

CAREER PLANNING

U.S. Nuclear Regulatory Commission

Office of Personnel

January 1992


9203130056 920131
PDR NUREG
R-0165 R PDR

FOREWORD

Staff development at NRC is essential for the ongoing success of the Agency. The NRC is committed to assisting its employees in developing the skills, knowledge, and abilities needed to achieve a rewarding career at the Agency, and in support of this commitment has developed a practical handbook, **Career Planning**.

Career Planning provides useful information that will help you as you establish career goals and prepare your Individual Development Plan. Keep in mind that successful careers do not just happen; they take a great deal of hard work, motivation, and dedication. You must be willing to make an honest assessment of your capabilities, request advice from knowledgeable supervisors and mentors, and establish clear, manageable career goals.

I encourage you to read **Career Planning** as your first step in career development. Your ability to develop a rewarding and successful career at the NRC will firmly assist the Agency in accomplishing its mission.



Ivan Selin
Chairman

CAREER PLANNING

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PART I

Career Planning for NRC Technical Staff

CAREER PLANNING FOR NRC TECHNICAL STAFF

Introduction

The following guidance is provided to assist NRC technical employees with their development of career objectives, selection of training and rotational experiences, and identification of possible career paths. These guidelines address general issues such as initiative, job performance, and self-confidence, as well as developmental issues such as training and rotational assignments. Finally, examples of career paths of successful NRC technical staff are provided with this guide.

General Guidance

Completion of specific training requirements, rotational assignments, and specialized training undertaken to increase one's knowledge and skills in both technical and non-technical areas can enhance an individual's qualifications and potential for advancement. Individual initiative in furthering one's level of education and preparation will further enhance one's qualifications. However, these training and developmental achievements do not guarantee the attainment of one's ideal position or career goal. Other factors, less concrete and tangible than the completion of a training series, can significantly influence career development. Therefore, it is important to address these factors, in addition to focusing on training and developmental experiences.

- 1. Perform your best.** Regardless of the significance of the task or project, always do your very best. Top performance is noticed by your line management, as well as other managers, and contributes to your advancement potential. Although education, training, and broad experience are important in qualifying for advancement, the number one factor will always be your record of performance in whatever position you hold or have held.
- 2. Set short-term and long-term goals.** For example, if your long-term goal is to be a branch chief in a technical office, identify what you can do now to help you achieve this goal. Short-term goals could include completing rotations in either NRR, AEOD, NMSS, or Regions, as appropriate.
 - a. Be aware of your own desires and career goals.** Not everyone has the aspiration or potential to be a supervisor or senior manager. There is nothing wrong with remaining in a non-supervisory technical position, if that is where you find the most satisfaction.
 - b. Be flexible—realize that there is generally more than one option.** Your first choice for an assignment may be in NRR. However, a better position may open up in AEOD. Do not be so "narrow" in your career vision that you miss opportunities and alternate paths towards your career goal.
- 3. Be realistic in your expectations.** Don't expect to receive a promotion every year or to acquire a top-level management position in a short period of time. Don't expect promotion offers from branches in areas where you aren't fully qualified. Recognize your realistic career possibilities and limitations based on your experience and training and plan your career with this background in mind while at the same time endeavoring to more fully qualify yourself.
- 4. Be aggressive in pursuing your goals.** Search for and take advantage of all opportunities. Don't turn down assignments that may assist you in achieving your goals. See the potential for learning and exposure to management in every project you undertake. Don't passively wait for assignments or rotations; make others aware of your aspirations, availability, and eagerness to learn.
- 5. Don't be discouraged.** Everyone gets turned down for desired positions during their career. Learn from these experiences. Identify any weaknesses that may have prevented you from receiving that position and work to strengthen these areas. Continue to apply for appropriate positions and always maintain a positive attitude and your self-confidence.
- 6. Develop an understanding of the screening/selection process.** Sometimes, being in the right place at the right time will enhance your opportunity for a position. The ideal position may open just as you become fully qualified, or competition for a particular position may be completed just before you are qualified.
- 7. Be prepared to relocate.** Often, it is necessary to accept rotations or positions in other headquarter offices or regions to achieve broad exposure and developmental experiences. Knowledge of the functions of both headquarters and regions is important for advancement to senior managerial positions.
- 8. Don't stay in a position too long.** When jobs become too comfortable, learning becomes minimal and performance often diminishes. There is no rule for the length of time to stay in a position; you, in consulta-

tion with your supervisor, are the best judge of when a change is in your best interest.

9. **Take advantage of NRC-provided career counseling.** Discussions with these career counselors or senior managers within the NRC can provide information on planning your career. Insights and guidance from successful individuals can often be helpful. Discuss your goals with your management. A supportive manager with years of experience is often a valuable source of information and guidance. Your line management can help you select appropriate training and rotational assignments to facilitate attainment of your goals.
10. **Be mission oriented.** Have a strong commitment and understanding of the specific and general missions of your organizations, your office, and the agency. Demonstrate to management that you are a team player.

Career Development

Figure 1.1 provides a flow chart depicting career path options for technical employees. Table 1.1 provides a more detailed breakdown of positions at the various grade levels. Table 1.2 provides a basic matrix of developmental activities related to various management positions. While this information is not exhaustive, it does provide a general overview of the typical positions as one progresses through the various offices and indicates that at all levels within the organization, there is an opportunity to move to different offices and regions, either as a lateral assignment or, if appropriate, for promotion.

Fewer high-level positions exist the higher one goes in an organization and consequently, there will be more competition for these limited positions. Management career development should focus on broad experience gained through diverse assignments obtained by positions in a number of different NRC organizations to enhance promotional opportunities.

A general discussion of required and non-required training for enhanced progression up the career ladder is provided below. In particular, the importance of setting one's career goals, developing an Individual Development Plan (IDP), completing rotational assignments, and applying for appropriate promotions or lateral positions are addressed.

This discussion is focused on broad career paths within the agency and identifies general training and developmental activities needed to move to the next level in an effort to attain one's career goal. The first group addresses all non-supervisory staff positions. It is in this

group that training experiences can be most varied. The second group focuses on non-SES supervisory positions. Training in this group should be oriented towards those areas that enhance managerial/executive capabilities. The third group reviews training at the SES level to promote movement through the SES to the upper management positions.

I. Non-Supervisory Positions

NRC technical staff can fully develop a career with the agency through non-supervisory positions. These positions are normally from the GG-5 to the GG-15 level. In addition, the NRC has a Senior Level System for employees who perform work which substantially exceeds the level of work established for a GG-15. Within the Senior Level System are several bands which distinguish the complexity of the work. NRC employees can apply for these positions through the competitive process. Provided below is information that will assist in career ladder progression.

A. Headquarters/Regional Requirements

1. **Technical Training:** Staff should complete technical training identified by the program office or region for their respective positions. This training includes Technical Training Center (TTC) training, intern program requirements, if applicable, and required participation in on-the-job training activities such as inspections.
2. **Non-technical Training:** Staff should complete appropriate non-technical training following the training guidelines of the program office with a special emphasis on identified weaknesses. This training may address such areas as technical writing, communication skills, interpersonal skills.

B. Individual Development

Differences in educational background and prior experience can be addressed through the completion of an Individual Development Plan (IDP) (NRC Form 321) using NUREG/BR-0086 Revision 2. **The IDP Process,** as a guide. Career planning with one's supervisor can identify areas of strength and weakness. Specific training beyond that required is structured for each individual's unique needs and career goals.

1. **Technical Training:** An individual should strengthen technical knowledge in areas where prior experience and education may be limited. For example, a staff member with a degree in mechanical engineering

with no commercial nuclear power plant background may request to take additional training in reactor theory and nuclear power plant operations. This technical training is also critical for individuals without a college degree and for individuals with degrees in non-engineering areas such as psychology or chemistry. Enhanced technical training for these individuals is necessary for optimal performance and understanding of nuclear power. An individual should assess the necessity or desirability of undertaking individual graduate education at local institutions of higher learning. This can be sponsored by the NRC during off-duty hours or, as appropriate, through adjustment of working schedules. Non-degreed individuals should obtain a technical degree.

2. **Non-technical Training:** An individual should strengthen any areas of non-technical skills necessary for enhanced job performance or in anticipation of future needs. For example, developing computer skills, oral and writing skills, and supervisory skills are usually appropriate areas for improvement.
3. **Private Sector and Inter-governmental Training:** Training programs offered within and outside the NRC should be evaluated. Programs offered through OPM, USDA Graduate School, the NRC, etc., include training in basic supervisory, management, and leadership skills. This training may be appropriate for individuals desiring to transition into supervisory positions.
4. **University Coursework:** The NRC will approve sponsorship of college/university courses if they are related to one's job. Computer science courses, for example, may be needed to strengthen an individual's knowledge of reactor theory and concepts.
5. **Rotational Assignments:** Rotational assignments are used (1) to enhance employees' understanding of NRC programs; (2) to provide employees with broader experience, new challenges, and contacts that may enhance career opportunities; and (3) to focus staff resources on new tasks and projects, providing a quick and efficient way of bringing the correct mix of limited re-

sources to bear on immediate problems. Possible areas for rotations include:

- a. **Regional Offices:** To gain knowledge of regional activities and experience on how regions interface with the licensee, resident inspectors, and headquarters. A regional rotation could result in an understanding of the operator licensing, inspection, and enforcement programs.
- b. **AEOD/NMSS/NRR/RES:** To gain knowledge of the functions and responsibilities of other branches and offices within the NRC.
- c. **Commission/EDO:** To gain knowledge and understanding of the function of the Commission and EDO and of the management of broad NRC-wide programs.
- d. **Resident Inspector:** To gain knowledge of the NRC role at a facility and of the daily interactions with the licensee, the regional office, and headquarters. In addition, the site work enhances the overall understanding of operational activities.
6. **Promotions/Laterals:** New positions should be considered in the same manner as rotational assignments. Accepting a promotion or lateral transfer to a different branch, office, or region could broaden one's knowledge base and exposure to the various roles and functions of the NRC and substantially enhance the potential for advancement.

II. Non-SES Supervisors

Non-SES supervisors typically have completed sufficient technical and non-technical training. However, further training is usually scheduled to enhance the unique developmental needs of the individual. This training is primarily focused on broadening the understanding, outlook, and perspective as a government manager, as well as hands-on management and supervisory skills. To maximize potential for SES positions, rotational assignments should be considered as an important and necessary developmental component as well as development of knowledge, skills, and abilities directly related to the six SES competency areas. These competency areas are described in Part IV of this guide.

1. **Technical Training:** This training should continue as the individual needs dictate. Non-degreed people should obtain a technical degree.

PART IV

Career Development Tools

2. **Non-technical Training:** This training is reflected in Levels I, II, and III of the Mandatory Supervisory Development Program outlined in Appendix 4150 of Manual Chapter 4150. **Employee Development and Training.** Many forms of management and supervisory training continue to be offered by NRC, OPM, USDA Graduate School, university schools of continuing education, etc., and should be obtained as needed by the individual. Supervisors who wish to increase their early potential for SES positions should be aware of the training recommended by OPM to develop the six SES managerial competency areas.
3. **Rotations:** Section leaders/branch chiefs may rotate to EDO staff assignments and should rotate to other sections and branches to broaden exposure and knowledge. These rotations are usually assigned by or coordinated with upper management. New supervisors who aspire to higher management need to obtain a general understanding of support functions; e.g., budget, personnel, and policy development. Supervisory training may only provide a portion of this understanding. Focused functional training followed by rotational assignments in those types

of positions will lead to greater understanding of these specialties.

III. Executive Development Activities for SES Members

SES development typically begins at the branch chief level (except in the regions where it begins at the deputy division director level) and progresses to senior management. Training at this level is primarily in the form of SES specialized training and rotations between branches, divisions, and offices to enhance expertise and gather a full appreciation for overall agency activities. Likewise, training at the Federal Executive Institute and a variety of short courses and seminars such as those given by the Brookings Institution, many universities, American Management Association, OPM, associations, and societies help in broadening the executive's perspective, knowledge of government practices, and executive management skills. At the very senior management levels, such programs as the Senior Managers in Government (Harvard JFK School of Government), Carnegie-Mellon, and Wharton Executive Seminars contribute to further rounding out the executive's background.

Examples of technical career paths for senior agency officials are provided with this guide. You will note that these individuals have had varied program, office, and regional work experiences.

FLOW CHART FOR TECHNICAL STAFF

TYPICAL GRADE LEVELS

GG-5 to GG-13

TYPICAL GRADE LEVELS

GG-5 to GG-13

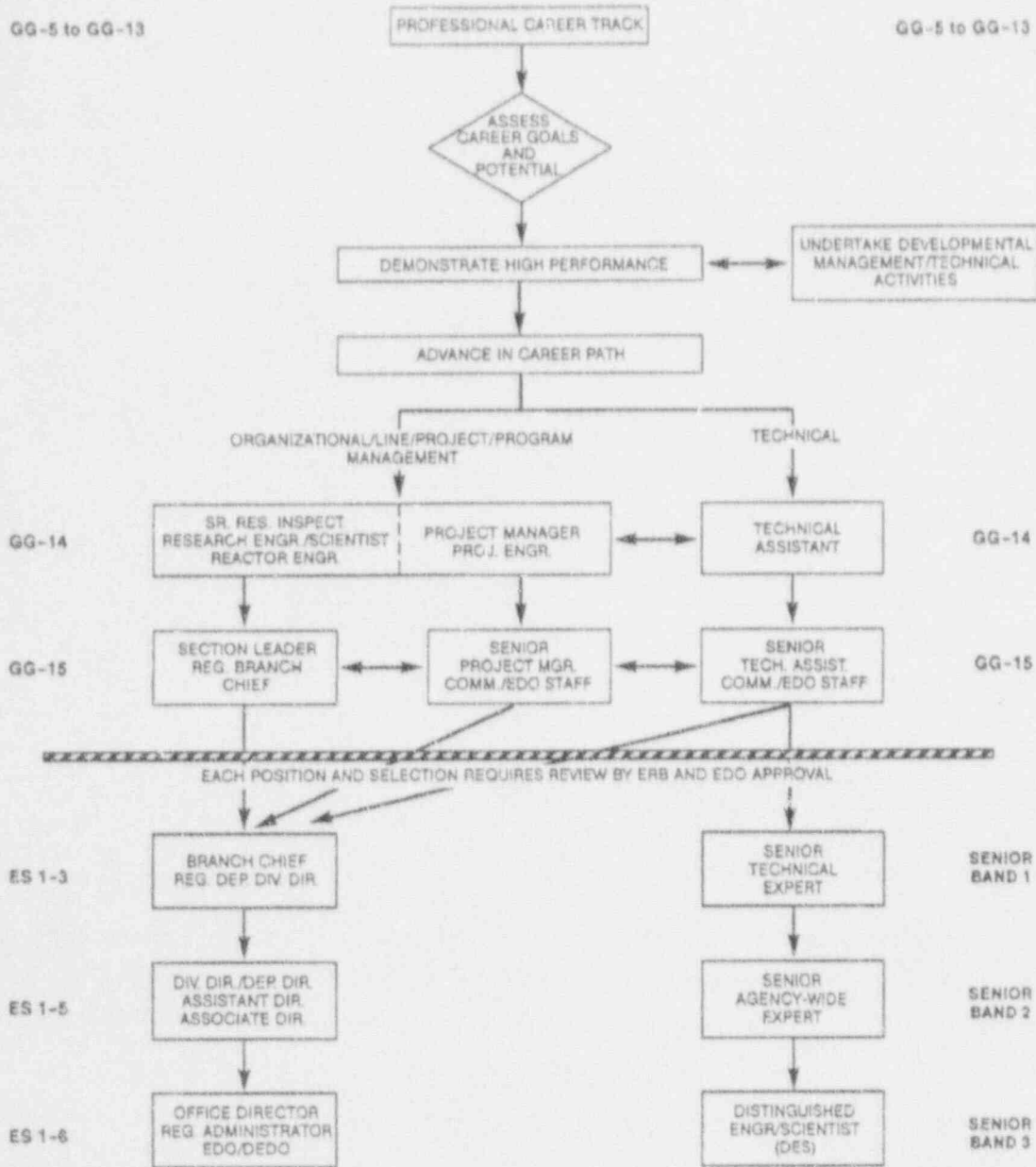


Figure 1.1

TABLE I.1
 Technical Positions
 (GG 13-15)*

Grade	Office	Position Title
GG-13	AEOD	Reactor Technology Instructor, Reactor Systems Specialist, Reactor Systems Engineer, Reactor Operations Engineer
	NMSS	Project Manager
	NRR	Technical Reviewer, Project Engineer
	REG	Resident Inspector, Regional Inspector
	RES	Research Engineer/Scientist
GG-14	AEOD	Operations Officer, Reactor Technology Instructor, Reactor Operations Engineer, Reactor Systems Engineer
	NMSS	Technical Assistant, Project Manager
	NRR	Technical Assistant, Project Manager
	REG	Senior Resident Inspector, Project Engineer, Senior Inspector
	RES	Research Engineer/Scientist
GG-15	AEOD	Senior Reactor Operations Engineer, Senior Reactor Systems Engineer
	NRR	Senior Technical Assistant, Senior Project Manager, Senior Reviewer
	NMSS	Senior Project Manager, Senior Staff
	RES	Senior Research Engineer/Scientist
	OCM/EDO	Technical Assistant
GG-15	AEOD	Operations Officer Section Chief, TTC Branch Chief, Diagnostic/Division of Safety Section Chief
	NMSS	Section Leader
	NRR	Technical Section Leader
	REG	Branch Chief
	RES	Section Leader

NOTE: Prior to selection into SES, there should have been a career broadening assignment to the EDO or Commission Staff.

*Not all-inclusive

TABLE 1.2

Management Career Progression

Management Career Progression (Cumulative Job History)	Developmental Areas	Developmental Programs (To develop skills and program knowledge/perspective)
<p>EXECUTIVE DIRECTOR FOR OPERATIONS Deputy EDO Office Director Regional Administrator/Deputy</p> <p>OFFICE DIRECTOR/REGIONAL ADMINISTRATOR Deputy Director Regional Administrator/Deputy Office Director</p> <p>DEPUTY OFFICE DIRECTOR EDO/Commission Staff/Training Program Division level experience in Program office Division level experience in Region or Regional Administrator</p>	<p>EXECUTIVE DIRECTOR FOR OPERATIONS OFFICE DIRECTOR/REGIONAL ADMINISTRATOR DEPUTY OFFICE DIRECTOR</p> <p>Congressional Affairs Budgeting (Congressional/SRC process) External Affairs and Public Affairs Organizational analysis Strategic planning and future analysis skills Policy level decision making skills</p>	<p>EXECUTIVE DIRECTOR FOR OPERATIONS OFFICE DIRECTOR/REGIONAL ADMINISTRATOR DEPUTY OFFICE DIRECTOR</p> <p>Workshop Seminars related to public policy Courses related to future planning Congressional briefing programs International briefing programs by State, OMB, etc. Federal Executive Institute (Alumni Association Seminars (FEIAN) University sponsored Executive Developmental Programs</p>
<p>DIVISION DIRECTOR Deputy/Assistant Division Director Regional/DO Branch Chief Assistant to Commissioner/DO</p> <p>DEPUTY/ASSISTANT DIVISION DIRECTOR Regional/DO Branch Chief Director of a major Special Project/Task Force Assistant to Commissioner/EDO Experienced in at least 2 Office/Region Project Director of major technical project</p>	<p>DIVISION DIRECTOR ASSISTANT DIVISION DIRECTOR</p> <p>Budgeting (Congressional/SRC process) Supervisory Management External Affairs Organizational analysis Strategic planning Policy level decision making skills Representative skills (e.g., Congressional committees, media, etc.)</p>	<p>DIVISION DIRECTOR DEPUTY/ASSISTANT DIVISION DIRECTOR</p> <p>Workshop Seminars related to public policy Seminars related to strategic planning Congressional briefing programs FEIAN, University of Southern California, National Institute of Public Administration, etc. EDM courses related to budgeting, financial control, etc. Executive Seminar-Center courses related to public policy National Science Foundation and National Academy of Science Seminars</p>
<p>BRANCH CHIEF Section Leader or other supervisory responsibility State, Office Experience (e.g., Treatment, Contracts, EDO/Commission Staff Rotational Assignment Some regional experience (like as Regional Headquarters) Some experience as SM or member of Project Director Team Leader Project Manager experience SES Candidate/other development programs</p>	<p>BRANCH CHIEF</p> <p>Budgeting (SRC working budget) Program Management (SFC) Project Evaluation (Technical) Work Unit Monitoring Supervision Material Resource Management Contract Administration/Management Scheduling Program and Project Management Performance Monitoring Coaching and Counseling</p>	<p>BRANCH CHIEF</p> <p>Completion of SRC Mandatory Supervisory Development Program Executive Seminar-Center courses related to public policy (see Section Leader (SCL) Executive Seminar course SRC management/communication courses Rotational assignments to other offices, regions, divisions, etc. Short courses in financial management/budgeting Advanced project management courses Courses related to decision-making problem solving Computer program word processing, data base management, etc. Federal Executive Institute TTC Basic 100 series POC/BOB and PBA Overview of Fundamental contract to team agency language</p>

PART II

Career Planning for
NRC Administrative and Legal Staff

CAREER PLANNING FOR NRC ADMINISTRATIVE AND LEGAL STAFF

Introduction

The following guidance is provided to assist NRC administrative and legal professionals with their development of career objectives, selection of training and rotational experiences, and identification of possible career paths.

These guidelines address general issues such as initiative, job performance, and self-confidence, as well as developmental issues such as training and rotational assignments. Finally, examples of career paths of successful NRC administrative and legal staff are provided with this guide.

General Guidance

Completion of specific training requirements, rotational assignments, and specialized training undertaken to increase one's knowledge and skills in professional and related areas can enhance an individual's qualifications and potential for advancement. Individual initiative in furthering one's level of education and preparation will further enhance one's qualifications. However, these training and developmental achievements do not guarantee the attainment of one's ideal position or career goal. Other factors, less concrete and tangible than the completion of a training series, can significantly influence career development. Therefore, it is important to address these factors in addition to focusing on training and developmental experiences.

1. **Perform your best.** Regardless of the significance of the task or project, always do your very best. Top performance is noticed by your line management, as well as other managers, and contributes to your advancement potential. Although education, training, and broad experience are important in qualifying for advancement, the number one factor will always be your record of performance in whatever position you hold or have held.
2. **Set short-term and long-term goals.** For example, if your long-term goal is to be a branch chief, identify what you can do now to help you achieve this goal. Short-term goals could include completing rotations in subject matter related offices or in the Regions, as appropriate.
 - a. **Be aware of your own desires and career goals.** Not everyone has the aspiration or potential to be a supervisor or senior manager. There is nothing wrong with remaining in a non-supervisory professional position, if that is where you find the most satisfaction.

- b. **Be flexible—realize that there is generally more than one option.** While first choice for a rotational assignment may be in one office, a better position may open up in another. Do not be so "narrow" in your career vision that you miss opportunities and alternate paths towards your career goal.
3. **Be realistic in your expectations.** Don't expect to receive a promotion every year or to acquire a top-level non-supervisory or management position in a short period of time. Don't expect promotion offers from branches in areas where you aren't fully qualified. Recognize your realistic career possibilities and limitations based on your experience and training and plan your career with this background in mind while at the same time endeavoring to more fully qualify yourself. Be aware of the qualification requirements in related occupational fields and specializations.
4. **Be aggressive in pursuing your goals.** Search for and take advantage of all opportunities. Don't turn down assignments that may assist you in achieving your goals. See the potential for learning and exposure to management in every project you undertake. Don't passively wait for assignments or rotations; make others aware of your aspirations, availability, and eagerness to learn.
5. **Don't be discouraged.** Everyone gets turned down for desired positions during their career. Learn from these experiences. Ask about and identify any weaknesses that may have prevented you from receiving that position and work to strengthen these areas. Don't be afraid to seek assistance in both identifying weaknesses and in developing strategies to overcome them. Continue to apply for appropriate positions and always maintain a positive attitude and your self-confidence.
6. **Develop an understanding of the screening/selection process.** Sometimes, being in the right place at the right time will enhance your opportunity for a position. The ideal position may open just as you become fully qualified, or competition for a particular position may be completed just before you are qualified.
7. **Be prepared to relocate.** Often, it is necessary to accept rotations or positions in other headquarter

offices or regions to achieve broad exposure and developmental experiences. Knowledge of the functions of both headquarters and regions is important for advancement to senior managerial positions.

8. **Don't become complacent in a position.** When jobs no longer offer a challenge or become too comfortable, learning becomes minimal and performance often diminishes. There is no rule for the length of time to stay in a position; you, in consultation with your supervisor, are the best judge of when a change is in your best interest.
9. **Take advantage of NRC-provided career counseling.** Discussions with these career counselors or senior managers/mentors within the NRC can provide information on planning your career. Insights and guidance from successful individuals can often be helpful. Discuss your goals with your management. A supportive manager with years of experience is often a valuable source of information and guidance. Your line management can help you select appropriate training and rotational assignments to facilitate attainment of your goals.
10. **Be mission oriented.** Have a strong commitment and understanding of the specific and general missions of your organizations, your office, and the agency. Demonstrate to management that you are a team player.

Career Development

Figure II.1 provides a flow chart depicting possible career path options for administrative and legal professionals. Table II.1 provides a more detailed breakdown of positions at the various grade levels. Table II.2 provides a basic matrix of developmental activities related to various management positions. While this information is not exhaustive, it does provide a general overview of the typical positions as one progresses through the various offices and indicates that at all levels within the organization there is an opportunity to move to different offices and regions, either as a lateral assignment or, if appropriate, for promotion.

Fewer high-level positions exist the higher one goes in an organization, and, consequently, there will be more competition for these limited positions. Management career development should also focus on broad experience gained through diverse assignments obtained by positions in a number of different NRC organizations.

A general discussion of the completion of required and non-required training for enhanced progression up the

career ladder is provided below. In particular, the importance of setting one's career goals, developing an Individual Development Plan (IDP), completing rotational assignments, and applying for appropriate promotions or lateral positions are addressed.

This discussion is focused on broad career paths within the agency and identifies general training and developmental activities needed to move to the next level in an effort to attain one's career goal. The first group addresses all non-supervisory staff positions. It is in this group that training experiences can be most varied. The second group focuses on non-SES supervisory positions. Training for this group should maximize attainment of SES qualification. The third group reviews training at the SES level to promote movement through the SES to the upper management positions.

1. Non-Supervisory Positions

NRC administrative and legal staff can fully develop a career with the agency through non-supervisory positions. These positions are normally from the GG-5 to the GG-15 level. In addition, the NRC has a Senior Level System for employees who perform work which substantially exceeds the level of work established for a GG-15. Within the Senior Level System are several bands which distinguish the complexity of the work. NRC employees can apply for these positions through the competitive process. Provided below is information that will assist in career ladder progression.

A. Headquarters/Regional Requirements

1. **Job-specific Training:** Staff should complete required functional training identified and available for their respective positions. This training may include some desirable TTC training needed to familiarize oneself with the Agency's activities, intern program requirements, if such a program has been established, and any additional training guidelines of the office or region to which assigned. Staff should acknowledge that in view of the highly technical nature of the NRC's activities, it is essential that non-technical employees take every opportunity to become familiar with these activities and the procedures and terminology associated with them. Many internal NRC training courses will help in doing this.
2. **Non-job-specific Training:** Staff should complete appropriate non-job-specific training following the training guidelines of their office/region with a special

emphasis on identified weaknesses. This training may address such areas as technical writing, communication skills, interpersonal skills, etc.

B. Individual Development

Differences in educational background and prior experience can be addressed through the completion of an Individual Development Plan (IDP) (NRC Form 321) using NUREG/BR-0086 Revision 2, **The IDP Process**, as a guide. Career planning with one's supervisor can identify areas of strength and weakness. Specific training beyond that required is structured for each individual's unique needs and career goals.

1. **Job-specific Training:** An individual should strengthen functional knowledge in areas where prior experience and education may be limited. For example, a staff member with a liberal arts degree with no budget, accounting, or analytical background may request to take additional education and training in those areas if they are employed in the Office of the Controller or in a position where knowledge/understanding of such functions was required or desirable. An individual should assess the necessity or desirability of undertaking individual graduate education at local institutions of higher learning. This can be sponsored by the NRC during off-duty hours or, as appropriate, through adjustment of working schedules. Additional occupationally related courses and seminars offered by professional associations are also desirable. This type of education and training is also critical for individuals without a college degree. Enhanced functional training for these individuals is necessary for optimal performance. Non-degreeed individuals should obtain a degree.
2. **Non-job-specific Training:** An individual should strengthen any areas of non-technical skills necessary for enhanced job performance or in anticipation of future needs. For example, developing computer skills, oral, writing and listening skills, interpersonal and negotiating skills, and supervisory skills may be, and usually are, appropriate for a particular individual.
3. **Private Sector and Inter-governmental Training:** Training programs offered within and outside of the NRC should be evaluated. Programs offered through OPM, USDA Graduate School, the NRC, etc., include training in basic supervisory, management, and leadership skills. This training may be appropriate for individuals desiring to transition into supervisory positions.
4. **University Coursework:** The NRC will approve sponsorship of college/university courses if they are related to one's job. Computer science courses, for example, may be needed to strengthen an individual's knowledge of information management theory and concepts.
5. **Rotational Assignments:** Rotational assignments are used (1) to enhance employees' understanding of NRC programs and to integrate expertise in technical, policy, administrative, and international activities within the various participating offices and regions; (2) to provide employees with broader experience, new challenges, and contacts that may enhance career opportunities; and (3) to focus staff resources on new tasks and projects, providing a quick and efficient way of bringing the correct mix of limited resources to bear on immediate problems. Possible areas for rotations include:
 - a. **Regional Offices:** To gain knowledge of regional activities and experience on how regions interface with the licensee, resident inspectors, and headquarters. This would foster a better understanding of the manner in which the agency's mission is accomplished as well as gaining an understanding of administrative and support requirements and applications at the regional level.
 - b. **ADM/IRM/OP/OC, etc.:** To gain knowledge of the functions and responsibilities of administrative branches and offices within the NRC.

- c. AEOD/NMSS/NRR/RES: To gain knowledge of the functions and responsibilities of technical branches and offices within the NRC.
- d. Commission/EDO: To gain knowledge and understanding of the function and operation of the Commission and EDO, and of the management of broad NRC-wide programs.
- e. Other Agencies: To gain knowledge and understanding of similar functions in other government agencies; for example, assignments at lead agencies such as OPM for personnel, OMB for budget, or GSA for procurement or information management.
- 6. Promotions/Laterals: New positions should be considered in the same manner as rotational assignments. Accepting a promotion or lateral transfer to a different branch, office, or region could broaden one's knowledge base and exposure to the various roles and functions of the NRC and substantially enhance the potential for advancement.

II. Non-SES Supervisors

Non-SES supervisors typically have completed sufficient functional, job-specific and non-job-specific training. However, further training is usually scheduled to enhance the unique developmental needs of the individual. This training is primarily focused on broadening the understanding, outlook, and perspective as a government manager, as well as hands-on management and supervisory skills. To maximize potential for SES positions, rotational assignments should be considered as an important and necessary developmental component as well as development of knowledge, skills, and abilities directly related to the six SES competency areas. These competency areas are described in Part IV of this guide.

- 1. Job-specific Training: This training should continue as appropriate to the individual. Non-degree people should obtain an appropriate degree.
- 2. Non-job-specific Training: This training is reflected in Level I, II, and III of the Mandatory

Supervisory Development Program outlined in Appendix 4150 of Manual Chapter 4250, *Employer Development and Training*. Many forms of management and supervisor training continue to be offered by NRC, OPM, USDA Graduate School, university schools of continuing education, etc., and should be obtained as needed by the individual. Supervisors who wish to increase their early potential for SES positions should be aware of the training recommendations by OPM to develop the six SES managerial competency areas.

- 3. Rotations: Section leaders/branch chiefs may rotate to EDO staff assignments and should rotate to other sections and branches to broaden exposure and knowledge. These rotations are usually assigned by or coordinated with upper management to maximize the individual's career goals while at the same time bringing new insights into the assigned position. New supervisors who aspire to higher management need to get a general understanding of support functions—particularly budget, personnel, policy development, and ADP. Supervisory training may only provide a portion of this understanding.

III. Executive Development Activities for SES Members

SES development may begin at the division director level, but more typically begins at the Office Director level for administrative and support offices. Training at this level is primarily in the form of SES specialized training and rotations between divisions and offices to enhance expertise and gather a full appreciation for overall agency activities. Likewise, training at the Federal Executive Institute and a variety of short courses and seminars such as those given by the Brookings Institution, many universities, American Management Association, OPM, associations and societies help in broadening the executive's perspective, knowledge of government practices, and executive management skills. At the very senior management levels, such programs as the Senior Managers in Government (Harvard JFK School of Government), Carnegie-Mellon, and Wharton Executive Seminars contribute to further rounding out the executive's background.

Examples of administrative and legal career paths for senior agency officials are provided with this guide. You will note that these individuals have had varied work experiences.

FLOW CHART FOR ADMINISTRATIVE AND LEGAL PROFESSIONAL STAFF

TYPICAL GRADE LEVELS

GG-5 to GG-13

TYPICAL GRADE LEVEL

GG-5 to GG-13

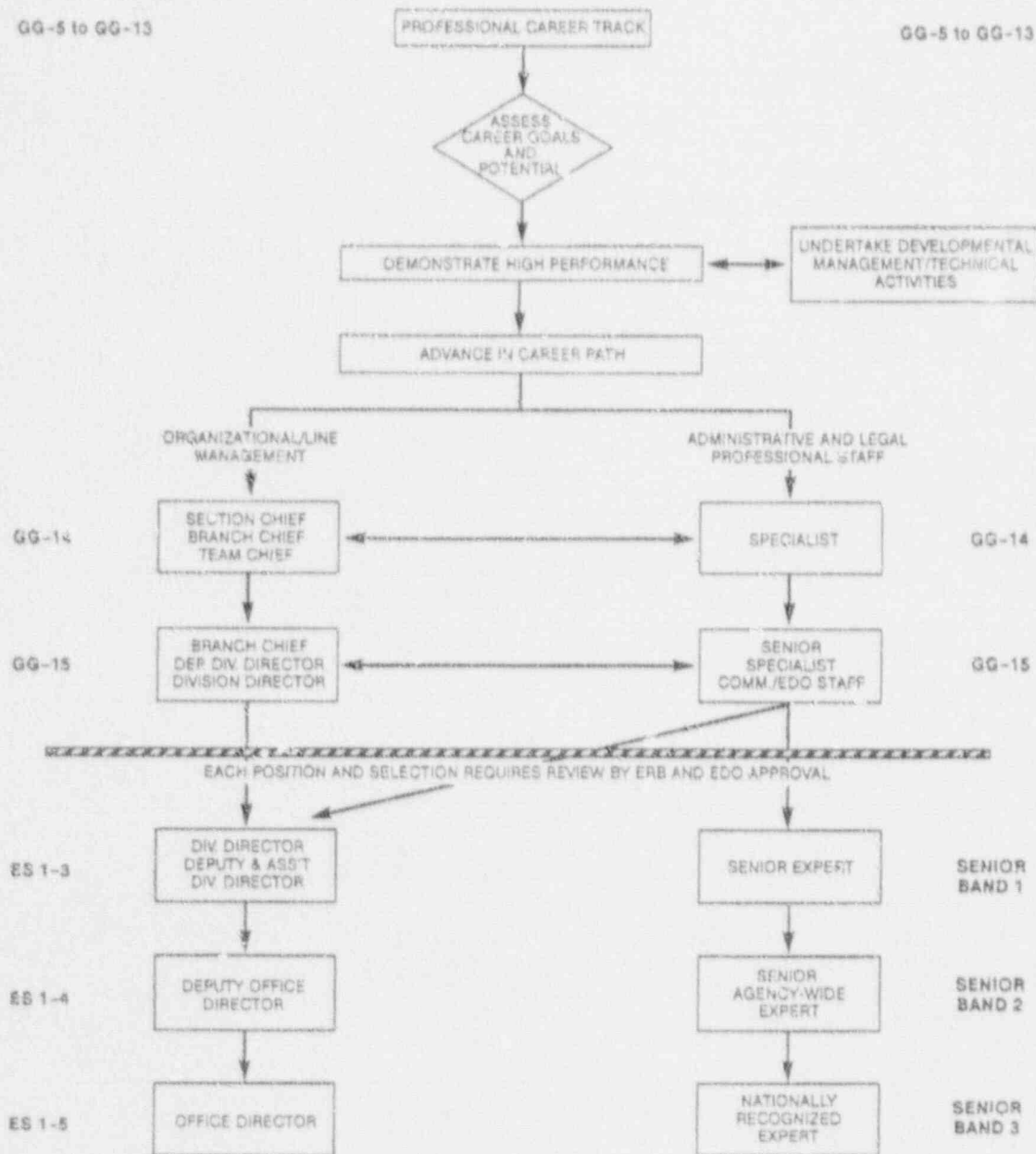


Figure II.1

TABLE II.1

Administrative and Legal Positions
(GG 12-15)*

Grade	Office	Generic Position Title
GG-12	ADM	Senior Property Management Specialist, Section Chief, Transportation Specialist, Branch Chief, FOI&PA Specialist, Personnel Security Specialist
	IRM	Communications Specialist, Management Analyst,
	OC	Budget Analyst, Unit Chief, Section Chief, Accountant
	OGC	Law Librarian, Attorney
	OP	Personnel Specialist, Personnel Staffing Specialist, Position Classification Specialist, Employee Relations Specialist, Employee Development Specialist
	SECY	Correspondence Review Officer, Reference Librarian
GG-13	ADM	Contract Negotiator, Section Chief, Contract Administrator, Technical Writer-Editor, Program Manager, Security Specialist
	IP	International Relations Specialist
	IRM	Financial Manager, Communications Specialist, Computer Systems Analyst, Management Analyst (Various), Unit Chief
	OC	Budget Analyst, Systems Accountant, Section Chief, License Fee Examiner/Analyst
	OGC	Attorney, Litigation Attorney
	OI	Investigator
	OP	Employee Relations Specialist, Personnel Program Analyst, Satellite Team Leader, Personnel Data Analyst, Training and Development Specialist
	PA	Field Public Affairs Officer
GG-14	ADM	Senior Contract Negotiator/Administrator, Section Chief, Facilities Manager, Branch Chief, Senior Security Specialist (Various)
	CA	Congressional Affairs Officer
	IRM	Senior Program Analyst, Section Chief, Senior Computer Systems Analyst
	OI	Senior Investigator
	OC	Section Chief, Staff Chief, Senior Budget Analyst, Senior Program Analyst
	OGC	Attorney, Litigation Attorney
	OP	Senior Specialist, Recruitment Officer, Education & Training Specialist, Occupational Health and Safety Manager

*Not all-inclusive

TABLE II.1 (continued)

Grade	Office	Generic Position Title
GG-15	ADM	Senior Program Manager, Deputy Division Director, Branch Chief
	OC	Deputy Division Director, Branch Chief, Staff Chief
	OGC	Senior Attorney, Senior Supervisory Attorney
	IP	Senior Program Manager, Senior International Policy Officer
	IRM	Senior Analyst, Deputy Division Director, Branch Chief, Section Chief
	OCM/EDO	Special Assistant, Legal Assistant
	OI	Director Field Office
	OP	Component Chief, Financial and Administrative Resources Manager
	PA	Senior Public Affairs Officer
	SECY	Historian, Branch Chief

NOTE: Prior to selection into SES, there should have been a career broadening assignment to the EDO or Commission Staff.

TABLE II.2
Management Career Progression

Management Career Progression (Cumulative Job History)	Developmental Areas	Developmental Programs
<p>EXECUTIVE DIRECTOR FOR OPERATIONS Deputy Director Chief Director Regional Administrator/Deputy</p> <p>OFFICE DIRECTOR/REGIONAL ADMINISTRATOR Deputy Director Regional Administrator/Deputy Chief Director</p> <p>DEPUTY OFFICE DIRECTOR RPO/Commission Staff/Training Program Division level experience in Region or Regional Administrator</p>	<p>EXECUTIVE DIRECTOR FOR OPERATIONS OFFICE DIRECTOR/REGIONAL ADMINISTRATOR DEPUTY OFFICE DIRECTOR</p> <p>Congressional Affairs Budgeting (Congressional-NBC process) External Affairs and Public Affairs Organizational analysis Strategic planning and future analysis skills Policy level decision-making skills</p>	<p>Executive Director for Operations Office Director/Regional Administrator Deputy Office Director</p> <p>Branching Seminars related to public policy Courses related to issue analysis Congressional briefing programs by WSA, OFPM, etc. Present Executive Institute Alumni Association Seminars (EDMA) Seminars sponsored Executive Development Programs</p>
<p>REGIONAL DIRECTOR Deputy/Assistant Division Director Regional/HQ Branch Chief Assistant to Commissioner/EDMO</p> <p>DEPUTY/ASSISTANT DIVISION DIRECTOR Regional/HQ Branch Chief Director of a major Special Project/Task Force Assistant to Commissioner/EDMO Experience in at least 2 Offices/Regions Project Director of major technical project</p>	<p>REGIONAL DIRECTOR ASSISTANT DIVISION DIRECTOR</p> <p>Budgeting (Congressional-NBC process) Supervisory Management Organizational analysis Strategic planning Regional planning and making skills Representative skills (i.e., Congressional structure, media, etc.)</p>	<p>REGIONAL DIRECTOR DEPUTY/ASSISTANT DIVISION DIRECTOR</p> <p>Branching institutions and other similar public policy seminars Seminars related to strategic planning Congressional briefing programs EDMA, University of Southern California, National Academy of Public Administration Seminars OFPM courses related to budgeting, financial Executive Seminars Center courses related to public policy National Science Foundation and National Academy of Science Seminars</p>
<p>BRANCH CHIEF Section Leader or other supervisory responsibility Staff Office Experience (e.g., Personnel, Contracts, IRM, etc.) EDMO/Commission Staff Rotational Assignment Some regional experience (Site or Regional Headquarters) Some inspectors experience as SO or member of project teams Project Manager Project Manager experience SES Candidate within developmental programs</p>	<p>BRANCH CHIEF</p> <p>Planning (NBC working budget) Personnel Management (NBC) Procurement Management (NBC) Work Unit Monitoring Supervision Material Resource Management Contract Administration/Management Scheduling Program and Project Management Performance Management Coaching and Counseling</p>	<p>BRANCH CHIEF</p> <p>Completions of NBC Mandatory Supervisory Development Program Executive Seminars Center courses related to public policy Work Unit Monitoring Seminars NBC managerial/communication courses Rotational assignments to other offices, regions, divisions, etc. Short courses in financial management/budgeting Advanced project management courses Advanced project management/budgeting Computer programs used in planning, data base management, and spread sheet Federal Executive Institute T/C Basis (SO) visits FIVE/EDMO and FEA Overview of Procurement courses to learn agency language</p>

PART III

Career Planning for NRC Secretaries
and Administrative Assistants

CAREER PLANNING FOR NRC SECRETARIES AND ADMINISTRATIVE ASSISTANTS

Introduction

The following guidance is provided to assist NRC secretaries and administrative assistants with their development of career objectives, identification of possible career paths, and selection of training and developmental programs. These guidelines address general issues such as initiative, job performance, and self-confidence, as well as developmental issues such as training and rotational assignments. Finally, examples of career paths of successful NRC secretaries who have pursued careers as secretaries and careers in administration are provided with this guide.

General Guidance

Completion of specific training requirements, rotational assignments, and specialized training undertaken to increase one's knowledge and skills can enhance an individual's qualifications and potential for advancement. Individual initiative in furthering one's level of education and preparation will further enhance one's qualifications. However, these training and developmental achievements do not guarantee the attainment of one's ideal position or career goal. Other factors, less concrete and tangible than the completion of a training series, can significantly influence career development. Therefore, it is important to address these factors in addition to focusing on training and developmental experiences.

1. **Perform your best.** Regardless of the significance of the task or project, always do your very best. Top performance is noticed by your line management, as well as other managers, and contributes to your advancement potential. Although education, training, and broad experience are important in qualifying for advancement, the number one factor will always be your record of performance in whatever position you hold or have held.
2. **Set short-term and long-term goals.** For example, if your long-term goal is to be a contract administrator, identify what you can do now to help you achieve this goal. Short-term goals could include completing rotations in subject matter related offices or in the Regions, as appropriate.
 - a. Be aware of your own desires and career goals. Not everyone has the aspiration or potential to be a supervisor or senior manager. There is nothing wrong with remaining in your current position, if that is where you find the most satisfaction.
 - b. Be flexible—realize that there is generally more than one option. While first choice for a rotational assignment may be in one office, a better position may open up in another. Do not be so "narrow" in your career vision that you miss opportunities and alternate paths towards your career goal.
3. **Be realistic in your expectations.** Don't expect to receive a promotion every year or to acquire a top-level non-supervisory or management position in a short period of time. Don't expect promotion offers from branches in areas where you aren't fully qualified. Recognize your realistic career possibilities and limitations based on your experience and training and plan your career with this background in mind while at the same time endeavoring to more fully qualify yourself. Be aware of the qualification requirements in related occupational fields and specializations.
4. **Be aggressive in pursuing your goals.** Search for and take advantage of all opportunities. Don't turn down assignments that may assist you in achieving your goals. See the potential for learning and exposure to management in every project you undertake. Don't passively wait for assignments or rotations; make others aware of your aspirations, availability, and eagerness to learn.
5. **Don't be discouraged.** Everyone gets turned down for desired positions during their career. Learn from these experiences. Ask about and identify any weaknesses that may have prevented you from receiving that position and work to strengthen these areas. Don't be afraid to seek assistance in both identifying weaknesses and in developing strategies to overcome them. Continue to apply for appropriate positions and always maintain a positive attitude and your self-confidence.
6. **Develop an understanding of the screening/selection process.** Sometimes, being in the right place at the right time will enhance your opportunity for a position. The ideal position may open just as you become fully qualified, or competition for a particular position may be completed just before you are qualified.
7. **Be prepared to relocate.** Often, it is necessary to accept rotations or positions in other headquarter

offices or regions to achieve broad exposure and developmental experiences.

8. **Don't become complacent in a position.** When jobs no longer offer a challenge or become too comfortable, learning becomes minimal and performance often diminishes. There is no rule for the length of time to stay in a position; you, in consultation with your supervisor, are the best judge of when a change is in your best interest.
9. **Take advantage of NRC-provided career counseling.** Discussions with these career counselors or senior managers/mentors within the NRC can provide information on planning your career. Insights and guidance from successful individuals can often be helpful. Discuss your goals with your management. A supportive manager with years of experience is often a valuable source of information and guidance. Your line management can help you select appropriate training and rotational assignments to facilitate attainment of your goals.
10. **Be mission oriented.** Have a strong commitment and understanding of the specific and general missions of your organizations, your office, and the agency. Demonstrate to management that you are a team player.

Career Development

Table III.1 provides a listing of secretarial and administrative assistant positions at various grade levels. While this information is not exhaustive, it does provide a general overview of the typical positions as one progresses through the various offices and indicates that at all levels within the organization there is an opportunity to move to different offices and regions, either as a lateral assignment or, if appropriate, for promotion.

A. Individual Development

Differences in educational background and prior experience can be addressed through the completion of an Individual Development Plan (IDP) (NRC Form 321) using NUREG/BR-0086 Revision 2, *The IDP Process*, as a guide. Career planning with one's supervisor can identify areas of strength and weakness. Specific training beyond that required is structured for each individual's unique needs and career goals.

1. **Job-specific Training:** An individual should strengthen functional knowledge in areas where prior experience and education may be limited. For example, a staff member with a liberal arts

degree with no budget, accounting, or analytical background may request to take additional education and training in those areas if they are employed in the Office of the Controller or in a position where knowledge/understanding of such functions is required or desirable. This type of education and training is also critical for individuals without a college degree. Enhanced functional training for these individuals is necessary for optimal performance. An individual should assess the necessity or desirability of undertaking individual undergraduate or graduate education at local institutions of higher learning. This can be sponsored by the NRC during off-duty hours or, as appropriate, through adjustment of working schedules. Additional occupationally related courses and seminars offered by private contractors are also desirable.

2. **Non-Job-Specific Training:** An individual should strengthen any non-technical skills areas necessary for enhanced job performance or in anticipation of future needs. For example, developing computer skills, oral, writing and listening skills, interpersonal and negotiating skills, may be, and usually are, appropriate for a particular individual.
3. **Private Sector and Inter-governmental Training:** Training programs offered within and outside of the NRC should be evaluated.
4. **University Coursework:** The NRC will approve sponsorship of college/university courses if they are related to one's job. Computer science courses, for example, may be needed to strengthen an individual's knowledge of information management theory and concepts.
5. **Rotational Assignments:** Rotational assignments are used (1) to enhance employees' understanding of NRC programs and to integrate expertise in technical, policy, administrative, and international activities within the various participating offices and regions; (2) to provide employees with broader experience, new challenges, and contacts that may enhance career opportunities; and (3) to focus staff resources on new tasks and projects, providing a quick and efficient way of bringing the correct mix of limited resources to bear on immediate problems. Possible areas for rotations include:
 - a. ADM/IRM/OP/OC, etc.: To gain knowledge of the functions and responsibilities

of administrative branches and offices within the NRC.

- b. AEOD/NMSS/NRR/RES: To gain knowledge of the functions and responsibilities of technical branches and offices within the NRC.
 - c. Commission/EDO: To gain knowledge and understanding of the function and operation of the Commission and EDO, and of the management of broad NRC-wide programs.
6. Promotion/Laterals: New positions should be considered in the same manner as rotational assignments. Accepting a promotion or lateral transfer to a different branch, office, or region could broaden one's knowledge base and exposure to the various roles and functions of the NRC and substantially enhance the potential for advancement.

Developmental Programs

To improve career opportunities for secretaries and administrative assistants, the Office of Personnel has three special programs—the Certified Professional Secretary Program, the Administrative Skills Enhancement Program, and the Computer Science Development Program. All three enable clerical, secretarial, and administrative support staff to enhance and develop their knowledge and skills by taking Government training courses and college courses in order to meet the NRC's organizational needs.

Participants in any of the programs must understand that the programs are developmental in nature and provide no guarantee of promotion or other upward mobility action.

Each of the three programs is identified and described below. These programs are managed by the Office of Personnel Organizational Development and Training (ODT) staff. Should you have any questions or wish to participate in these programs, please contact a member of the ODT staff at (301) 492-7400.

1. Certified Professional Secretary Program

The goals of the Certified Professional Secretary (CPS) Program stem from the objective to upgrade the secretarial profession by encouraging secretaries to raise their own standards of professionalism. To attain success and recognition as professionals, secretaries must be prepared to devote time to continued learning.

A commitment to the CPS Program provides a secretary with a means of obtaining education and training in subject areas somewhat outside the very narrowest confines of the secretarial duties.

NRC's program is designed to assist those individuals who wish to prepare for the two-day CPS examination. The NRC does not pay for the examinations, but does pay for courses in six examination areas.

It is anticipated that studying to pass the six examination areas listed below will benefit NRC secretaries who attend courses in these disciplines and the NRC:

- *Behavioral Science In Business* tests the principles of human relations and organizational dynamics in the work place. It focuses on needs, motivation, nature of conflict; problem-solving techniques, essentials of supervision and communication, leadership styles, and an understanding of the informal organization.
- *Business Law* measures the secretary's knowledge of (a) the principles of business law and (b) the effect of governmental controls on business. Understanding the historical setting in which these controls developed is emphasized over specific names and dates.
- *Economics And Management* consists of 35% economics and 65% management. Emphasis is placed on understanding the basic concepts underlying business operations. Included are key economic and management principles, as well as the latest government regulations in business.
- *Accounting* measures (a) knowledge of the elements of the accounting cycle, (b) ability to analyze financial statement accounts, (c) ability to perform arithmetical operations associated with accounting and computing interest and discounts, and (d) ability to summarize and interpret financial data.
- *Office Administration And Communication* measures proficiency in subject matters unique to the secretary's position: (50% office administration) executive travel, office management, and records management; and (50% written business communication) editing, abstracting, and preparing communications in final format.
- *Office Technology* covers the secretary's responsibilities created by data processing.

communications media, advances in office management, technological applications, and records-management technology.

The granting of a CPS rating is evidence of the fulfillment of a prescribed program of education, satisfactory secretarial experience, and the successful completion of a two-day comprehensive examination in the six subject matter areas. A secretary is allowed six years to complete (pass) all six parts of the program. CPS is a rating, not an award or a degree.

Should a secretary, otherwise qualified for the program, not be interested in studying for and taking the examination, studying the six subject areas would still be beneficial to most secretaries and NRC will pay for courses closely related to the six disciplines.

Any NRC secretary GG-3 and above may apply if the employee meets the following eligibility criteria:

- High-school graduate
- Full or part-time permanent NRC employee
- Continuous one-year employment with NRC
- Fully satisfactory performance appraisal

Employees applying for the Certified Professional Secretary Program should send a memorandum to the Office of Personnel stating their interest in participating in this program. Although not required, it is strongly encouraged that CPS applicants develop and forward an IDP with their memorandum.

Administrative Skills Enhancement Program

The Administrative Skills Enhancement Program is designed for secretaries and administrative assistants who wish to develop administrative skills to meet NRC's future administrative needs.

Candidates for the Administrative Skills Enhancement Program should identify an administrative area in which they desire to pursue a career and develop an IDP which clearly identifies the training and developmental assignments that will assist them in achieving their career goal. NRC provides administrative skills enhancement in a number of areas, such as: Accounting, Budget and Finance, Contract Procurement, Personnel, and Paralegal. Participants and supervisors must be committed to the IDP agreed upon and work together to achieve the goals identified in the IDP. The Administrative Skills Enhancement Program is open to NRC secretaries and

administrative assistants (GG 5-12) who meet the following eligibility criteria:

- High school graduate
- Full or part-time permanent NRC employee
- Continuous one-year employment with NRC
- Fully satisfactory performance appraisal

Employees applying for this program should provide a written statement to their supervisor outlining how the employee's participation in the program will benefit both the NRC and the employee.

Supervisors will provide a written recommendation to the Office of Personnel nominating the NRC employee for the program along with a copy of the employee's Individual Development Plan. Supervisors will establish a beginning and realistic ending date (no more than four years' duration for the entire program)

3. Computer Science Development Program

The Computer Science Development Program is designed to enable NRC employees to broaden the scope of their computer training to meet NRC's future needs. To accomplish this goal, the NRC will utilize the NRC Information Technology Services Training Laboratory (ITS Lab) located on the third floor of the Woodmont Building, 8120 Woodmont Avenue, Bethesda, MD, to provide training to meet NRC's needs today. After completing training in the ITS Lab, program participants may attend off-site educational and training institutions to alert them to new trends and scope of computer capabilities and technology.

The Computer Science Development Program is open to NRC secretaries and administrative assistants (GG 5-12) who meet the following eligibility criteria:

- High school graduate
- Full or part-time permanent NRC employee
- Continuous one-year employment with NRC
- Fully satisfactory performance appraisal

Employees applying for this program should provide a written statement to their supervisor outlining how the employee's participation in the program will benefit both the NRC and the employee.

TABLE III.1

Secretarial and Administrative Assistant Positions
(GG 5-11)*

Grade	Office	Position Title
GG-5	All	Secretary
	ADM	Supply Clerk
	IRM	Computer Aide, Computer Clerk
	RES	Mail & Records Clerk
GG-6	All	Secretary
	ADM	Property Management Specialist, Mail Clerk,
	OC	Cashier, Commercial Voucher Clerk, Payroll Technician
	OGC	Docket Clerk
	NRR	Administrative Assistant
	RES	Fiscal Assistant
GG-7	All	Secretary
	ADM	FOI/PA Assistant, Security Processing Clerk, Printing Assistant
	IRM	Communications Assistant, Office Automation Assistant
	NRR	Emergency Preparedness Assistant
	OC	Travel Coordinator, License Fee Assistant
	OGC	Correspondence Services Assistant
	RES	Administrative Assistant, Technical Reader
GG-8	All	Secretary
	ADM	Transportation Assistant, Procurement Assistant
	CA	Congressional Affairs Assistant, Congressional Research Assistant
	IRM	Senior Reference Assistant, Library Technician
	NMSS	Information Management Assistant
	OC	Travel Assistant, Fiscal Accounting Assistant
	OP	Personnel Assistant
	RES	Research Programs Coordinator Assistant
	SECY	Records and Communications Assistant

*Not all-inclusive

TABLE 12.1 (continued)

Grade	Office	Position Title
GG-9	All	Secretary
	ADM	Contract Management Assistant, Personnel Security Processing Assistant
	IRM	Computer Assistant, Senior Licensing Information Assistant
	NMSS	Program Assistant
	NRR/RES	Management Assistant
	OC	Financial Assistant, Budget Assistant, Accounting Technician
	OCC OP	Paralegal Specialist Senior Personnel Assistant
GG-10	All	Secretary
	AEOD	Incidence Response Coordinator
	IRM	Data Quality Assurance Technician
	NMSS	Licensing Assistant
	NRR	Information Management Assistant, Safeguards Licensing Assistant
	RES SP	Regulatory Development Assistant Senior State Assistant
GG-11	OCM	Administrative Secretary
	ADM	Program Assistant
	NRR/NMSS	Licensing Assistant
	OGC	Paralegal Specialist
	PA	Public Affairs Research Assistant

PART IV

Career Development Tools

CAREER DEVELOPMENT TOOLS

This section of the guide provides supplemental information to assist NRC employees as they establish their career goals and prepare their Individual Development Plan. Included in this section is information on rotational assignments, qualifications for the Senior Executive Service, and two sample Individual Development Plans.

Rotational Assignments

The Nuclear Regulatory Commission is committed to enhancing the utilization of its staff resources as well as to providing career opportunities and job enrichment for its employees. Rotational assignments can serve both the Agency's and the individual's best interests in accomplishing these goals.

Basically, a rotational assignment is a career development tool for employees and a mechanism for managers to fully utilize employees to meet organizational and staffing needs. Through its use, employees can be selected laterally to a position with no change in promotion potential and trained for positions in different NRC offices and occupations. Employees may either serve on a temporary assignment from 3 months to 2 years and then return to their previous office or be permanently reassigned to a new office.

The purposes of rotational assignments are:

- To enhance employees' understanding of NRC programs and to integrate expertise in technical, policy, administrative, political, and international activities within the various participating office and regions, thereby promoting more effective cooperation with other parts of the Agency.
- To provide employees with broader experience, stimulating new challenges, new arenas in which to demonstrate skills and abilities, and contacts which may enhance career opportunities.
- To focus staff resources on new tasks and projects, providing a quick and efficient way of bringing the correct mix of limited resources to bear on immediate problems.

To participate in a rotational assignment, discuss with your supervisor specific rotational assignments at any time, but particularly during the mid-year or end-of-year performance appraisal meeting. After this initial discussion with your supervisor, contact your personnel representative (e.g., personnel satellite team leader or regional

personnel officer) if you are interested in rotational placement. Your personnel representative will work with you, your supervisor, and personnel contacts in other offices to facilitate mutually beneficial rotational opportunities.

Employees may be selected noncompetitively (1) through a solicitation of interest for a specific position, (2) by being asked to serve on a temporary task force, or (3) through their appropriate personnel contacts who will match employee rotational interests with those of other employees or the needs of other NRC components.

Lateral reassignments and short details do not require competition. However, if the reassignment is to a position with higher promotion potential, then competition would be required.

NRC employees are encouraged to take the initiative in applying for a rotation. Further, supervisors and managers are expected to play an active role in recommending employees for rotation when it would benefit the Agency and the employee.

Qualifications for the Senior Executive Service

In accordance with the intent of the law establishing the Senior Executive Service (SES), OPM has defined executive qualifications in terms of generic management functions and competencies associated with SES-level jobs. NRC employees interested in assessing and developing their qualifications for an SES position should develop the skills, knowledge, and abilities directly related to the SES competency areas.

Listed below are the six SES competency areas identified by OPM. For each competency area, sample activities an SES member should be able to perform and assignments which may help individuals develop the required competency are provided.

1. **Integration of Internal and External Program-Policy Issues**—Involves seeing that key national and agency-wide goals, priorities, values, and other issues are considered in making program decisions.

Sample Activities:

- Identifying and integrating key issues affecting the organization. These issues include political, economic, social, technological, and administrative factors.

- Working with and through the national policy-making-implementation structure and procedures (e.g., Presidential leadership and political positions, legislative processes, judicial review) and, as relevant, other governmental jurisdictions and private sector organizations.

Developmental Assignments:

- Assignment as a special assistant at the executive level or to a task force working on writing policy or programs which deal with those issues at a bureau or higher level.
- Assignment to organizations whose mission requires a different or greater awareness of and sensitivity to these issues.
- Assignment on the Hill or to an agency Congressional relations office.
- Assignment to an organization that requires frequent interaction with client groups.

II. Organizational Representation and Liaison—Focuses upon the external communications aspects of executive positions, including being a representative for the work unit and/or organization and coordinating with other work units and organizations.

Sample Activities:

- Representing (e.g., presenting, negotiating, selling, defending) the organization before a variety of people, including agency heads and other political and career executives, members and staff of Congress, the media, clientele, and professional groups.
- Working in groups and teams, conducting briefings and other meetings.
- Establishing and maintaining working relationships within the organization (e.g., with other program areas and staff support functions) and with relevant external groups and organizations.
- Seeing that reports, memos, and other documents reflect the position of the organization.

Developmental Assignments:

- Assignment to an office that regularly makes formal public presentations, or expects to prepare and present Congressional testimony during the assignment period.

- Assignment to a new or reorganizing organization with the task of developing procedures to improve working relationships with outside organizations.

- Assignment as a special assistant to a key policy executive, with responsibility for drafting speeches, preparing the executive for question and answer sessions, and participating in negotiations.

- Assignment to an interagency task group.

III. Direction and Guidance of Programs, Projects, or Policy Development—Involves activities related to establishing program-policy goals and the structure and processes necessary to carry them out.

Sample Activities:

- Planning-setting goals, objectives, and priorities; integrating short- and long-term goals; identifying contingencies, strategies, resource needs.
- Assessing program, policy, project feasibility.
- Setting effectiveness, efficiency, and productivity standards.
- Organizing structure and work.

Developmental Assignments:

- Assignment to a new organization that is dealing with these issues, or an old organization that is reexamining these issues because of a reorganization.
- Assignment to an office specializing in productivity, performance appraisal or evaluation.

IV. Acquisition and Administration of Financial and Material Resources—Concerns activities and procedures related to obtaining and allocating the financial and material resources necessary to support program or policy implementation.

Sample Activities:

- Managing the budgetary process—preparing, justifying, operating through organizational and congressional procedures, administering.
- Overseeing procurement-contracting procedures and processes.
- Directing-coordinating logistical operations.

Developmental Assignments:

- Assignment to an organization during budget planning time at a sufficiently high level for exposure to Congressional procedures.
- Assignment to an organization that foresees more than the average procurement activity during the assignment period.

V. Utilization of Human Resources -- Involves activities and processes for ensuring that people are appropriately employed, effectively and efficiently utilized, developed, and dealt with in a fair and equitable manner.

Sample Activities:

- Acquiring staff through appropriate staffing processes -- workforce planning, recruitment and selection, including affirmative action and EEO.
- Delegating work among subordinate groups and individuals.
- Conducting performance appraisals and providing appropriate rewards and/or disciplinary action.
- Assessing individual capabilities and needs and providing coaching, counseling, and career development opportunities.
- Resolving conflicts and attending to morale and organizational climate issues.

Developmental Assignments:

- Assignment to a supervisory job that involves assignment of many different tasks to many people.
- Assignment to head up a project work group with a heavy workload.

- Assignment to the training and development office or to a supervisory job in an office with high staff turnover.

VI. Review of Implementation and Results -- Involves activities and procedures for seeing that programs and policies are being implemented, adjusted as necessary, and that the appropriate results are being achieved. Major competencies within this activity area are:

Sample Activities:

- Monitoring work status through formal and informal means.
- Diagnosing and consulting on problem areas relating to implementation and goal achievement.
- Evaluating technical and non-technical program outcomes and impacts.
- Assessing overall effectiveness, efficiency, and productivity of the organizational unit.

Developmental Assignment:

- Assignment to a management or program evaluation office, an intra-office evaluation team or investigative task force or commission.

Individual Development Plans

The Individual Development Plan (IDP) is a map on which to chart and logically plan for the training and experience you may need to develop your NRC career. Working through the IDP process helps you set reasonable career goals, assess your strengths and weaknesses, and identify ways to obtain the skills, knowledge and abilities necessary for you to achieve your career goals.

Two sample IDPs are provided below. For additional information on how to prepare an IDP, read *The IDP Process*, NUREG/BR-0086.

U.S. NUCLEAR REGULATORY COMMISSION INDIVIDUAL DEVELOPMENT PLAN (IDP) (Please Print Legibly or Type) (See attached instructions)		1. EMPLOYEE'S NAME (Last, First and Middle Initial) _____ 2. POSITION TITLE Secretary 316 056 3. ORGANIZATION (Other, Division, Branch) NRR	
A. SHORT-RANGE GOALS (1-2 years) - Specific, measurable, attainable, relevant, and time-bound.		B. LONG-RANGE GOALS (3-5 years) - Specific, measurable, attainable, relevant, and time-bound.	
1. To participate in the Administrative Skills Enhancement Program. Emphasis --- Personnel		1. To become a Personnel Assistant in the Office of Personnel.	
C. DEVELOPMENTAL EXPERIENCES RELATED TO:			
1. IMPROVE MY KNOWLEDGE OF THE MISSION OF NRC.		2. IMPROVE MY COMMUNICATION SKILLS.	
A. DEVELOPMENTAL OBJECTIVES (What knowledge or skills do you want to gain or improve?)	B. DEVELOPING DEVELOPMENTAL ACTIVITIES (Which events, activities, assignments, or tasks will accomplish this goal? Identify particular areas for each developmental activity.)	C. DEVELOPING PERFORMANCE IN CURRENT POSITION (Which activities will be taken as assignments and job descriptions? Identify particular areas for each developmental activity.)	D. OTHER ACTIVITIES (If any) (Include supplemental readings and other self-development activities.)
1. Improve my knowledge of the mission of NRC.	Tour an operating nuclear power plant. Meet monthly with the Branch Chief to discuss various aspects of NRC's mission. (Discussion based on reading the Annual Report.)	Nuclear Reactor Concepts (NRC/OP, 11/13-14/91) The Regulatory Process (NRC/OP, 7/22-23/92) Techniques of Reading and Writing (Montgomery College, Spring 1992) The Power of Listening (NRC/ILC) Confident Public Speaking (NRC/ILC)	Read NRC's Annual Report to become familiar with current agency issues and responsibilities.

(See Review for Specifics, Rights and Classification of Items 5-8)

CONTINUATION - ITEMS 8

9. DEVELOPMENTAL OBJECTIVES	10. SUPPORTING DEVELOPMENTAL ASSIGNMENTS	11. SUPPORTING FORMAL TRAINING	12. OTHER ACTIVITIES
<p>3. Gain a basic understanding of NRC personnel rules and regulations.</p>	<p>Apply for a rotational assignment in the Office of Personnel 488 satellite office. (Summer 1992)</p>	<p>Personnel Management for Personnel Assistants (OPM, Winter 1991)</p> <p>Processing Personnel Actions: An Introduction (OPM, Spring 1992)</p>	<p>Obtain and read NRC Manual Chapters regarding personnel policies.</p>
<p>8. REMARKS</p>			<p>10. PRINTED NAME AND SIGNATURE OF EMPLOYEE _____ DATE _____</p> <p>11. PRINTED NAME AND SIGNATURE OF SUPERVISOR _____ DATE _____</p> <p>12. PRINTED NAME AND SIGNATURE (An original for Manual Development assigned) _____ DATE _____</p>

SAMPLE IDP

NRC FORM 301 12-80 NRCM 4150		U.S. NUCLEAR REGULATORY COMMISSION		1. EMPLOYEE'S NAME (Last, First and Middle Initial)	
INDIVIDUAL DEVELOPMENT PLAN (IDP) (Place Print Name or Type) (See Attached Instructions)				2. POSITION TITLE Quality Assurance Engineer	
				3. ORGANIZATION (Office, Division, Branch) NRCSS	
4. CAREER GOALS (Short and Long Range)					
A. SHORT RANGE GOALS (1-3 years). Specify position, title, skills, and goals. 1. To become a Senior Quality Assurance Engineer.			B. LONG RANGE GOALS (3-5 years). Specify position, title, skills, and goals. 1. To develop my potential for entry into a supervisory position.		
*Assign/develop activities each entry in column B-D, as appropriate.					
Developmental experiences needed for:		*Develop career development *Show effective performance in present position			
5. DEVELOPMENTAL OBJECTIVES		6. SUPPORTING DEVELOPMENTAL ASSIGNMENTS (if any)		7. SUPPORTING FORMAL TRAINING (if any)	
*Specify knowledge or skills to be gained or performance to be achieved.		*Include goals, assigned assignments, on-the-job assignments, and general assignments, etc. (Specify scheduled dates for each developmental activity.)		*Include courses to be taken at Government and non-Government facilities. (Specify scheduled dates for each developmental activity.)	
1. Develop my ability to perform inspections of suppliers and licensees.		Perform 4 inspections.		<ul style="list-style-type: none"> • Fundamentals of Inspection (NRC/TTC, Fall 1991) • Inspecting for Performance (NRC/TTC, Spring 1992) • PRA Basics for Inspection Applications (NRC/OP, 9/9-11/92) 	
2. Broaden my understanding of NRC as a regulatory agency.		Participate in the development of a major policy position (i.e. rulemakings, reg. guides).		<ul style="list-style-type: none"> • The Regulatory Process (NRC/OP, 1/15-16, 1992) • Regulatory Philosophy Refresher (NRC/TTC, Summer 1992) 	
3. Develop my communication skills.				<ul style="list-style-type: none"> • Effective Communication for NRC Inspectors (NRC/OP, 3/10-12, 1992) 	
				Study NRC Inspection Manual Chapters.	

(See Reverse for Signature Blocks and Continuation of Items 5-8)

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CONTRIBUTION - ITEMS 8-12

9. DEVELOPMENTAL OBJECTIVES	8. SUPPORTING DEVELOPMENTAL RESPONSIBILITIES	7. SUPPORTING FORMAL TRAINING	6. OTHER ACTIVITIES
<p>4. Develop basic management skills.</p>	<p>Assist the Branch Chief with budget formulation and the Five Year Plan. Participate in recruitment trips for the Office of Personnel.</p>	<p>What Is Strategic Planning: An Overview (NSC/ILC)</p>	<p>Apply for the Executive Potential Program for Mid-Level Employees. (Fall: 1992)</p>
8. INITIATIVES		10. PRINTED NAME AND SIGNATURE OF EMPLOYEE	DATE
		11. PRINTED NAME AND SIGNATURE OF SUPERVISOR	DATE
		12. PRINTED NAME AND SIGNATURE (A. - required; B. - optional; C. - optional)	DATE

Mr. James G. Partlow's Career Path

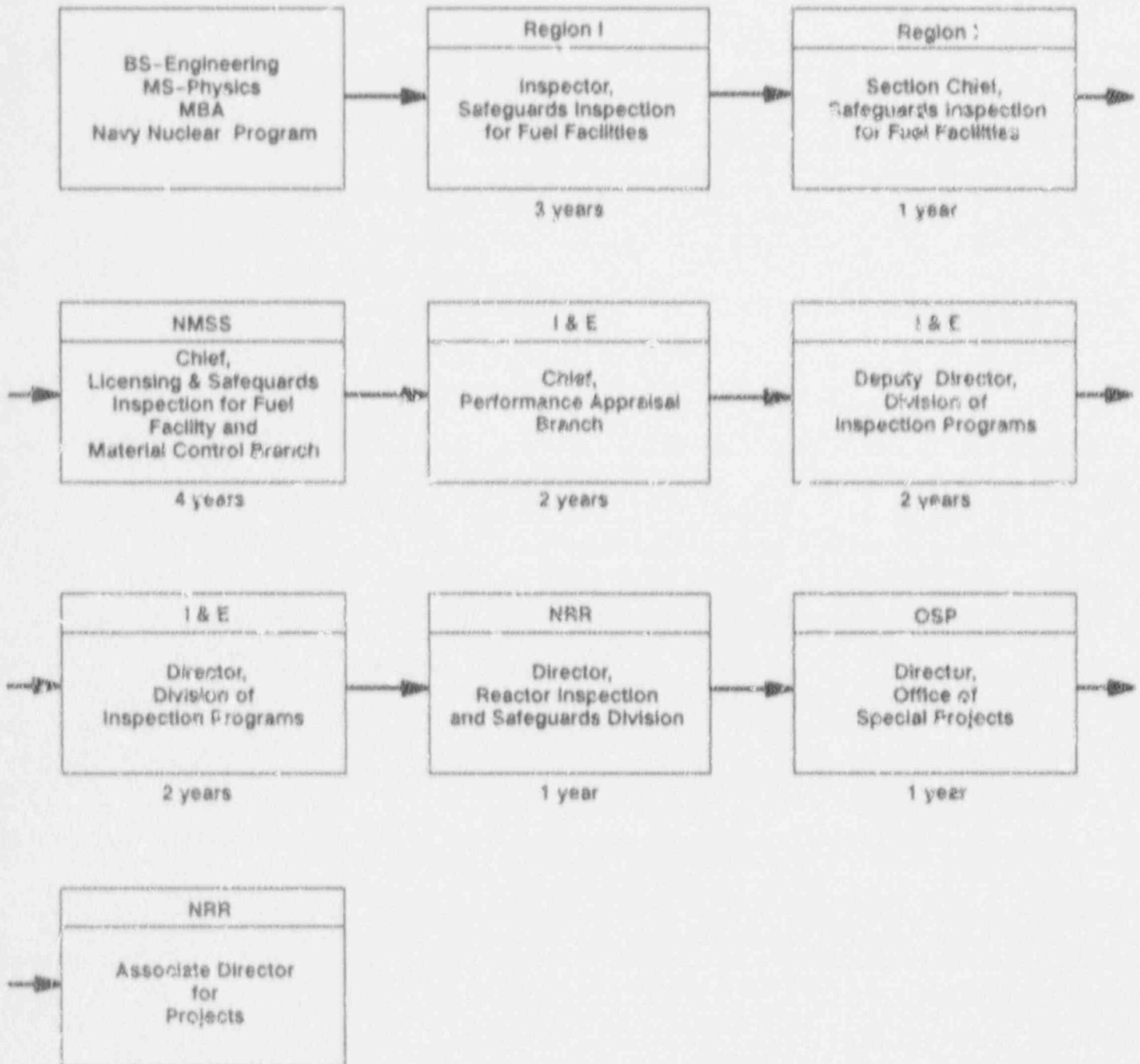


Figure 1.2

Dr. Thomas E. Murley's Career Path

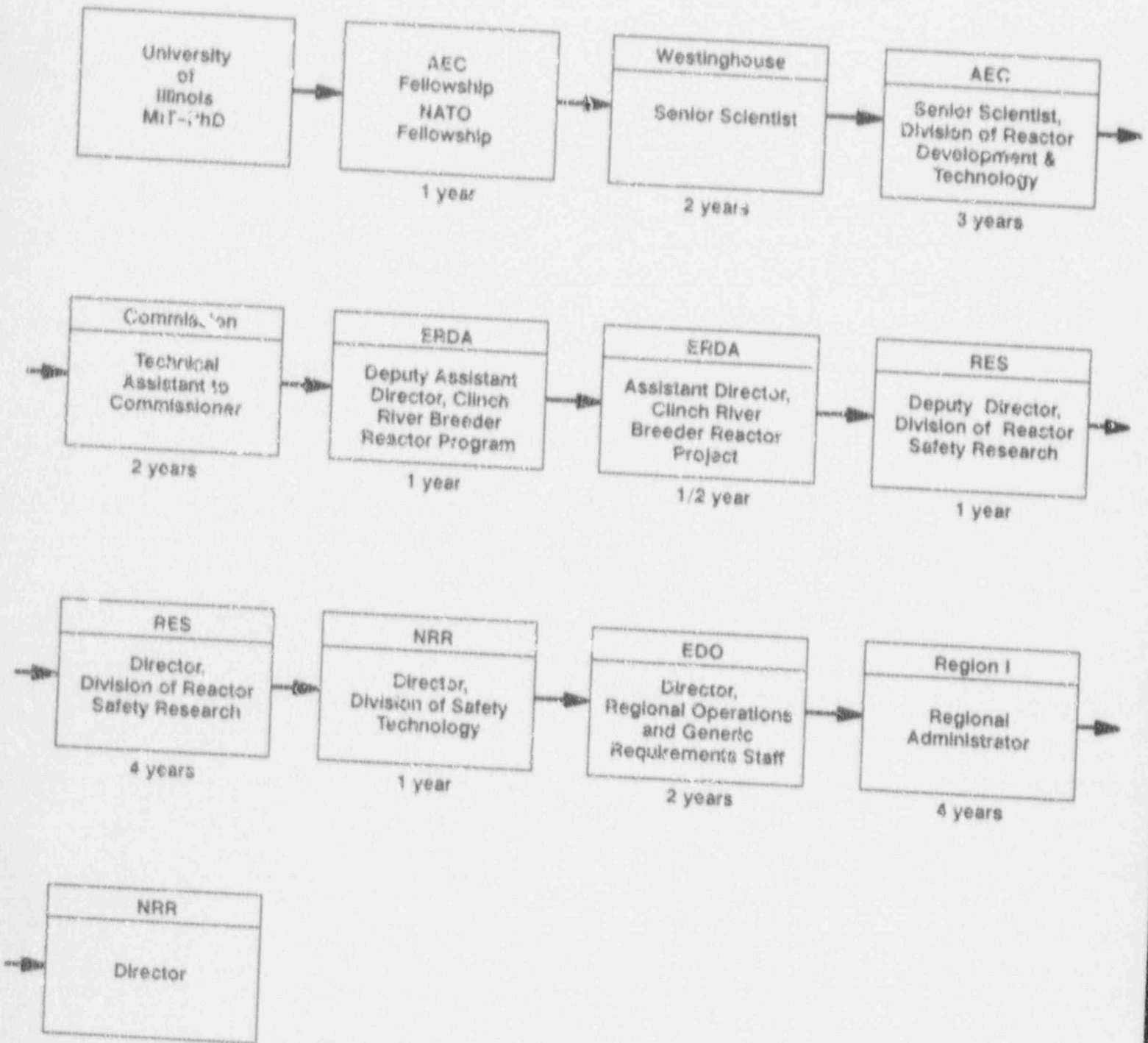


Figure 1.3

Mr. James H. Sniezek's Career Path

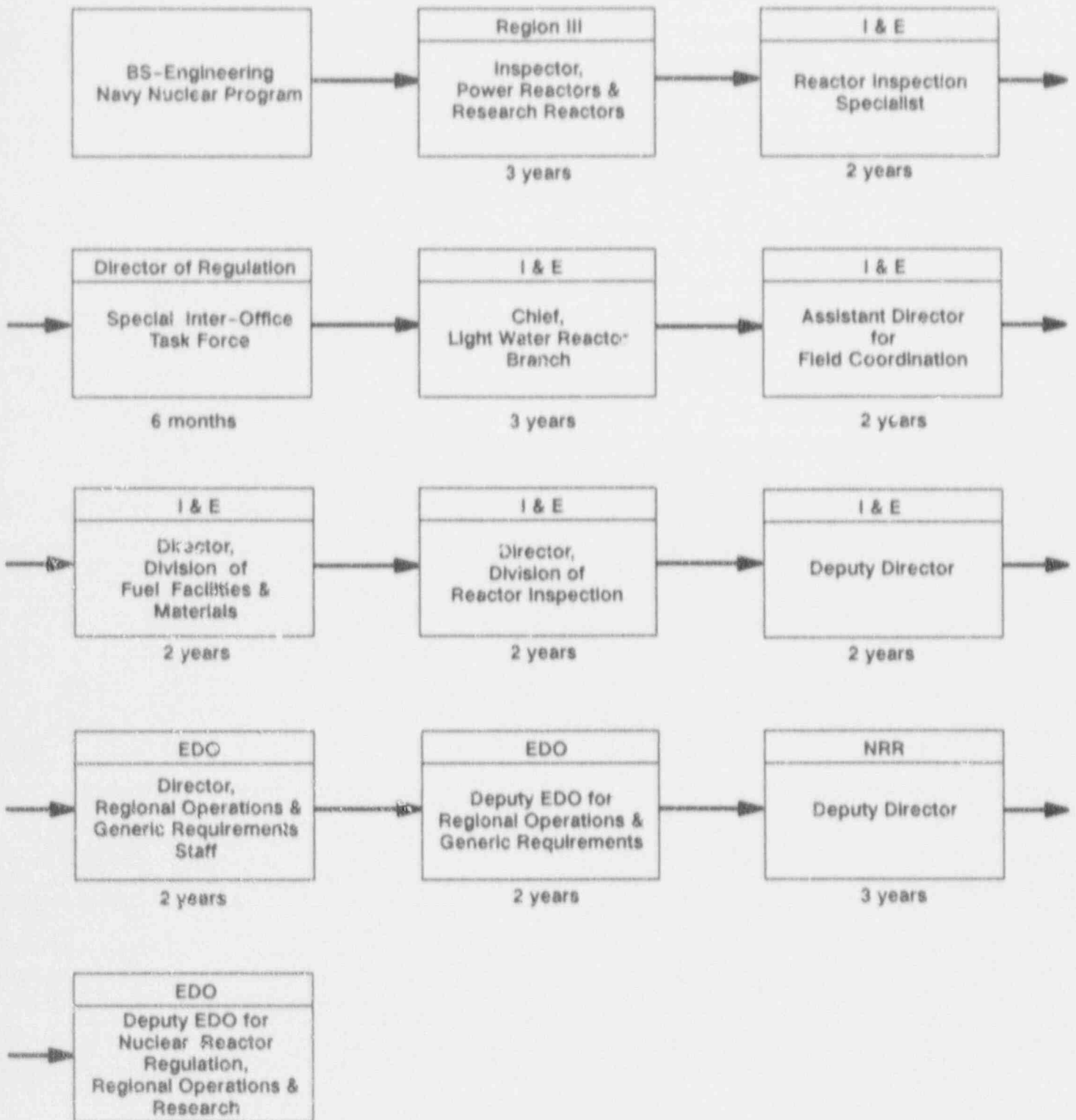


Figure I.4

Mr. Robert M. Bernero's Career Path

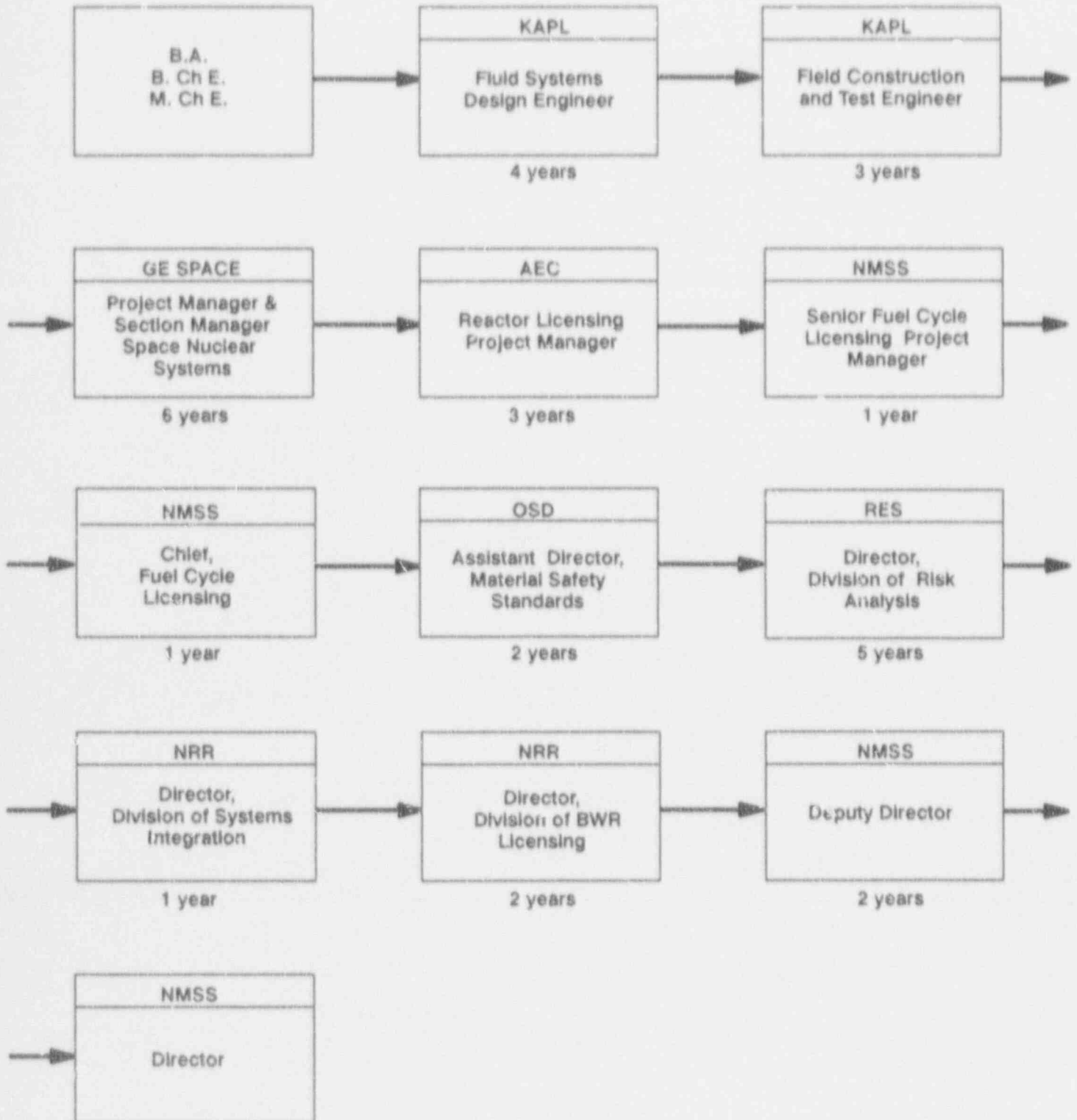


Figure 1.5

Ms. Patricia G. Norry's Career Path

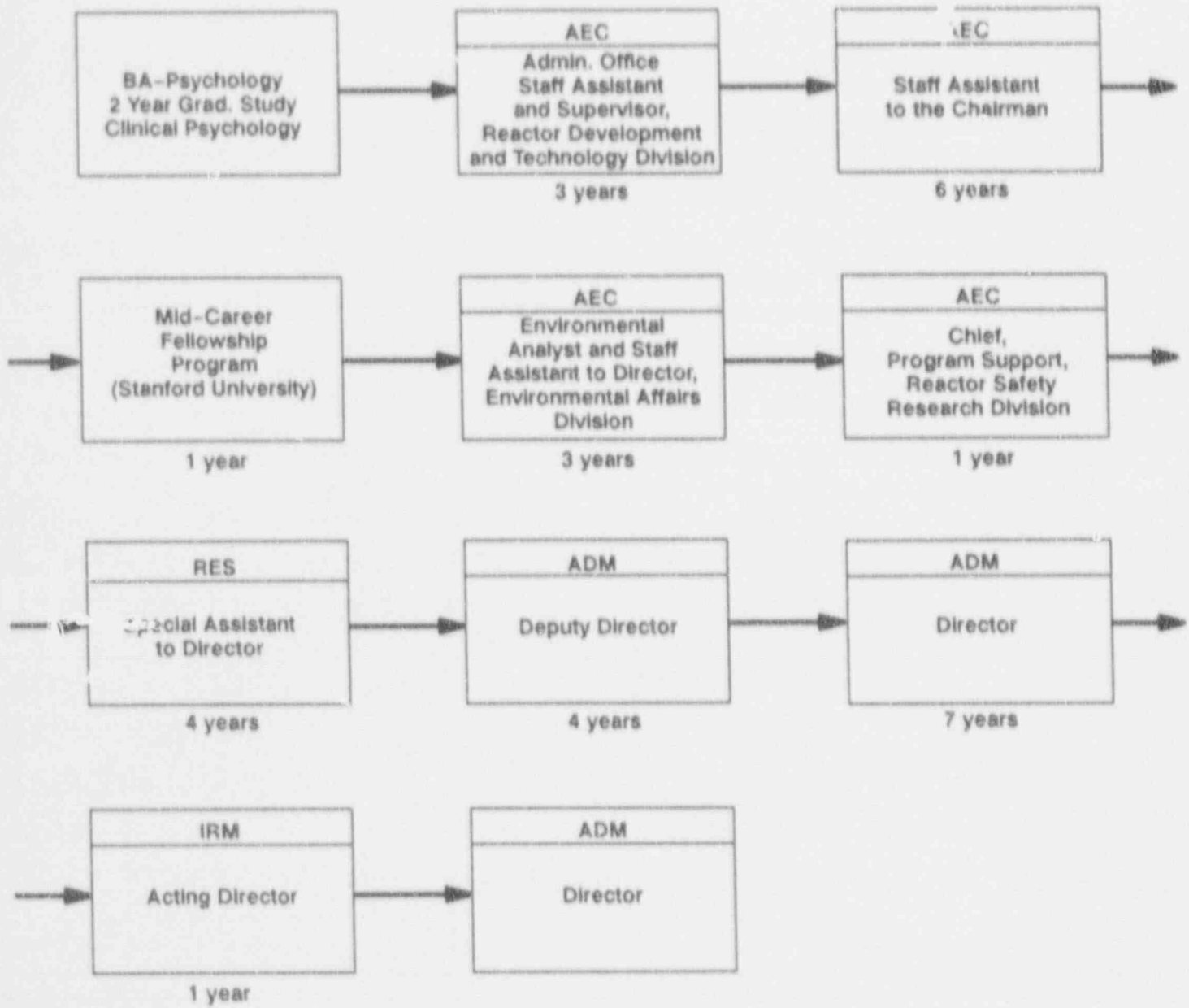


Figure II.2

Mr. Edward L. Halman's Career Path

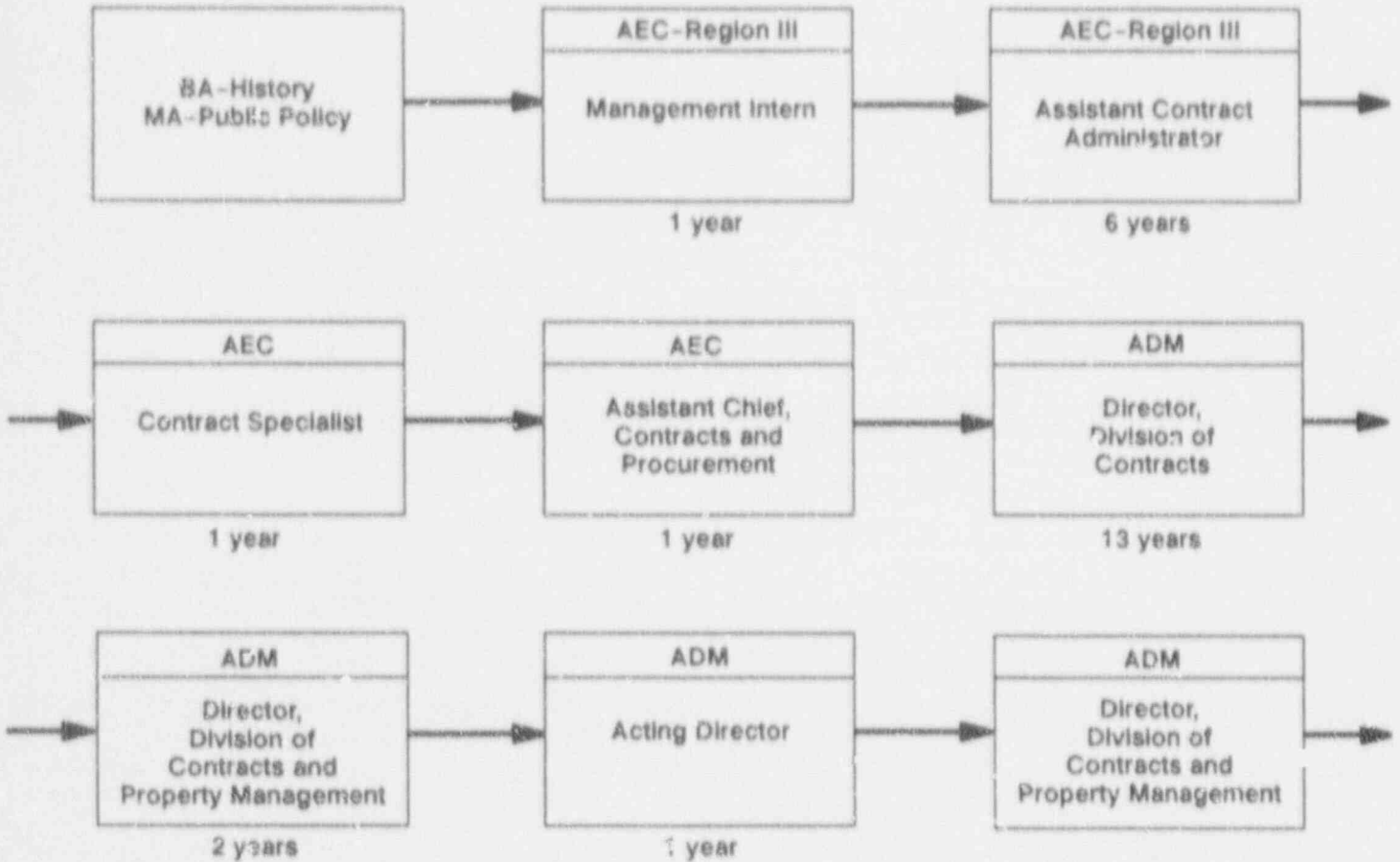


Figure II.3

Mr. Jesse L. Funches' Career Path

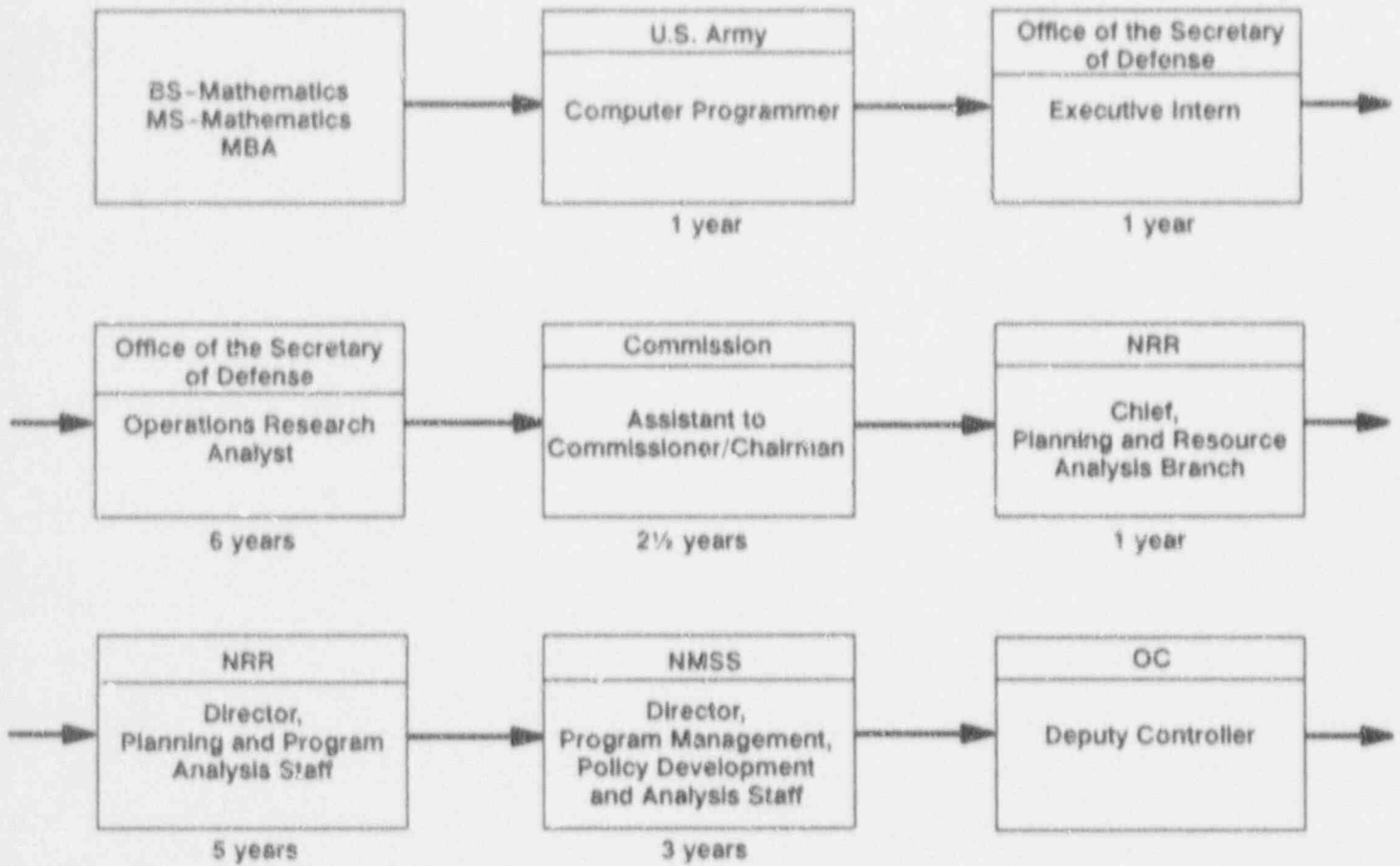


Figure II.4

Martin G. Malsch's Career Path

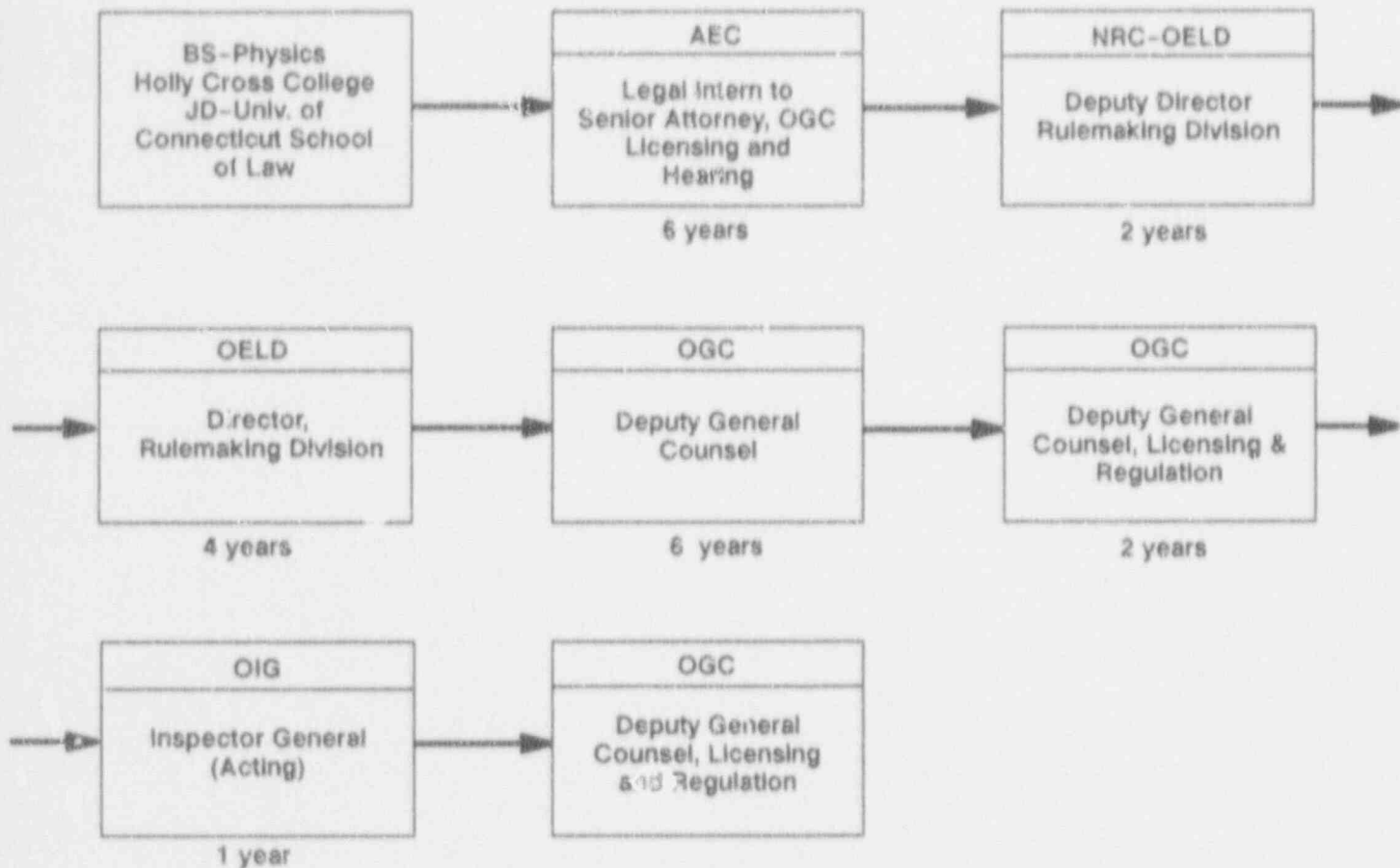


Figure II.5

Joseph F. Scinto's Career Path

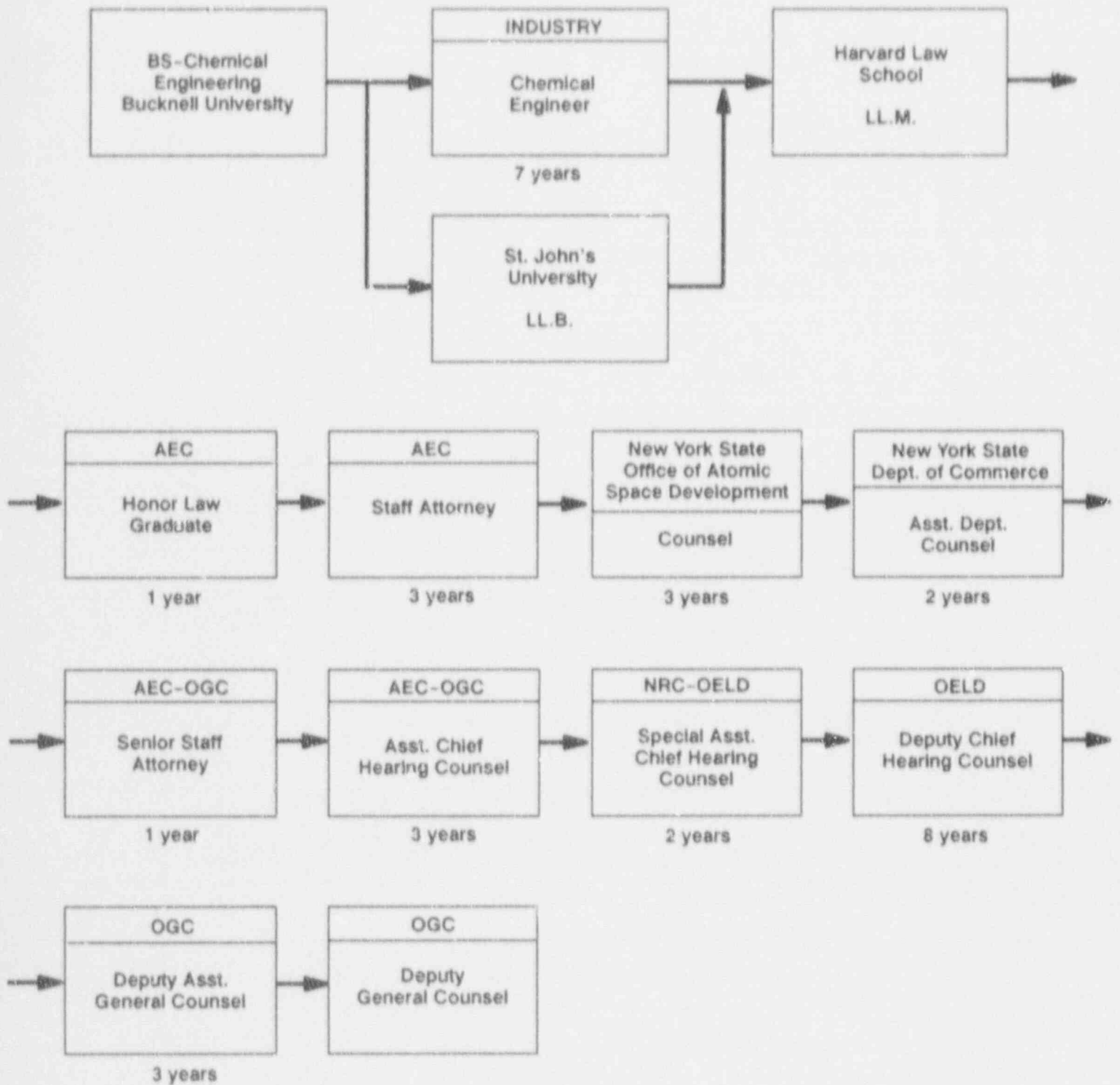


Figure II.6

Ms. Geraldine P. Schuetze's Career Path

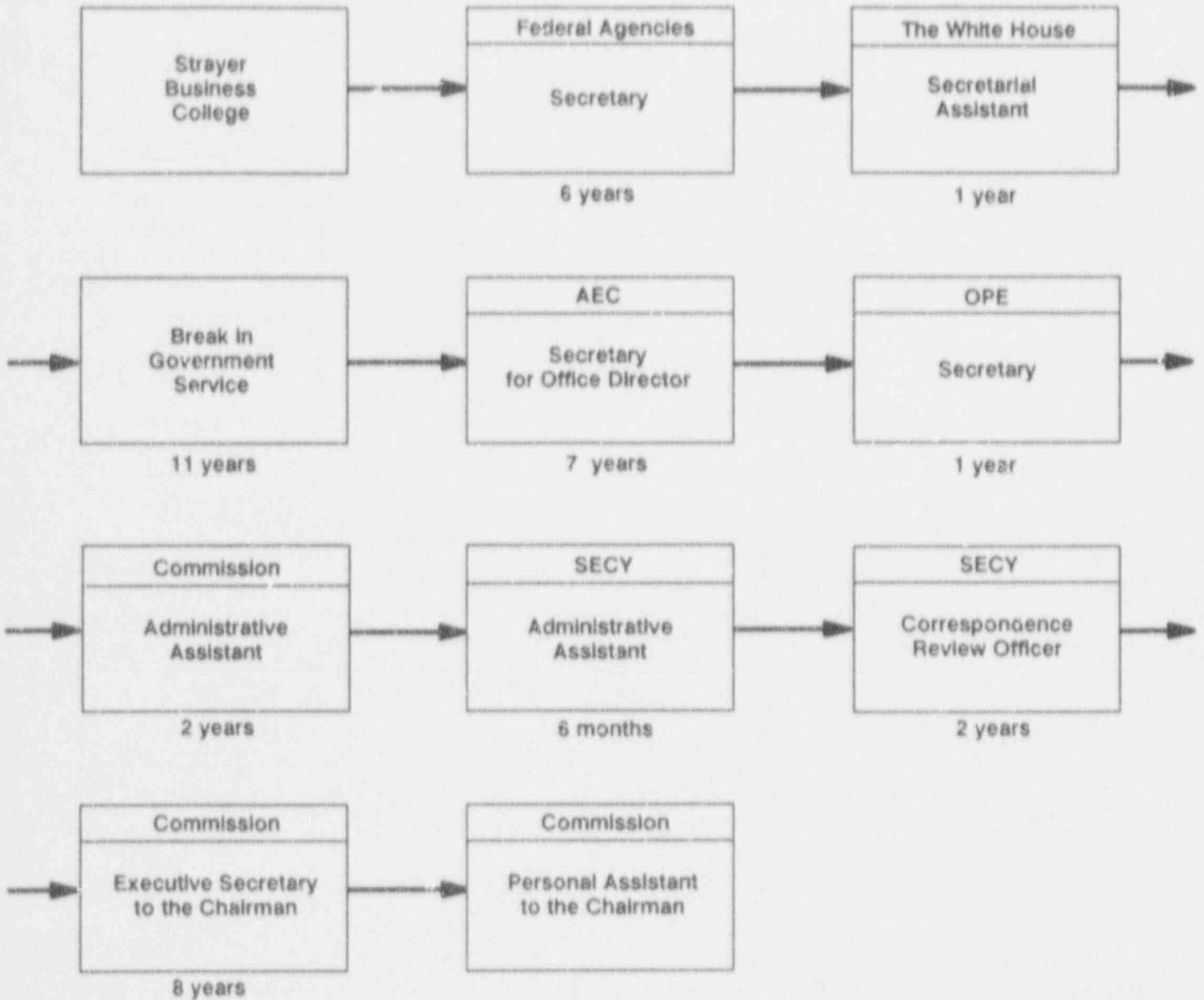


Figure III.1

Ms. Lillian van Santen's Career Path

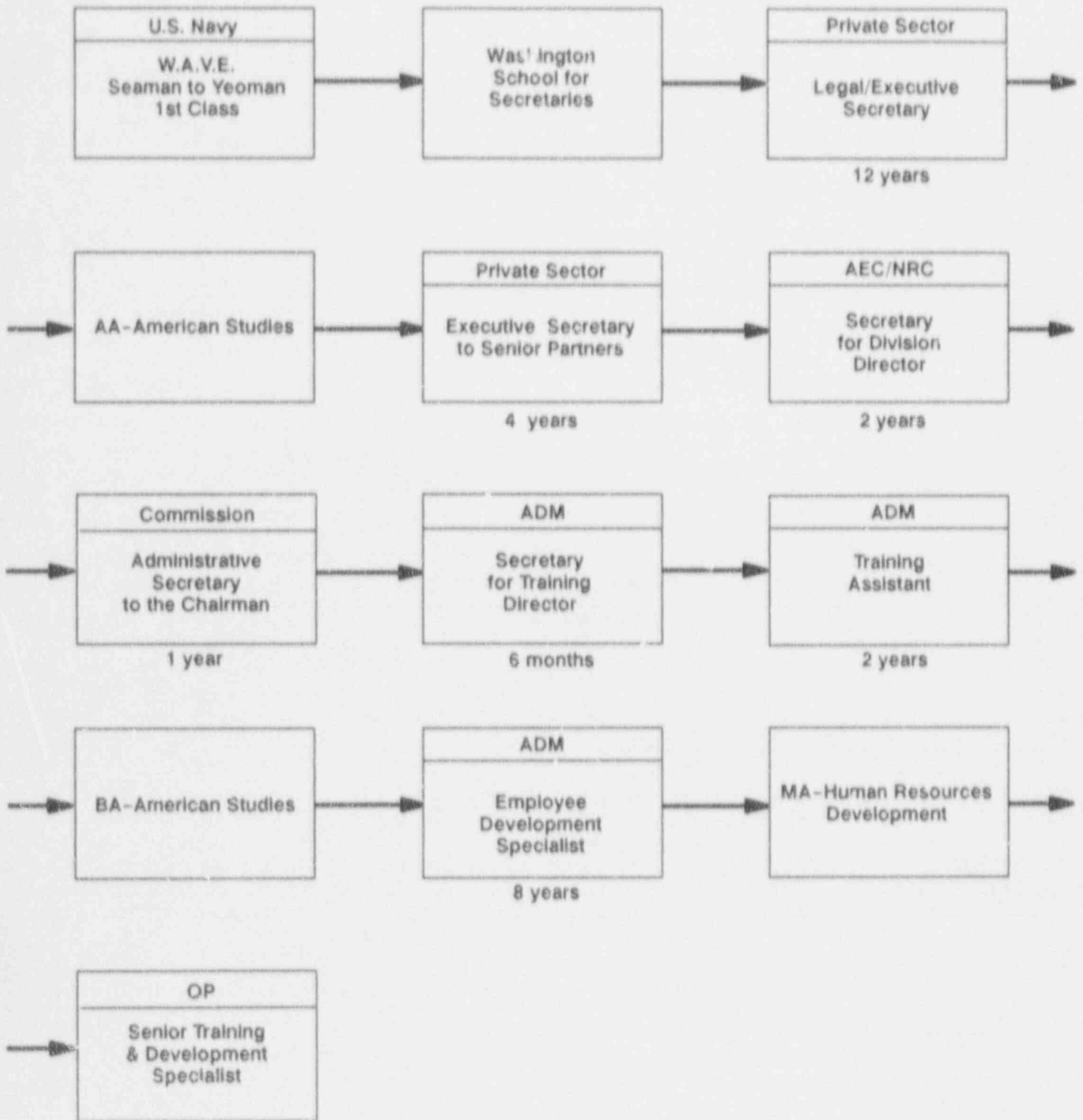


Figure III.2