples of how their knowledge, skills, and abilities fit the job. It may be helpful to jot down multipart questions to ensure their response remains on point.
- Candidates should remain positive and avoid negative comments about past employers.
- Be aware of their body language and tone of voice. They should remain engaged by giving their full attention to the interviewer.
- Candidates should take limited notes, if desired.

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- Candidates should be sure to ask any final questions about the organization or the position. Also, ask about the next steps in the selection process to include timeframes. Request POC information for follow up questions.
- Reinforce their interest in the position and thank the interviewer(s) for the opportunity to interview.

Candidates should keep in mind resumes/applications do not hire, hiring managers do. They should not assume the interviewer knows their accomplishments and skills. They should let their preparation and positive attitude be the key to their success in an interview.

Note: Conversations regarding salary, benefits, and other human resources matters should be primarily addressed with the servicing Human Resources Specialist listed on the job opportunity announcement.

AFTER THE INTERVIEW

- Candidates are encouraged to provide any additional requested information as soon as possible.
- Be patient. Remember the hiring process takes time. Candidates can follow up with their POC if they have not been contacted within the established timeframe.

The hiring official is looking for the right person with the right skills to fill the vacant position. It is up to the candidate to demonstrate during the interview that they are that person. For questions about the interviewing tips, employees should contact their servicing Command Staff Advisor or Human Resources Specialist.

Additional interview tips can be found at:

https://help.usajobs.gov/index.php/Interviewing_Tips

APPENDIX D: COMMON USCG OCCUPATIONS

OCCUPATIONS COMMONLY FILLED AT THE USCG

The following list represents the 15 most heavily populated two grade interval GS series in decreasing order.

Series	Total	Title
0301	623	Miscellaneous Program and Analysis Specialists
2210	480	Information Technology Specialists
0343	450	Management and Program Analysts
1102	347	Contract Specialist/Procurement Analysts
1801	327	Miscellaneous Marine Safety, Inspection and Compliance
0080	256	Security Specialists
0510	167	Accountants
2150	160	Vessel Traffic Controllers
0132	154	Intelligence Specialists
0801	135	General Engineers
2101	114	Miscellaneous Waterways Managements
0201	107	Human Resources Specialists
0028	104	Environmental Protection Specialists
1811	104	Criminal Investigators
0950	64	Paralegal Specialists
Grand Total	3592	

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 the country. Some notable exceptions are:

1. GS-0950 - Paralegal Specialist: There is a heavy concentration of these positions in the National Vessel Documentation Center located in Martinsburg, WV.
2. GS-1102 - Contract Specialist/Procurement Analysts: Though we have positions throughout the country, there are relatively large numbers in Headquarters Washington D.C.; the Aviation Logistics Command (ALC) in Elizabeth City, N.C.; the Surface Forces Logistics Center (SFLC) in Glen Burnie, MD; and the Shore Infrastructure Logistics Center (SILC) in Norfolk, VA.
3. GS-0510 - Accountants: The largest concentration of accountants is found at the Finance Center in Chesapeake, VA.

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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:

1. GS-0132 – Intelligence Specialist
2. GS-2150 – Vessel Traffic Controller
3. GS-1811 – Criminal Investigator
4. 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:

- A. GS-2210- Information Technology Specialists with strong opportunities at the GS-11 grade level (56), the most opportunities at the GS-12 & GS-13 grade levels (345), a moderate number of opportunities at the GS-14 grade level (50), and select opportunities at the GS-15 grade level (approximately 10).
- B. Various GS-1801 Marine Specialists with a few opportunities at the GS-11 grade level (35), the most opportunities at the GS-12 & GS-13 grade levels (176), and select numbers at the GS-14 & GS-15 level (approximately 7).
- C. GS-0343 Program and Management Analysts with a moderate number of opportunities at the GS-11 & GS-12 levels (over 110), the most opportunities at the GS-13 (over 160), good opportunities at the GS-14 level (over 100), and moderate opportunities at the GS-15 level (over 30).
- D. Various GS-0301 Miscellaneous Program and Analysis Specialists with the most opportunities at the GS-11 level (more than 160), strong opportunities at the GS-12 levels (over 125), moderate opportunities at the GS-14 (over 60), and select opportunities at the GS-15 grade level (approximately 23).

Typical Transition Patterns:

There are a few single grade “assistant” series that provide the incumbent with directly related knowledge and experience so the incumbent can work toward obtaining a career in closely related specialist positions without the need for additional formal education: Examples include:

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

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

- GS-0525 - Accounting Technician to the GS-0510 - 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

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. Please note that the education and experience levels shown do not represent the minimum qualifications for the positions. The Office of Personnel Management's (OPM) minimum or basic experience and education qualifications may be found listed for each occupation in OPM's Operating Manual of Qualification Standards for General Schedule Positions. The "template" occupational descriptions below 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 with no applicable series. Job titles are not prescribed by OPM and are at 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-07 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 knowledge have produced the following broad "categories" within the Coast Guard:

- Administrative and program work requiring a substantial body of administrative and program principles often requiring skills utilizing analytical, research, writing and judgment.
- Quality performance consulting work, readiness planning, relocation & transition assistance coordination, readiness planning congressional affairs, and business industries and systems.
- Search and Rescue Control functions supporting District or Area organizations

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Title: IT Specialist

Series: GS-2210

Grade: 7

Duty statements:

- 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.

Typically Fully Functional USCG Profile	
Education	Typically a bachelors degree
Experience	Typically possesses experience as an advance 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 routines, customary fact – finding approaches, decision logic tables, and structured analyses.

Title: IT Specialist

Series: GS-2210

Grade: 13

Duty statements:

- Responsible for the overall coordination of information support requirements such as 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.

Typically Fully Functional USCG Profile	
Education	Range: 22% high school – 31% bachelors degrees– 15% masters degrees
Experience	Typically possesses 10 – 15 years of progressively responsible experience planning and carrying out a wide range of complex

APPENDIX D: COMMON USCG OCCUPATIONS

	information technology systems assignments such as designing, developing, configuration management, cost analysis, data administration, systems integration, testing, and developing new methods, and procedures for complex IT systems.
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Title: Management and Program Analyst

Series: GS-0343

Grade: 7

Duty statements:

- 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

	Typically Fully Functional USCG Profile
Education	Typically bachelors 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

Series: GS-0343

Grade: 13

Duty statements:

- 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.

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- Find and provide solutions to managerial problems that normally set patterns for subsequent management analysis work and will have a wide scale – scale affect on work activities and organizational areas of the program in 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, prepare, long range planning and programming documents.

	Typically Fully Functional USCG Profile
Education	18% some college - 33% bachelors degrees - 22% masters degrees
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

Series: GS-1102

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 that 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.

	Typically Fully Functional USCG Profile
Education	Ranges from 24 Credits in undergraduate business courses to bachelors degrees
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/ Licensure	DHS Contracting Professional Career Certification Level I Progression toward Acquisition Certification Level II

APPENDIX D: COMMON USCG OCCUPATIONS

Title: Contract Specialist

Series: GS-1102

Grade: 12

Duty statements:

- 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. Conduct pre – proposal conferences. Plan negotiation strategy, lead a team in negotiations, and document the results of negotiations.
- Perform contract administration.

	Typically Fully Functional USCG Profile
Education	Ranges from 24 Credits in undergraduate business courses to masters 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/ Licensure	DHS Contracting Professional Career Certification – Level II 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

Series: GS-0080

Grade: 7

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.

	Typically 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

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	missing information from the originators; 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/ Licensure	Basic Personnel Security & Suitability Adjudication Course
Other	Top Secret clearance

Title: Personnel Security Specialist

Series: GS-0080

Grade: 11

Duty statements:

- 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.

	Typically 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/ Licensure	Basic & Advanced Personnel Security & Suitability Adjudication Course
Other	Top Secret clearance

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

Series: GS-2150

Grade: 7

Duty statements:

- In a developmental capacity, assist 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. Assist in gathering and analyzing navigation safety information.

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- Operate a variety of surveillance sensors, communications, data processing, keyboard and other electronic equipment.

Typically Fully Functional USCG Profile	
Education	High School
Experience	Possesses 1 to 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

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. Gather and analyze navigation safety information and determine, within the scope of unit directives, which information is appropriate for dissemination 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.

Typically Fully Functional USCG Profile	
Education	Most have high school with some college
Experience	Possesses 3 to 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.

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Title: Marine Inspector

Series: GS-1801

Grade: 9

Duty statements:

- Conduct marine inspections on a variety of vessels (e.g., passenger, tank, commercial, and tankship, and tank barge, chemical ships including foreign vessels, towing and fishing.
- 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.

	Typically 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, tank barge, 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

Series: GS-1801

Grade: 12

Duty statements:

- 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 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; and inspect the vessel’s machinery to ensure that it is in safe operating condition
- Serve as a team leader for extremely complex or large inspection projects; and train and assess the inspection qualifications of other marine inspectors.

	Typically Fully Functional USCG Profile
Education	Majority have high school and some college

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Experience	5 to 10 years of progressive experience 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/ Licensure	Maritime Academy and /or Marine License 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

Series: GS-1801

Grade: 7

Duty statements:

- Serve in an examination center reviewing and reconciling contradictions and inconsistencies of documentation submitted by mariners regarding merchant marine licensing.
- Advise merchant mariner credential applicants regarding service requirements and physical standards in accordance with current regulations.
- Maintain records concerning approved merchant mariner training courses.
- Analyze and present to higher level specialists or supervisors documentary evidence in reports and case records.
- Develop liaisons within the merchant mariner community for the purposes of gathering and verifying information regarding mariner experience and industry practices.

	Typically Fully Functional USCG Profile
Education	High School
Experience	Documented experience with merchant marine and related occupations and familiarity with related shipboard functions and terminology. Some experience with reviewing applications and other documents and comparing them with established regulatory or procedural guidelines in terms of adequacy or sufficiency in meeting guidelines.
Certification/ Licensure	Marine License/Merchant Mariners Document
Other	Marine related non – academic continuing education Prior applicable military/sea time related occupational skills

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Title: Merchant Marine Evaluation Specialist

Series: GS-1801

Grade: 12

Duty statements:

- Serve as an 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 that 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.

	Typically 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/ Licensure	Maritime Academy Graduate and/or Marine License/Merchant Mariners Document
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

Duty statements:

- Provide information to managers and employees on the procedural and regulatory requirements governing the merit promotion and competitive hiring process.

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- 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.

	Typically Fully Functional USCG Profile
Education	Some college or bachelor's degree or higher
Experience	One or more years of experience performing HR related operations.

Title: Human Resources Specialist

Series: GS-0201

Grade: 12

Duty statements:

- 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.

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- Review management requests for classification actions, interprets and applies position classification standards to 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.

	Typically Fully Functional USCG Profile
Education	20% to 25% have bachelor's degrees.
Experience	Typically 14 years of progressive experience performing human resource functions in the areas of merit promotion, competitive examination, position classification, benefits, retirements, employee labor relations, or HR systems management operations.
Certification	Some have OPM Delegated Examining Unit certification.

Title: General Engineer

Series: GS-0801

Grade: 7

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, use prescribed methods to perform specific, and somewhat limited, work assignments that are normally minor phases of a broader assignment of higher – grade engineer. Assignments are typically screened to eliminate complex features.

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

APPENDIX D: COMMON USCG OCCUPATIONS

Title: General Engineer

Series: GS-0801

Grade: 13

Duty statements:

- Advise on, administer, or perform professional engineering work involving either the application of broad professional general engineering fundamentals or work that involves several branches of engineering.
- Serve as technical authority 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.

	Typically Fully Functional USCG Profile
Education	Bachelor's degrees or higher degree in engineering from an ABET (Accreditation Board for Engineering and Technology) accredited school
Experience	Typically 10 to 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/ Licensure	Registration as a professional engineer by a state, the District of Columbia, Guam or Puerto Rico

Title: Intelligence Operations or Intelligence Research Specialist

Series: GS-0132

Grade: 9

Duty statements:

- Serve in an advanced developmental capacity as an intelligence research or operational specialist. Perform 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

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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 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.

Typically Fully Functional USCG Profile	
Education	Typically bachelors degrees or masters degrees
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

Series: GS-0132

Grade: 13

Duty statements:

- Serve as an intelligence research or operational specialist. Perform 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.
- Identify intelligence gaps, specifies collection requirements to fill gaps, and develop 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 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. Serve as the activity representative at interagency and international meetings and conferences.

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	Typically Fully Functional USCG Profile
Education	Typically bachelors degrees or masters degrees
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

Series: GS-2101

Grade: 9

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.
- 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.

	Typically Fully Functional USCG Profile
Education	Typically a bachelors degree
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

Series: GS-2101

Grade: 12

Duty statements:

- Bridge administration functions involving very large and complex bridge permitting, construction, modification, alteration, and drawbridge regulation projects;

APPENDIX D: COMMON USCG OCCUPATIONS

- 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.

Typically Fully Functional USCG Profile	
Education	Typically a bachelors degree
Experience	Typically 10 to 15 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

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 edit 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, assist in the presentation of charts and other visual information.

Typically Fully Functional 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

Series: GS-0950

Grade: 11

Duty statements:

- Provide a variety of paraprofessional legal, quasi legal and administrative work.

APPENDIX D: COMMON USCG OCCUPATIONS

- Analyze the legal impact of legislative developments and administrative and judicial decisions, opinions, determinations and rulings on agency programs and conduct research for the preparation of legal opinions on matters of interest to the agency.
- Identify relevant types of recordkeeping systems and types of records maintained. Gather sort and interpret 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 applicability and prepare digests of points of law involved.

	Typically Fully Functional USCG Profile
Education	Some college (less than two years)
Experience	Typically possesses 5 to 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

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.

	Typically Fully Functional USCG Profile
Education	75% have bachelor's degrees or higher
Experience	Typically 10 years of experience conducting inspections, coordinating or preparing environmental plans, impact statements, and other duties associated with insuring environmental compliance.

APPENDIX D: COMMON USCG OCCUPATIONS

Title: Criminal Investigator

Series: GS-1811

Grade: 9

Duty statements:

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

	Typically Fully Functional USCG Profile
Education	Bachelors degrees
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/ Licensure	Completion of basic criminal investigator's training.
Other	Applicants, except for veterans, cannot have reached their 37th birthday before 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

Duty statements:

- Serve as a Resident Agent – in – Charge, Assistant Special Agent – in – Charge, or team leader. Conduct 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.

APPENDIX D: COMMON USCG OCCUPATIONS

- Recognize, develop and present evidence, which reconstructs events, sequences and time elements, and establishes relationships, responsibilities, legal liabilities, and conflicts of interest for presentation in legal hearings and court proceedings.

	Typically Fully Functional USCG Profile
Education	Bachelor's degree
Experience	Possesses 7 to 15 years of progressively responsible experience serving as a special agent to include serving as a senior agent over other subordinates.
Certification/ Licensure	Completion of basic criminal investigator's training.
Other	Must carry firearms and maintain proficiency. Subject to drug testing as well as a medical examination.

Title: Accountant

Series: GS-0510

Grade: 9

Duty statements:

- Identify 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.
- Compile centrally requested cost reports and reports of variance from standards.
- Conduct special cost analysis of various operations to determine, for example, if proposals for revised methods or new equipment would affect savings. Perform statistical analyses of agency productivity trends.
- Track operations and solves operational problems. Study existing reports, accounts, and instructions to streamline operations or to provide more meaningful financial information.

	Typically Fully Functional USCG Profile
Education	Bachelors 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.

APPENDIX D: COMMON USCG OCCUPATIONS

- Analyzes trends in the receipt, obligation and expenditure of funds using DAFIS and LUFIS 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 LUFIS transmissions, assure proper funds management, identify problems with accounting edit tables and to detect any improper accounting procedures being used by field units

Typically Fully Functional USCG Profile	
Education	BS in Accounting or Business Administration, Finance, or Public Administration that includes 24 semester hours in accounting.
Experience	Typically possesses 8 years of progressively responsible experience performing analysis of financial reports, analyzing financial trends, reconciling accounts or identifying financial discrepancies.

APPENDIX E: A GUIDE TO CAREER DEVELOPMENT AND COUNSELING

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APPENDIX E: A GUIDE TO CAREER DEVELOPMENT AND COUNSELING

SECTION 1: What is Career Development?

Career development is the process in which supervisors and employees plan the employees' career growth. This guide will help civilians understand the steps of the career development process and use of career counseling to assist in developing career goals and implementing career plans.

Most employees wish to develop their potential and expand their career capabilities. Developing employees' potential, breeds higher self-esteem, self-confidence, and hopefully brighter careers. 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 managed a successful program without the efforts of their staff.

From a supervisory viewpoint, developing employees helps supervisors to:

- Maintain a staff of talented, ambitious people.
- Improve supervisors' performance evaluations (because supervisors complete work through others, the better the employees' performance, the greater the supervisors achievements).
- Improve employees' morale, job satisfaction, and work performance by matching employees and organizational needs.
- Encourage and assist personal growth by providing opportunities for employees to realize their potential.

Career development for employees has the following four goals:

- To give employees a chance to evaluate their needs, interests, and skills in relation to career opportunities inside and, possibly, outside of their career field.
- To help employees develop short and long range goals.
- To explore ways for meeting those goals.
- To identify resources to help meet employees' career development needs.

APPENDIX E: A GUIDE TO CAREER DEVELOPMENT AND COUNSELING

SECTION 2: Supervisors' Responsibility in Career Development

Supervisors' Role - Supervisors have many different roles (e.g., organizer, leader, evaluator, director, planner, developer, and resource manager). Their positions allow them to combine the talents of employees under their supervision to accomplish the objectives of the organization. Employee-supervisor relationships help meet two of the most significant challenges – to accomplish the mission effectively and efficiently, and to provide fulfilling work experiences that develop employee capabilities and potential.

Supervisors are the only persons who can offer their employees a valuable perspective on their abilities and job performance. Supervisors are in the best position to observe work behavior, know what tasks need to be done, know how well employees perform tasks, identify when employees are underutilized and expand their responsibilities, and know how particular jobs or employees fit into the larger organization. Because of the long-range effect career counseling may have on employees' careers, it is essential that supervisors 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. A supervisor's function is to ensure that employees are increasingly effective in achieving organizational goals through encouraging the development and growth of knowledge and skills. Supervisors must be willing to invest time in sharing experiences and knowledge of the organization. Supervisors should creatively analyze ways in which the goals of both the employees and Coast Guard 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.

Effective Supervisory Participation - Effective career counseling techniques are needed, in order to carry out supervisory responsibilities in career development. Supervisors can be more effective if they support and guide rather than direct employees when developing career objectives. Supervisors 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. Supervisors 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). Supervisors should provide feedback by offering constructive comments when evaluating employees' career aspirations. Supervisors must avoid promising specific job availability, raising employees' hope, or projecting their own expectations on employees' career objectives. Supervisors should encourage employees to take ownership for their career development efforts.

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Observing - There is much to be learned about employees and their motivation through observation. Observation includes getting feedback from the employee. By listening when employees talk, asking open-ended questions, and giving nonverbal support (smiling or nodding), you can continue to gather data. Supervisors should ask themselves are employees 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, supervisors should communicate their observations, identifying experience, knowledge gaps, or behaviors that limit effective performance. The emphasis is on helping individuals to develop their potential and performance. To maximize their ability to help employees, supervisors should be prepared for questions such as:

- What training will help them perform their job most effectively?
- Where can they get the training they need? Which job will most likely be their next step?
- Is there a lateral job or developmental assignment they can take to develop new knowledge and skills or improve old ones?
- What higher education will they need to progress in their job?

Problems in Career Development - Unrealistic expectations by employees can be a major problem. Career development programs sometime 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 may 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 can also be a major problem. Supervisors should provide employees with information on realistic opportunities during the information-gathering process. Questions to address should include the following:

- What are the prospects for promotion or transfer from the present job?
- What percentages of employees reach a certain target level in the organization?
- Where is the fastest growth and, therefore, best promotion opportunity?

If employees have reached maximum potential, by what career paths can employees move up faster (such as a lateral moves)?

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SECTION 3: Employees' Responsibility in Career Development

Employees' Role – Employees must assume primary responsibility for their career planning and personal development. Development will not occur if employees do not have the ability and desire to grow.

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

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

Employees may need to consider going back to school; taking a lateral move or a lower grade to enter a career field with greater growth potential; moving to a different geographic area; and/or changing agencies. Employees should maintain close communication with their supervisor regarding expectations and actively solicit feedback. Employees should develop an individual work plan jointly based on discussions with their supervisor.

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SECTION 4: What is Career Counseling?

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

Career counseling should lead to career plans that identifies employees' 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.

The aim of counseling is getting the right people trained and developed to seamlessly satisfy Coast Guard's staffing and mission performance 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:

- Merit promotion and qualification requirements, and other criteria used to determine the employees' eligibility for referral. Additional information is available from the Civilian Human Resources 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.

The CG SUPRT program (**1-855-CG SUPRT (247-8778)**) provides employee assistance and also offers information about work place issues to include career development topics. A link to the program is included below.

<https://www.achievesolutions.net/achievesolutions/en/cgsuprt/Topic.do?centerId=2&topicId=47>

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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 supervisors/mentors and employees. Advisors must be honest with employees. Make it clear that the Coast Guard cannot make promises to employees. In the end, employees' career progress will depend on organizational needs, the degree of the employees' commitment to grow and develop, and how well employees' strengths match staffing needs. Employees may hesitate to talk candidly about career aspirations if they sense a lack of sincerity and honesty on the advisors' part. Initiate a climate of trust, warmth, openness, and support to encourage growth.

Play the Appropriate Role – Advisors' 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 advisor and partner in the career development process. Supervisors should downplay their role as performance evaluators, bosses, or agenda setters.

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 employees feel about what they are saying. One technique to help clarify these messages is to restore, rephrase, or give feedback about what advisors hear employees saying.

PREPARING FOR THE COUNSELING SESSION

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

- Review employees' self furnished records.
- 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 employees have developed, but do not use?
 - Do employees have any other knowledge and skills that they have in development, but do not use?
 - Could these be integrated into the current employees' jobs?
 - How could employees' career goal fit into Coast Guard goals?
 - What would employees' like to be doing in two years, in two or three years, and in five or more years?
 - Do employees think these ambitions will require further training and development, or will they involve off-the-job activities?
 - How do employees current job relate to their career goals? (Applies if employees have developed goals: alerts advisors to the need for goal setting if employees have no answers. Prepare to help employees develop a complete and realistic appraisal of all past work experiences and then relate them to job goals).

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- List relevant personnel issues and programs (e.g., career intern programs, referral system, training resources, and knowledge of occupations within and outside employees' 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 employees "on the subject" during the sessions. Be an attentive, empathic "sounding board" for employees.

Exploration – At this point, advisors are exploring whether or not identification of career goals have occurred. If employees have not developed career aspirations or goals, then career guidance is the type of counseling employees may need. Here are some indicators employees' need career guidance:

- Employees are just beginning to think about careers.
- Employees have little awareness of careers that may be satisfying.
- Employees are unaware of some of the consequences that accompany changes.
- Employees lack a thorough understanding of what knowledge and skills need to be developed.
- Employees possess limited information about what knowledge and skills are required in particular jobs.

If employees have established career goals, then employees need counseling on career development planning. In this case, employees have made some career decisions and are ready to set specific development goals. Indications that employees are at this level are:

- 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 jobs.

USE OF EFFECTIVE COUNSELING TECHNIQUES

Phrasing Questions – One of the easiest ways to cut off any conversational flow from employees 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.

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 advisors will not be working at cross purposes.

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

Showing Acceptance of Employee Attitudes and Feelings. At various points in the session, employees may be trying to express the more deep-seated attitudes and feelings that control their behavior. Most individuals do not find it easy to put into words some of their more private attitudes, resentments, conflicts, and uncertainties. Employee may also fear that advisors will not approve of what is said. Advisors must indicate acceptance for employees 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 employees talking. Another effective method for handling such situations is to mirror the feelings and attitudes of employees by paraphrasing what employees said.

Avoiding the Appearance of Cross-Examining. Do not fire questions at employees 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 employees.

Handling Silence During Counseling. Most people are embarrassed if no conversation is going on. Silences seem long and endless. Employees may be groping for words or ideas, or they 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 employees to tell a bit more about the point they have just made. This will give employees a chance to begin talking again. Also, silence by advisors can be used to keep employees talking.

Admitting your Ignorance. If employees ask questions advisors cannot answer, the response should be, "I do not know" rather than answering with vague generalities. Advisors should assume the responsibility to obtain the necessary facts and pass them on to the employee.

Keeping Vocabulary Simple. Attempts to dazzle employees with verbal dexterity will do little to resolve their problems. Advisors should keep conversations simple and easy to understand.

Limiting the Number of Ideas for Each Session. Beware of information overload. Just as there is the danger of giving individuals a runaround, there is an equal danger in overloading employees 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.

Probing Too Deep. It does little good to encourage employees to "tell all." If, by over-sympathetic attention or excessive curiosity, supervisors trick employees into saying too much about their feelings, employees may leave with little likelihood of ever returning. Employees may feel guilty and ashamed at having exposed themselves.

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Controlling the Counseling Session. If counseling is to lead to results that will change employees' behaviors, then advisors must keep control of these situations. This does not mean

advisors should dominate the flow of information, at times advisors may have to pull employees 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 conversations back on path. Set forth specific subjects for employees to discuss and explore.

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.

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SECTION 6: Career Goal Identification

Goal Exploration – During career goal exploration, there are six areas to be examined by employees, with an advisors assistance:

Where am I?

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

What career do I want?

- What is the nature of the assignment that I would like to have in the future? (This refers to general responsibilities, not job titles.)
- What sort of responsibilities and challenges do I expect from a new position?
- Do I have the time and energy to pursue such a career path?
- How hard am I willing to work physically and mentally?

Why do I want this career?

- What in my past career experiences would I like to take with me into the future, or leave behind me?
- What things about my proposed career increase my enthusiasm?

What knowledge, skills, and experiences do I need?

- What do I need to learn?
- 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?

- Is the organization flexible enough so that I may have various job assignments?
- Will the organization support me in my career path development?
- What developmental assignments are most important to achieve the objectives of my career plan?
- What internal and external resources are available to aid my growth?

How long will I need to remain in each assignment?

- Am I patient enough to take time to learn the duties and responsibilities of the position?
- 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?
- Am I realistic in the time frames that I have identified to develop my career?

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

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SECTION 7: Career Development Planning

Well-conceived career plans will be sufficiently flexible to accommodate changing opportunities for development of employees' goals. Career counseling that assists employees in setting realistic career goals should lead to planned goal-related training and developmental activities that can be set forth in their IDPs and reasonably accomplished during the next year.

The career development planning process involves the five following elements:

Direction. This involves career goals. Goal setting has two components. First, what employees want 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 employees' roles, relationships, personal attributes, personal limitations, and job identifications.

Organization assessment refers to boundaries set by the organization that influence the employees' 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 employees' work units, the degree to which employees are identified with a particular group or specialty, their supervisors' 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 employees 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 most as a resource for information.

Career Time. This relates to distance and speed factors, that is, how far employees want to go on career paths and how fast employees expect to get there. Most employees think of career progress in terms of time, the career distance they travel (typically upward), and the speed of advancement. Employees gauge 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.

Transitions. Transitions relate to the changes expected (in knowledge, skill, and attitude) enroute to a career goal. Employees frequently tend to focus immediately on advancement and not on the changes necessary to prepare them to play more responsible roles within the organization. At this point in the career planning process, the notion of investment is introduced. It refers to what price employees are 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 employees will be happy and satisfied in the new assignments. 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 roles.

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Transitions involve the most thinking and planning. Setting goals and timetables only initiates the career planning process. These transition factors must be considered and analyzed in detail. Because it is very difficult to be absolutely objective about themselves, employees need both information and feedback from others (supervisors, friends, and family) to calculate the transitions involved.

Career Planning Options. Many employees are unaware of all the options available to them for career development or helping them to reach their 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. Employees who take a change to lower grade for developmental purposes are 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. Employees should check with their Command Staff s or HR Specialists for technical guidance.
- d) **Mobility.** This is often a key factor in career planning. Occasionally, a geographical move is necessary for employees to obtain developmental experiences essential to achieving career goals or to advance to desired grades.
- e) **Job Enrichment.** For various reasons, employees may not desire advancement (individuals like their present position or location). Career goals for such employees may be working towards greater 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.
- g) **Projected Outcome.** This relates to the probabilities that employees' investments and sacrifices for career progress will pay off. When considering predicted or actual outcomes, employees must calculate the risks attached to various actions in the career plan. Risk is the potential loss of something individuals value (comfortable habits or confidence level as well as the possibility of failure). When attempting to predict outcome, employees are well advised to seek out others for feedback and an understanding of the organization. For example, what the organization needs and how it operates.

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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 supervisors and individuals 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 employees, units, and the Coast Guard.

Once supervisors or mentors and employees have finished the career goal identification and career development planning stages, IDPs can be completed. Preparation of IDPs 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. IDPs 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 employees new to the Coast Guard and the federal government. Advisors should compare the knowledge and skills employees bring to the job with those that are or may be required in current or future jobs.

Employees who have identified a job at a higher level 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 formal training programs (such as pathways interns), 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. Advisors must realize these differences and be prepared to deal with them in a flexible and creative manner.

Advisors should emphasize to employees the importance of preparing for the IDP interviews by thinking through and clarifying career goals, plans and developmental needs, both short and long range. It is helpful to request employees prepare 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, supervisors and employees must discuss the key areas of the jobs and pinpoint the significant future needs of the jobs. Supervisors and the employees 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 IDPs 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 web site <http://www.uscg.mil/leadership> and click on “Resources,” “Individual Development Plan (IDP).” Also see Enclosure 2.

Note: IDPs could be required for some specific programs

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Implementation of the Individual Development Plan (IDP) – Once the IDP is signed by supervisors, the reviewers, the approving officials, and employees, 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 advisors and employees have prepared realistic plans. These plans 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. Employees' 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 IDPs should be an ongoing process of development with the joint participation of supervisors and employees. 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, supervisors should update and modify the plans to suit the changing needs of the organization and employees. To help with the review and evaluation phase, supervisors should tie the evaluation of the IDPs into the existing performance appraisal system and document the employees' accomplishments.

***NOTE:** A summary of career development guidelines to keep in mind are listed at Enclosure (3).*

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

DO
Collect and review information before the career counseling session.
Give employees notice of the meeting, specifying time and place.
Tell employees how long the meeting will last.
Give employees a statement about the purpose of the meeting.
Prepare questions and subjects for the meeting that should be covered.
Greet employees in a friendly, unhurried manner.
Have a chair ready and in a position where employees face supervisors without obstacles.
Have the Administrative Assistant hold all calls and keep visitors from interrupting.
Help employees tell their story by being accepting, by being interested, and by letting the employees talk.
Give employees a chance to pause and reflect.
Ask questions that are open-ended and that call for discussions or expectation.
Close the meeting tactfully, set a time for a follow-up if needed, and thank employees.

DON'T
Search for or attempt to review information during the meeting.
Call employees on a moment's notice and expect a productive meeting.
Abruptly end the meeting without notice.
Leave employees wondering what they may have done wrong.
Wait until employees arrive to decide what should be accomplished.
Give the impressions that there is a big rush to get this over with.
Have employees sit on the opposite side of advisors' desks with piles of paper between them.
Let advisors' attention wander to other people or matters in the office.
Prod employees along, get the details wanted, and then talk about personal experiences.
Talk rapidly, filling in all voids.
Ask questions that are answered with quick "yes" or "no."
Hurry employees out, showing lack of interest and giving a vague promise of a follow-up.

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Enclosure (2): Individual Development Plan

IDP Commandant Instruction

The Individual Development Plan (IDP) is a valuable performance enhancement and career development tool. It is a personally tailored action plan that the supervisors and individuals 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 individuals, units 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:

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

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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.
 - Change in employees' performance.
 - 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 positions.
- ✓ Understand how employees' positions fit into the "big picture" of their organization's goals and mission and remain flexible 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 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 one application from another.
- ✓ Understand a career change may entail pursuing 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 employees have not had an opportunity to experience before e.g., presenting information to a group, leading a work group, etc.
- ✓ Focus on completing current job assignments to the best of their ability and not on trying to change it into something else.
- ✓ Recognize that employees may have to accept a lateral move or even a change to lower grade in order to eventually get into a career field that affords increased promotion potential.

APPENDIX G: FREQUENTLY ASKED QUESTIONS (FAQ)

QUESTIONS & ANSWERS

1. **Question:** Where can I find general human resources information? (e.g., information on civilian career opportunities, My EPP, A-Z Library of HR topics)

Answer: The Office of Civilian Human Resources web site <http://www.uscg.mil/civilianhr/default.asp> can be used as a reference for general human resources information. The web site allows an employee to view fact sheets on various topics; the easiest being the A-Z library. The library addresses a range of topics such as: Awards, Benefits, Classification, Compensation, Employee Relations/Labor Relations, Leave, Other HR Topics, Performance Management and Staffing and Recruitment.

In addition to the web site, Advisory Notices from Civilian Human Resources (ANCHRs) are sent by e-mail to your inbox. ANCHRs address civilian career hiring and promotion topics.

2. **Question:** 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.

Answer: Veterans' preference does not apply to internal, or merit promotion actions (M announcements). Veterans' preference is only adjudicated and applied on hiring actions made from the general public (D 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.fedshirevets.gov/hire/hrp/vetguide/index.aspx>

If you apply under an announcement as an external candidate (a D 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 Status (M) and Public Non-Status (D), 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.

3. **Question:** I applied for a promotion opportunity in the Coast Guard under the M announcement. A veteran who did not have federal experience was selected. Why was a veteran on the internal promotion list?

Answer: The Veterans Employment Opportunities Act (VEOA) of 1998, as amended by Section 511 of the Veterans Millennium Health Care Act (Public 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.

APPENDIX G: FREQUENTLY ASKED QUESTIONS (FAQ)

4. **Question:** 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?

Answer : Under the Coast Guard Merit Promotion Program and National Merit Promotion Plan (COMDTINST 12335.4A), management has the right to select or nonselect from among a group of properlyevaluated and certified candidates, or to select from other appropriate sources, such as reemployment priority lists, reassignment eligibles, recognized placement program eligibles, reinstatement, disabled, or Veterans Readjustment Act eligibles or those within reach on an appropriate OPM certificate. In deciding which source or sources to use, management should determine which is most likely to best meet the Coast Guard's mission requirements, contribute fresh ideas and viewpoints, and foster workforce diversity. Interviews are not required. Management may interview none, one, some, or all, but should document the basis for this decision.

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

Answer: 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
- Reassignment to a vacant position

APPENDIX G: FREQUENTLY ASKED QUESTIONS (FAQ)

6. **Question:** Where can I find additional information on reasonable accommodations?

Answer:

- Chapter 5 of the Civil Rights Manual, COMDTINST M5350.4 (series) outlines reasonable accommodation policies/procedures for applicants and employees with disabilities. The manual may be accessed at: (https://cgportal2.uscg.mil/sites/externaldata/Directives/CIM_5350_4C.pdf)
- Through a Coast Guard partnership with the Computer/Electronic Accommodations Program (CAP) <http://www.tricare.mil/cap/> and the Department of Transportation's Disability Resource Center (DOT DRC), <http://www.dot.gov/drc>, no-cost reasonable accommodations assistance for job related issues is available. Requests can be sent directly to CAP/DRC with a copy to Mr. Johnny McAfee, Johnny.R.McAfee@uscg.mil.
- Applicants with disabilities are able to access support by following instructions provided in Coast Guard job opportunity announcements.

7. **Question:** Where can I find additional guidance on the hiring and selection process?

Answer: A fact sheet on the hiring and selection process can be found at the following link: http://www.uscg.mil/civilianHR/staffing/docs/pdf/hiring_selection_tips.pdf

8. **Question:** 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?

Answer: 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.

APPENDIX G: FREQUENTLY ASKED QUESTIONS (FAQ)

9. **Question:** What is my series and grade?

Answer: 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 <http://www.opm.gov/fedclass/index.htm>. 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 2014 General Schedule (GS) positions, visit <http://www.opm.gov/policy-data-oversight/pay-leave/salaries-wages/2014/general-schedule/>

10. **Question:** How does my series affect my ability to be promoted?

Answer: Qualifications 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.

11. **Question:** How do I move between series when applying for a vacancy?

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

12. **Question:** How long do I have to wait before my next within grade increase?

Answer: Information regarding within in grade increase waiting periods can be found at the link below: <http://www.opm.gov/policy-data-oversight/pay-leave/pay-administration/fact-sheets/within-grade-increases/>

Within grade increases only apply to GS employees occupying permanent positions. As an employee, your performance must be at an acceptable level of competence. To meet this requirement, your most recent performance rating of record must be at least Level 3 ("Fully Successful" or equivalent). You must have completed the required waiting period for advancement to the next higher step.