WAEPA GUIDE

Federal Career Advancement Guide

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2022 Federal Career Advancement Guide

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Introduction

The Federal sector provides employees many opportunities to achieve their career goals, but a proactive approach gives you a better chance for promotion. With an estimated 2% of the total civilian workforce, the Federal Government is the largest employer in the United States, and it continues to grow as new programs are launched. The option to transfer to other agencies and geographic locations increases your chances for upward mobility. Being proactive and setting realistic targets will help you realize your goals.

It is recommended that Civilian Federal Employees create an Individual Development Plan (IDP) to identify their career path. Completing an IDP is the employee's responsibility. Every agency provides their employees tools and training, but without an IDP, there's no training for new positions. However, agencies must provide career development for interested employees. Constructive feedback from your supervisor is integral to advancing in the Federal Government.

— *The WAEPA Staff*

Government Employees Training Act

Public Law 85-507, The Government Employees Training Act, is outlined in Title 5, Chapter 41, of the United States Code. It provides the authority to train employees to most Federal agencies. From 1967 through executive Order 11348, this law was amended. It states that the policy of the United States is "to develop its employees through the establishment and operation of progressive and efficient training programs, thereby improving public service, increasing efficiency and economy, building and retaining a work force of skilled and efficient employees, and installing and using the best modern practices and techniques in the conduct of the government's business."

Federal agencies and departments are required to assess and evaluate their training requirements. This ensures they achieve their objectives by identifying modifications to improve performance. Each year, new resources are created to support training and professional development as required by Federal Career Development Laws, but training can be provided by other government agencies or vendors from the private sector. Empowering agencies to develop their own programs assures the training is tailored to the agencies, department needs, and the employees that occupy these roles.

Conclusion

The goal of every supervisor is to have well trained and skilled employees, and there are many programs available to further the careers of these employees. Supervisors can even fund evening college classes if the class is related to your work or included in your written IDP plan, but this option is dependent on available funding, approval, and specific GPA targets. There are also many government courses, certification programs, and temporary opportunities that could lead to promotions.

If you want career advancement and promotion, there are many resources available to help you succeed. Follow the steps in this guide, complete your IDP, and meet with your supervisor to outline the best path forward.

Individual Development Plan (IDP)

Individual Development Plan (IDP)

This section outlines a step-by-step process for preparing an Individual Development Plan (IDP). The IDP is developed by the employee and their supervisor. As the plan is built, the employee and supervisor will outline developmental objectives and career goals, and select learning activities to achieve them. The IDP ensures that the employee maintains the current level of job proficiency through continued training and developmental activities. The employee charts a career path by identifying new knowledge, skills, abilities, and learning activities. The IDP supports organization mission and workforce planning needs.

IDPs are usually required for the following:	This section will help employees:
• Permanent Full-time	• Analyze career goals and objectives
• Cadre Full-time	• Learn how to prepare a formal IDP
• SES Candidate Development Program Participants	• Analyze the organization's needs for individual development planning
• Presidential Management Fellows (PMF)	• Prepare for the employee-supervisor IDP discussion
• Student Career Experience Program Participants (SCEP)	• Find and use resources for individual development planning
Note: An IDP is required 90 days after new full-time permanent and cadre employees report for duty. Although an IDP is not required for all employees, it is highly encouraged.	

What is an IDP?

IDPs are individually tailored action plans that describe short and long-term goals and activities for career development. An IDP identifies training and developmental experiences to achieve goals that benefit both the individual and the organization within a specified time frame.

IDPs benefit both the employee and the organization. Implementing an IDP helps employees enhance their knowledge, skills, and experience, and improved competencies help advance personal and career goals. Developing improved employee capabilities, workforce planning, and strategic planning benefits the organization. Competent employee performance, improved morale, and personal job satisfaction increase the organization's effectiveness. The IDP emphasizes collaboration between the employee and supervisor. This includes input from mentor(s) on specific developmental experiences necessary to fulfill individual career development and organizational enhancement. Each IDP is uniquely tailored to the needs of the individual and the organization. IDPs clarify what is important to employees and supervisors and set a plan to achieve them.

Individual Development Plan
Continued

This includes the following:

- **Areas of Responsibility** IDPs describe the areas of responsibility in the employee's position description and the competencies needed to perform them.

- **Developmental Activities** Each area of responsibility is accompanied by at least one specific developmental activity to achieve or practice that competency.

- **Timeline with Date Completed** Realistic start dates, end dates, and other major milestones are established for each activity. The completion date should be listed so the employee can document proficiency in the competency, skill, or ability.

Sharpening the Edge

Fewer management positions and flattened organizational structures make traditional linear career patterns less available. Employees need to be more flexible, adaptable, and creative in identifying their next job. Lateral moves and rotational assignments can broaden experience and leverage skills.

Technical Knowledge and Skills Obsolescence

Rapid advancements in technology and state-of-the-art knowledge requires employees to upgrade skills to remain current with job requirements. Begin preparing for your future now.

IDP Process

The collaborative IDP process requires ongoing communication and interaction between the supervisor and the employee.

When to Prepare an IDP

The optimal time to prepare an IDP is during the first few weeks immediately following a performance appraisal.

What's in an IDP?

An IDP should include the developmental assignments, activities, and training courses indicated for the employee because of a:

- Training needs analysis

- Mandatory or core competencies

- Career counseling

- Activities intended to improve performance at the employee's present position or a target position

- Desired time frame for completion of training or developmental activity

Competencies

Job competencies are defined as underlying characteristics of an employee. This includes motives, traits, skills, or knowledge that helps employees complete tasks effectively.

Employees use many competencies in their jobs, which can generally be broken down into three categories: business management, professional, and technical.

Business management competencies include contract management, accounting, marketing, and project management.

Professional competencies represent basic personal and analytical skills, including communication, facilitation, mentoring, problem solving, leadership, and other interpersonal skills.

Technical competencies are related to functions or processes of the job. These include craft skills, such as brick laying and carpentry, or specific knowledge such as property management and inventory processes.

Individual Development Plan

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Responsibilities

Pre-Discussion Planning

Pre-discussion planning prepares the supervisor and employee for their joint discussion. Everyone has specific preliminary data-gathering responsibilities, and this information will help guide the conversation.

Where Are You Now?

The employee should:

- Conduct a self-assessment of current skills, strengths, and developmental areas

- Examine interests and values

- Establish goals and priorities

- Examine management priorities.

In addition to this assessment, helpful questions include:

- What do I value?

- How satisfied am I in my current job?

- How well does my job meet my needs?

- If I wanted to make a change, what would it be?

- How do others view me?

- How do I want to be seen?

- What kind of person do I want to be?

- What makes me happy?

Where Do You Want to Be?

Once you have reviewed your current skills, interests, and values, begin to examine the available options.

Ask questions such as:

- Do I want to advance or move into a different type of job?

- Do I want to enrich my present job?

- Do I want to develop new skills? If so, which ones and why?

Ask your supervisors and managers about available options. Interview, collect information, and ask others about their perceptions of you. Do a reality check and match your needs with your options.

How Will You Get There?

After deciding where you want to be, identify developmental areas. Ask questions such as:

- What specific skills, knowledge, and abilities do I possess?

- What do I need to strengthen now?

- What do I strengthen for the future?

- What are my barriers?

- What do I need to overcome these barriers?

- What do I need to change?

What is Your Current Level of Job Competency?

The employee and supervisor should discuss what job-related tasks are necessary for successful performance of the job. These can be used to identify the specific knowledge, skills, and abilities needed. Once these are identified, the employee and the supervisor can determine areas of strength and opportunities for improvement.

Ask questions such as:

- What are the major duties and responsibilities involved?

- What special requirements are necessary or helpful to know?

Individual Development Plan

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Developmental Activities

Developmental activities are undertaken by individuals to achieve developmental objectives. Some may be achieved by formal training, conferences, and seminars. Other activities include:

- Shadowing (following and observing a person closely)

- Reading

- Reviewing and analyzing examples

- Research

- Internship, apprenticeship

- Online courses

- On-the-job training

- Self-study

- Video or computer-based instruction

- Mentoring

- Special projects, assignments, "Just doing it"

- Structured interviews with content experts

- Rotational assignments

In most cases, these activities are less expensive than formal training and can be accomplished without travel.

Frequently Asked Questions

Q: Is this a performance appraisal? What effect does the IDP process have on performance appraisals?

A: This is not a performance appraisal. The IDP focuses exclusively on the employee's growth and development. Actual performance enters the discussion, but it is not a performance review. They are two separate but related conversations, and care should be taken to keep them so, especially if the two discussions are held simultaneously. The performance appraisal reviews the past while the IDP discussion plans the future.

Q: I am satisfied with my current job, and I am not interested in moving into any other position. What can an IDP do for me?

A: "Development" is not only moving up or into another job. The IDP can focus on mastering skills in your current job. Employees staying in their current jobs still need to keep skills current and remain productive. Few jobs will look the same in two years, and it is critical to stay ahead of the game.

Q: I am interested in attending a one-day seminar I just found out about, but it is not in my IDP. Can I still go?

A: The IDP attempts to identify all your developmental activities, but sometimes other options become available The fact that a seminar is not identified on your IDP does not mean you cannot attend.

Q: Once something is on the IDP, can I change it?

A: Yes.

Q: How can I learn about training opportunities?

A: Your developmental needs should be a regular topic of discussion with your supervisor. Agency program announcements are usually circulated to supervisors and posted on the Human Resource Development website. Work Force Development Directorate also maintains information on interagency and non-government training programs. You should regularly talk with your supervisor or training officer about available opportunities.

Q: May the government pay for my licensing or certification examination?

Individual Development Plan

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A: No. The costs of examination and any related expenses are not payable under the current training law. However, your agency may pay for training that prepares you for an examination if the training is relevant to the agency's mission.

Q: Is it required that training be applicable only to my present job?

A: Generally, yes. However, training may be relevant to projected future assignments or to accomplish special agency initiatives. The aim is to ensure job proficiency while planning developmental activities to reach career goals. The plan enables the employee to identify knowledge, skills, and learning activities to reach these goals.

Q: Is an IDP mandatory?

A: An IDP is mandatory for all permanent and cadre staff, including SES Candidate Development Program Participants, Presidential Management Fellows (PMF), and Student Career Experience Program Participants (SCEP). Although an IDP is not required for all employees, creating a plan is highly encouraged. For new full-time permanent and cadre employees, an IDP is required 90 days after the employee reports for duty.

Q: Does my IDP have to be on the form provided?

A: You must submit the standard ODA IDP form provided by the Strategic Development and Training team. The employee and supervisor should each retain a copy of the plan. An electronic copy of the IDP should be forwarded to the designated Center Human Resources Officer or IDP Coordinator for central records. However, you may use the format of your choice for your own personal record(s) of accomplishments, activities, goals, etc.

Q: How often should I review/update my IDP?

A: You should monitor the progress of your IDP on an ongoing basis. It is highly recommended that you and your supervisor review/update the form on at least a quarterly basis. This is short enough to focus on short-term goals while providing adequate time to work on long-term developmental activities. Space has been provided on the form to initial and date each quarter.

Q: How can my supervisor help with my IDP?

A: Your supervisor is one of the most important links in your development process. The supervisor can play the role of coach, advocate, or objective observer, and they can explore options or directions you might not otherwise consider.

Q: What are different sources to consider when developing an IDP?

A: Online courses, details, temporary assignments, book clubs, associations, and seminars are just a few of the sources to consider. The ODA Strategic Training and Development team has compiled a resource list citing relevant books, articles, and websites. The classroom is not the only place for effective learning, so be sure to consider various experiences and activities.

Q: Who can help me?

A: Mentors, supervisors, coworkers, friends, professional organizations, ODA Strategic Training and Development team, and others form a support network for your professional development.

Q: Why is feedback important?

A: Feedback is essential for:

Professional Success - To perform at the highest possible level, you must have a way of relating your efforts to your work environment.

Growth - Feedback can help direct your self-improvement efforts and provide a road map for your professional development.

Keeping Your Competitive Edge - Your value to an organization is heavily dependant on how you are perceived.

Reality Check - Feedback helps discover how your efforts are affecting your team's mission and success.

Balance - Feedback helps balance your perspective with your co-workers.

Individual Development Plan

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Definitions

Maintaining Good Working Relationships

It is difficult for us to see ourselves the way that others do. Honest feedback lets peers, customers, supervisors, and direct reports know you care about how your actions affect them.

Classroom Training

Structured learning that takes place in a classroom setting. Classroom training is most effective when followed by on-the-job or laboratory experiences that provide opportunities for practice.

Computer-Based Training (CBT)

Structured learning that is self-paced and takes place at a personal computer. CBT plays a key role in closing skill gaps and improving on-the-job performance. CBT permits employees to use their time efficiently without spending time in a formal classroom. CBT is owned by the organization and is available at any time.

Contextual Learning

Contextual knowledge enables students to test theories via tangible real-world applications.

Competency Profile

A list of knowledge, skills, and abilities that can be linked to specific job tasks.

Distributed Learning

A type of distance learning that is technology enabled, facilitated by a content expert, and available on-demand.

Developmental Activity

Training, education, or other developmental assignments (e.g., reading reference materials) that expand the knowledge, skills, and abilities needed to perform current or future duties and accomplish developmental objectives.

Development Needs Assessment

A systematic process for the supervisor and employee to identify specific developmental activities and priorities based on a review of the position description, job analysis, performance appraisal, organizational goals and objectives.

Development of Job Aids

Formulating a list of procedures, references, or other documentation to help the employee's performance.

Goal

A goal is pertinent to your work and career aspirations. It should imply a challenge that can reasonably be obtained. Short-range goals should take 1-2 years and long-range goals should take 3-5 years.

Learning Objective

A summary of knowledge, skills, and abilities the employee will be expected to achieve.

Individual Development Plan (IDP)

The IDP is an individually tailored written plan outlining the employee's developmental objectives and the activities needed to achieve those objectives. The purpose of an IDP is to increase the proficiency, development, and progression of the employee's career through a systematic development plan.

Knowledge, Skills, and Abilities

Knowledge is an organized body of information, usually of a factual or procedural nature. Skill is proficiency that is observable, quantifiable, and measurable. Ability is the power to perform an activity. Generally, knowledge is mastery of a subject matter area, skill is a physical competence, and ability is using knowledge or skill when needed.

Objective

A developmental objective, for the purposes of the IDP, is something pertinent to the employee's work and career that is worthwhile to obtain. Developmental objectives should be as specific as possible.

On-the-Job-Training (OJT)

Training that is conducted and evaluated in the work environment.

Reading or Research Project

Assigned reading on a specific topic or completing a research project and writing a report.

Individual Development Plan

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Rotational Assignment/ Detail

Temporarily placing an individual in a position to learn and develop specific skills needed for their regular job.

Self-Study Program

Learner-controlled experience generally involves the use of prepared materials in a self-paced environment. This is appropriate when self-study materials are available, a small number of people need the training, and individual backgrounds and needs vary. This is also appropriate when large numbers of individuals need training but cannot be easily assembled in the same place at the same time. Subject matter that is enhanced through interaction between training participants is not recommended as part of a self-study program.

Shadowing

Observing the work of qualified individuals, applying those skills, and receiving feedback and evaluation.

Simulation Training

A realistic but hypothetical scenario to practice skills.

Simulation training may involve the use of specialized equipment and role playing.

Structured Discussion

Discussing specific topics with a mentor or other individual. This can include prepared discussion questions, prerequisite reading, or other research.

Symposium/Conference/ Workshop/Seminar

An event focused on a specific topic or area of concern.

Employee Checklist for Preparing an IDP

Identify Personal Goals

1. Identify the assignments or job duties you would like to complete this year.

2. Define your short-range (1-2 year) goals.

3. List future activities to accomplish.

4. List possible career paths (e.g., staffing specialist, team leader, program manager).

5. Define your long-range (3-5 year) goals.

6. Ask yourself: Are my goals realistic? How strong is my desire to achieve these goals? Are my goals compatible with my strengths and weaknesses? Are my goals compatible with the parts of my job that I like and dislike?

Identify Organizational Goals

1. Identify core organizational competencies.

2. Identify core career competencies and ladders.

3. List long-range training opportunities that provide rotational assignments or developmental assignments outside your chosen career.

Identify Objectives

1. Read your job description.

2. Read your most recent performance appraisal.

3. Read your office/division mission and function statement.

4. List specific job activities that you enjoyed in the past year.

5. List specific job activities that you did not enjoy in the past year.

6. Identify areas of your job where you excel.

7. List those elements of your job where you believe performance could be improved.

8. List those activities within your office/division that are interesting to you.

Individual Development Plan
Continued

Identify Development Activities

1. List the ten most common tasks that you perform. Tasks are single activities that cannot be meaningfully broken down into smaller elements.

2. Identify the knowledge, skills, and abilities needed to perform each task.

3. Identify and prioritize the knowledge, skills, and abilities you don't have or need to strengthen.

4. Identify short-term activities that will help you acquire the needed knowledge, skills, and abilities.

Current Career Issues Worksheet

What are your career issues?

The time and effort spent at any step of the process depends on your career issues. It is important to be clear about these issues and develop an effective strategy for dealing with them. Career issues include acclimating to a new job, making a career change, or planning for retirement. The following statements reflect a range of issues. Which ones are relevant to you? Place an "X" in front of the statements that are true for you.

☐ You are new in your job and must learn the basics to get up to speed and feel comfortable and productive.

☐ You have been in your job for a while and are striving for increased competence.

☐ You need to improve your performance in certain areas of your current job.

☐ You need to update your skills or expertise to keep up with the changing technologies and knowledge in your line of work.

☐ Your job duties have recently changed (or will change) and require new skills or expertise.

☐ Your job may be eliminated and you want to "retool" for future opportunities.

☐ You want a promotion.

☐ You want to broaden your skills or expertise for more flexibility in a future job.

☐ You want to change jobs within your current job category, and:

    ☐ stay at your Organization

    ☐ stay in the Federal Government

    ☐ leave the Federal Government

☐ You want to change job categories, and:

    ☐ stay at your Organization

    ☐ stay in the Federal Government

    ☐ leave the Federal Government

☐ You don't see much of a future if you remain in your current job but are unsure of your options.

☐ You want to plan for retirement.

Individual Development Plan
Continued

Knowledge of Work Environment Worksheet

Answer the following questions:

1. What changes do you expect to occur in the near future?

2. How is the mission of my organization (e.g., bureau, office, or division) changing? What other changes are occurring regarding our customers, services, work processes, organizational structure, reporting relationships, and personnel? Is this a change I want to be a part or is it time to consider a move?

3. What are the organization's changing needs and what new expertise and skills will be required or desirable for the workforce?

4. What opportunities are available for developing new expertise and skills (work experiences, training, rotational assignments, professional conferences, mentoring, etc.)?

5. What new knowledge, skills, and abilities does my organization want me to learn?

6. What new organizational missions or projects appeal to me? What are the organization's future needs? What kinds of development activities would help position me for participation in future work projects?

Individual Development Plan

Continued

Knowledge of Self Worksheet

Answer the following questions to gain a better understanding of yourself:

1. What are the most interesting developments in my profession?

2. What are my current strengths? How do I stay up to date on these strengths?

3. If I am considering a career change, what knowledge, skills, and abilities will help re-position me?

4. Of all the things I have done in the last 5 years (work and non-work related), what specific activities and functions have energized me the most? What developmental activities, work experiences, learning, and skill building will increase performance in these areas?

5. What do I want to learn?

6. How will personal matters (e.g., health, family, financial, social) impact my career plans?

Individual Development Plan
Continued

Worksheet Integration

Answer the following questions to align individual goals with organizational needs:

1. Where do my interests and personal goals overlap with the needs of my organization?

2. What knowledge, skills, or abilities are necessary to successfully perform my current position?

3. What knowledge, skills, or abilities will help prepare me for future opportunities?

Individual Development Plan

Continued

Developmental Goal Worksheet

A development goal is a statement of a desired outcome or accomplishment that is specific, observable, and realistic. Answer the following questions based on the information you provided in the previous worksheets. Use the list of competencies on the following pages to assist you.

1. The competencies (knowledge/skills) I want to acquire or improve by this time next year are:

2. The competencies (knowledge/skills) I want to acquire or improve by the end of the second year are:

3. The competencies (knowledge/skills) I want to acquire or accomplish by the end of the third year are:

4. What barriers or obstacles might prevent me from accomplishing my goals?

5. What can I do to overcome these barriers or obstacles? What resources are available?

Individual Development Plan
Continued

Taking Action Worksheet

Identify the actions needed to achieve your goals by placing an "X" in front of all applicable actions.

Remember that "Up" is not the only way:

☐ **Lateral Move:** Moving to a similar positions within or outside my organization

☐ **Job Enrichment:** Provide growth experiences

☐ **Exploration:** Identify other interesting jobs that I am qualified for

☐ **Downshifting:** Take an assignment or job at a lower responsibility, rank, or salary in to reposition my career or achieve a better work-life balance

☐ **No Change:** Choose to remain in current position

There are a wide range of actions to help you achieve your goals. Put an "x" next to the ones that you might consider.

☐ New assignment in my current job

☐ Rotation to a different project/job

☐ Seek a mentor

☐ Volunteer for a task force or process action/re-engineering team

☐ Obtain on-the-job guidance from an expert

☐ Attend seminars/conferences (on-site and off-site)

☐ Attend commercial/contracted courses

☐ Experience self-paced learning (books, videos, computer-based instruction, etc.)

☐ Pursue an academic degree or certification program

☐ Conduct informational interviews

☐ Move to a new job within my organization

☐ Move to a new job within ODA, SBA, or the Federal Government

☐ Move to a new job outside of the Federal Government

☐ Plan retirement

Individual Development Plan
Continued

Sample Competency List

- Accountability
- Conflict Management
- Continual Learning
- Creativity and Innovation
- Cultural Awareness
- Customer Service
- Decisiveness
- Entrepreneurship
- External Awareness

- Financial Management
- Flexibility
- Human Resources Management
- Influencing / Negotiating
- Integrity / Honesty
- Interpersonal Skills
- Oral Communication
- Partnering
- Political Savvy

- Problem Solving
- Resilience
- Service Motivation
- Strategic Thinking
- Team Building
- Technical Ability
- Technology Management
- Vision
- Written Communication

Competency List Definitions

Accountability

Develop effective controls to ensure the integrity of the organization. Hold self and others accountable for rules and responsibilities.

Conflict Management

Manage and resolve conflicts and disagreements in a positive and constructive manner.

Continual Learning

Grasp the essence of new information, master new technical and business knowledge, recognize personal strengths and weaknesses, pursue self-development, and seek feedback from others.

Creativity and Innovation

Develop new insights into situations and apply innovative solutions for organizational improvements. Create a work environment that encourages creative thinking, innovation, and cutting-edge procedures.

Cultural Awareness

Value cultural diversity and individual differences in the workforce. Ensure that employees are treated in a fair and equitable manner.

Customer Service

Balances interests of a variety of clients; readily readjusts priorities to respond to pressing and changing client demands.

Anticipate and meet the needs of clients while committing to continuous improvement.

Decisiveness

Make well-informed decisions, even when data is limited or solutions produce unpleasant consequences.

Entrepreneurship

Develop and market new products and services, take calculated risks, and initiate actions that achieve a recognized benefit or advantage.

Individual Development Plan

Continued

External Awareness

Identify economic, political, and social trends that affect the organization. Understand short-term and long-terms plans to achieve a competitive business advantage.

Financial Management

Understand principles of financial management and expertise necessary to ensure appropriate funding levels. Use cost-benefit analysis to set priorities, monitor expenditures, identify cost-effective approaches, and manage procurement and contracting.

Flexibility

Adapt behavior and methods in response to new information, changing conditions, or unexpected obstacles. Adjust rapidly to new situations.

Human Resources Management

Assess current and future staffing needs based on organizational goals and budget realities. Ensure staff are appropriately selected, developed, utilized, appraised, and rewarded.

Influencing / Negotiating

Persuade others, build consensus, increase cooperation, and facilitate "win-win" situations.

Integrity / Honesty

Instill mutual trust and confidence, create a culture that fosters high standards of ethics, behave in a fair and ethical manner, and demonstrate a sense of corporate responsibility and commitment to public service.

Interpersonal Skills

Respond appropriately to the needs, feelings, and capabilities of others in a tactful, compassionate, sensitive, and respectful manner.

Oral Communication

Make clear and convincing oral presentations, listen effectively, clarify information, facilitate an open exchange of ideas, and foster an atmosphere of open communication.

Partnering

Develop networks, build alliances, and engage in cross-functional activities. Collaborate across boundaries and find common ground with a wide range of stakeholders.

Political Savvy

Approach each situation with a clear perception of organizational reality and recognize the impact of alternative courses of action.

Problem Solving

Identify and analyze problems, use information to make logical decisions, and provide solutions.

Resilience

Deal effectively with pressure, maintain focus and intensity, remain optimistic and persistent, recover quickly from setbacks, and maintain work-life balance.

Service Motivation

Create and sustain an organizational culture which encourages high performance. Enable others to acquire the tools and support needed to successfully accomplish goals.

Strategic Thinking

Formulate effective strategies consistent with the organization's goals. Determine objectives, set priorities, and anticipate threats or opportunities.

Team Building

Inspire, motivate, and guide others toward goal accomplishments. Develop employee's leadership skills through coaching and mentoring.

Technical Ability

Understand and apply procedures, requirements, regulations, and policies related to specialized expertise. Make sound hiring and capital resource decisions while understanding relationship between administrative competencies and mission needs.

Technology Management

Efficiently integrate technology into the workplace to improve program effectiveness. Develop strategies to enhance decision making and understand the impact to the organization.

Vision

Take a long-term view and act as a catalyst for organizational change. Build a shared vision and others translate vision into action.

Written Communication

Express facts and ideas in writing in a clear, convincing, and organized manner.

Creating a Winning Resume

Writing a Winning Resume

Writing a winning resume is a valuable skill in today's job market. Your resume is the first impression you give to a potential employer, and a well-written resume can help you create new opportunities. Whether or not you are actively seeking a job, the following information will help you stand out from the crowd.

Getting Started

Federal agencies advertise vacancies online at **www.usajobs.gov.** USAJobs is an online database that enables job seekers to search for positions by location, job category, or agency. Most full-time and part-time Federal jobs are posted on USAJobs. If you are interested in a specific agency that doesn't appear on USAJobs, you should visit the agency's website for vacancy announcements.

Create an Account

- Build and store up to five distinct resumes.

- Create and save job searches to receive automatic notifications.

- Apply for jobs or save them for later.

Look for a Job

- Search by Agency, Occupation, Grade, Location, etc.

- View jobs available to both the general public and Federal employees.

- Apply to Federal vacancies.

Be Informed

- Learn how to access tutorials.

- Learn about the Federal hiring process.

- Learn about special hiring programs.

How to Read a Job Announcement

Federal vacancy announcements can be confusing if you aren't familiar with the format. They use a common 5-tab format (highlighted below) to provide information about the position. Read each section carefully to ensure you understand the position, meet the required qualifications, and are aware of how applications are evaluated.

Tab 1 – Overview

Provides basic information regarding salary, application eligibility, duty location, open period for acceptance of applications, and job summary.

Tab 2 – Duties

Cites the major duties and responsibilities of the job.

Tab 3 – Qualifications and Evaluations

Lists the skills and competencies needed for position eligibility and how experience will be evaluated.

Tab 4 – Benefits & Other Information

Highlights employee benefits.

Tab 5 – How to Apply

Lists the required application materials and provides instructions on submitting an application package.

Information You Will Need to Write Your Resume

- Employer names, addresses, and telephone numbers
- Dates of employment
- Former supervisor's names and telephone numbers (you should provide at least 3 professional references, using past supervisors if possible)

- Your job title/series
- List of your responsibilities
- Salary, GS level, and Step
- Training
- Career accomplishments
- Awards
- Education

Resume

If you are a current or former Federal employee, you should also have:

- Last SF-50
- Last Performance Appraisal

Creating a Winning Resume

Continued

Sections to Include in Your Resume

Your resume should provide a snapshot of who you are, where you can be reached, your work history, why you're qualified, and whether you meet the legal requirements of Federal employment. At minimum, your resume should include:

Personal Information

Your full name, mailing address, phone number, email, the last 4-digits of your social security number, country of citizenship and, if applicable, your eligibility for Veteran's Preference. Veteran's Preference refers to employment regulations that prevent veterans seeking Federal employment from being penalized for their time in military service. For additional information on Veteran's Preference, visit **www.fedshirevets.gov** or **www.archives.gov/careers.**

Objective Statement (Optional)

What you are seeking ("to find employment in the archival field"), what you can bring to the position ("my background in library and information science"), and how you can help the agency accomplish its mission ("assist the agency in maintaining regulatory compliance").

Education

Schools attended, date degree(s) were conferred, and GPAs. If a degree was not conferred, provide the number of credits received.

Work Experience

Job title, dates of employment, salary, hours worked per week, employer's name and address, supervisor's name, contact phone number, and whether they may be contacted.

Other Qualifications

Job-related training courses, skills, certificates, honors, awards, special accomplishments, and memberships in professional organizations or honor societies.

Preferred Style of Resume Writing When Applying for Federal Positions

You are encouraged to use the USAJobs Resume Builder tool when applying to Federal vacancies, but there are multiple ways to format your resume:

Chronological

Lists your work experience, education, community service activity, awards, and recognitions in reverse chronological order. The most recent job is first and your oldest job is last.

Functional (Also Known as a Competency Based Resume)

Takes the focus off your job titles and redirects it on the skills, abilities, accomplishments, job traits, and personal characteristics (competencies) that employers expect from employees.

Combination

Includes elements of both chronological and functional resumes by identifying relevant skills and accomplishments and listing employment and education in chronological order.

Targeted

The targeted resume can include the styles listed above, but it is tailored for a specific company or position.

USAJobs

The USAJobs resume is automatically formatted using the information you provide in the USAJobs Resume Builder. Examples of each of these resume styles are provided for your reference later in this guide.

Creating a Winning Resume

Continued

How to Format Your Resume

A well-formatted, well-organized resume highlights key information, including technical proficiencies, work history, awards, and promotions.

Margins

Margins should be set at 1" all around. Even if you're concerned about space, the margins of your resume should not go below 1/2". This creates a "crowded" resume. It is also recommended that you use left-aligned margins over block justified text.

Font Type

The font should be aesthetically pleasing, easy to read, and consistent throughout the resume. Arial, Verdana, and Times New Roman fonts work well.

Font Size

The most commonly used font sizes are 10-12 points. However, some 12-point fonts appear too large while other 12-point fonts appear too small.

Formatting

Use bullet points starting with action verbs to create concise phrases.

Note: Always print your resume for review. Do this even if you're submitting your resume online because the employer may want to print it. Just because the fonts and formatting look good on your computer screen doesn't mean they will look good when printed.

Putting Education or Experience First

This depends on whether your education or your experience best meets the qualifications of the position you are applying to. Generally, new graduates list education first. However, experience is always listed first in the USAJobs Resume Builder.

Listing all Previous Positions

Showing that you are the most qualified for a position is the goal of the resume, so go as far back as necessary to highlight the accomplishments relevant to the position you are seeking.

If this results in the appearance of employment gaps, either list those positions under an "Additional Information" section or list the positions in order with a brief sentence describing the work performed.

Showcase Your Ability to Succeed

The best way to showcase your abilities is to ensure that your resume reflects the knowledge, experience, and education required for the position. Carefully review the "Qualifications & Evaluations" section to understand how applications will be evaluated.

Example 1: You're interested in applying for a Program Analyst position that requires a demonstrated ability to research, analyze, and present findings to high level management officials.

Does your resume show this experience? Human Resource specialists need to verify your experience/competencies and your responses to the self-assessment questionnaire. Your resume may not be considered if your resume does not specifically and clearly show that you possess the required experience/competencies.

Creating a Winning Resume

Continued

For example, you may include the following for the above position:

- Utilized a high degree of qualitative and quantitative analytical skills to evaluate and improve the efficiency of internal administrative operations, organizations, and management. This includes participating on task forces, surveys, studies, and other operational areas to determine the adequacy of existing policies and procedures.

Example 2: You're interested in an Archives Specialist position requiring experience processing large volumes of records. In order to emphasize your qualifications, don't hesitate to use numbers. For example, you may write:

- Appraised, arranged, described, preserved, and provided access to 700 types of collections across 10,000 linear shelf feet including an online catalogue of 4,000 artifacts.

Resume Length

The general guidelines are one to three pages. However, the average length is four to five pages if you are building your resume in USAJobs. Resumes extending beyond one page should be numbered accordingly (e.g., 1 of 3), so employers can easily identify missing pages. Regardless of length, your resume should reflect your qualifications for the position as concisely as possible.

Additional Documents to Consider

Carefully read the vacancy announcement and follow all instructions. At a minimum, many agencies require a resume and an online self-assessment questionnaire. Additional documentation (e.g., Certificate of Release or Discharge from Active Duty (Form DD-214), most recent performance appraisal, transcripts, etc.) may be required, and failure to submit the required documents will result in the rejection of your application.

Minimum Qualifications

Minimum qualification standards are set by the U.S. Office of Personnel Management (OPM) to ensure that Federal employees are qualified for employment. You must meet these minimum qualifications, which are stated in terms of general or specialized experience.

- General experience is progressively responsible experience showing your ability to perform the required duties.

- Specialized experience is usually obtained from previously working in a similar position.

Jobs can be filled based on education and experience, or a combination of the two. The vacancy announcement will describe the requirements.

Occupational Questionnaire or Assessment

The occupational questionnaire is a self-assessment tool that lists questions designed to help identify if your knowledge, skills, and experience match the job requirements. Generally, you can preview questions by clicking on the "How to Apply" section/tab within the job announcement and scrolling down to the "How You Will Be Evaluated" section. Many agencies offer a "View Occupational Questionnaire" or related link to view the questions prior to applying.

There are no "right" or "wrong" answers to the questionnaire. You should respond honestly to the questions, and you should give yourself credit without inflating your self-ratings. A score will be assigned to your application once the questionnaire is complete. That score will determine whether you will move on in the selection process. Some agencies may also require you to identify where in your resume (what position) you utilized the skills and knowledge to support your rating. In addition, most agencies state in their policy that your score may be adjusted and your application removed from consideration if your resume and supporting documents do not support your rating.

Creating a Winning Resume

Continued

Questions Asked on Self-Assessment Questionnaire

Questionnaires are customized for each position. Most require responses to evaluate whether you meet the position's minimum qualifications, as well as other job specific assessment questions that are task-based or competency based. Examples of these questions include:

Example 1 (Minimum Qualifications): Which of the following statements best describes your experience?

A: I have at least one year of specialized experience equivalent to at least the GS-12 level in the Federal Government that included evaluating current and emerging formats of electronic records and electronic information system development documents.

B: I do not possess the experience described above; therefore, I am not eligible for this position.

Example 2 (Task Based): For each of the task statements, choose the one response from the list below that best describes your experience.

1: Developing policies, methods, and strategies for the long-term management and access of electronic records or other digital content based on an understanding of archival and records management principles and IT solutions.

2: Using format migration as a preservation or access strategy.

3: Presenting reports, proposals, or recommendations based on justified findings for internal management.

A: I have no experience performing this work behavior.

B: I have limited experience performing this work behavior. I have had exposure to this work behavior but would require additional guidance, instruction, or experience to perform it at a proficient level.

C: I have experience performing this work behavior across routine or predictable situations with minimal supervision or guidance.

D: I have performed this work behavior independently across a wide range of situations. I have assisted others in carrying out this work behavior. I seek guidance in carrying out this work behavior only in unusually complex situations.

E: I am considered an expert in carrying out this work behavior. I advise and instruct others in carrying out this work behavior on a regular basis. I am consulted by my colleagues and/or superiors to carry out this work behavior in unusually complex situations.

Example 3 (Competency Based): Which of the following best describes your experience determining the needs of either internal or external customers (i.e., someone who receives your services or products)?

A: I have never or rarely worked with customers.

B: I have asked basic questions to understand customers' basic needs.

C: I have had in-depth conversations with customers to help understand more complex needs.

D: I have had formal, in-depth meetings or consultations with customers to stimulate discussions and gain complete understanding of their complex needs, wants, and expectations.

E: I have initiated and cultivated relationships with customers and partnered with them to jointly define their service goals and priorities.

Creating a Winning Resume

Continued

Time-in-Grade

Time-in-grade is a requirement that applies to the promotion of current and former Federal employees. Generally, employees must serve one year at the next lower grade level. Time-in-grade restrictions do not apply to former Federal employees who have had a break in service of more than one-year, current Federal employees on temporary appointments, or current Federal employees not holding a General Schedule (GS) position.

Time-In-Grade does not apply to applicants who have no Federal work experience.

Difference Between USAJobs and USAStaffing

- USAJobs is the official job site of the Federal Government. It is the one resource where you can search for jobs, create multiple resumes, receive e-mail notifications, access information regarding your application status, and find general information about Federal employment.

- USAStaffing Application Manager is a separate Federal system from USAJobs. Many Federal agencies use it to collect online applications and assessment information for specific positions. After the first time you access the USAStaffing Application Manager from USAJobs, your accounts will be linked and you will no longer be required to login separately to Application Manager when applying to vacancies.

Final Step Before Submitting Your Resume

Before submitting your application package, take a moment to review these important guidelines when applying to a Federal agency.

DO:

- Quantify whenever possible. Use numbers and data points to illustrate success.

- Check your application package for misspellings and typographical errors.

- Use active verbs to describe actual work performed. Be specific.

- Use your own words when writing a resume. Be concise.

- Set your resume aside for a few days and then come back to it again with a fresh perspective.

- Review your application package to ensure that it contains all the required information listed under the "How to Apply" section of the vacancy announcement.

- Submit your application in a timely manner.

DON'T:

- Make things up or inflate your accomplishments, level of responsibility, or skills.

- Use personal pronouns (I, my, me).

- Be humble.

- Don't use acronyms unless you are certain everyone knows what it stands for.

- Use job description expressions like "duties included" or "responsibilities". Instead, use accomplishment oriented phrases that sell you.

- Include personal information other than contact information (examples: height, weight, age, date of birth, place of birth, marital status, ethnicity, health, reason for leaving previous jobs, etc.).

- Use the same resume for every job.

Creating a Winning Resume

Continued

After You Submit Your Resume

Once you submit an application, a Human Resources (HR) Specialist will review your package for completion, ensure that you meet the basic qualification requirements, verify your self-assessment ratings against the information provided in your resume, and forward the list of "Best Qualified" applicants to the hiring manager for consideration.

The hiring manager will select applicants from the "Best Qualified" list and conduct interviews. Once interviews have been completed, an HR Specialist will extend a tentative job offer. Pending the outcome of a background investigation, a final job offer may or may not be made.

To determine the status of your application, activate the notification option from your USAJobs profile to receive automatic status change alerts.

Creating a Winning Resume

Continued

Resume Samples • Chronological Resume

Jane Doe
123 Somewhere Street, Anytown, CA 12345
(310) 217-9366
ssmith@email.com
SSN: xxx-xx-1234
Veterans Pref.: N/A
Citizenship: USA
Security Clearance: Secret

Profile: Highly organized and detail-oriented Executive Assistant with over 15 years' experience providing thorough and skillful administrative support to senior executives.

Employment History:

J.W. Associates, LLC
Executive Assistant   4/2016 - Present

Prepare proposals, manuscripts and reports; draft executive level documents and key correspondence. Administer telecommunications, travel, and calendars for three executives. Lead support staff and comprehensive training.

- Coordinate projects and events exercising ability to improvise, improve procedures, and meet demanding deadlines.

- Plan and coordinate corporate luncheons and develop presentations for related on-site and off-site meetings.

- Manage capital purchases; direct vendor relations; generate and maintain equipment tracking records.

Pulsar Distribution Services
Executive Assistant   5/2011 – 4/2016

Supported senior-level executives at this $12 billion distribution company. Organized office and designed systems to maximize operations. Arranged and maintained sensitive documents in compliance with security procedures.

- Saved the organization $100,000 in travel expenses after implementing a detailed travel program that placed limitations on air, hotel, and rental car accommodations.

- Played a key role in the development of the company's expense policies and procedures.

Computer Skills

Microsoft Office Suite, Adobe Illustrator, Photoshop, Outlook Express, HTML, website development, advanced Internet research.

Education

Lakeview College, Lakeview, NY
Bachelor of Science, Business Administration, 1990

Creating a Winning Resume

Continued

Resume Samples • Functional Competency Based Resume

David Jones, MBA
6684 Grand Avenue
Albuquerque, NM 87101
505-555-1111 / mburns@email.com

QUALIFICATIONS

Business analyst with superior analytical skills. Consistently promoted to positions of increased responsibility, advancing three times within a one-year period. Excellent communicator, proven leadership, and outstanding academic credentials in business and international management.

SELECTED ACCOMPLISHMENTS

- Completed contracting for 6,000+ providers within 6 months.
- Improved production 20% through the establishment of department production standards.
- Launched marketing department for the State of New Mexico.

PROFESSIONAL EXPERIENCE

Financial & Business Analysis

- Performed complex analyses for system-wide negotiations, projections, and time-of-business reviews in addition to analysis of population distribution, claims/utilization, and cost.
- Identified, collected, and organized data from multiple sources for input into monthly, quarterly, annual, and ad hoc reports provided to contracting/finance departments and senior management.
- Designed and implemented database applications used in contract rate and risk management analysis as well as the identification and correction of data errors and discrepancies.

Management & Supervision

- Analyzed, interpreted, and resolved claims with authorization for payments up to $75,000.
- Directed activities of 40 claims analysts at a large project site.
- Interacted daily with enrollment, claims, utilization/quality management, and customer service to resolve provider issues.

EMPLOYMENT HISTORY

Health First, Albuquerque, NM   2/2017 – 6/2021
Manager, Contract Analysis/Senior Financial Analyst

Federal Health Services, Albuquerque, NM   10/2014 – 2/2017
Manager, Provider Relations

EDUCATION

Graduate School of Business, Albuquerque, NM
Master of Business Administration, 1992

Creating a Winning Resume

Continued

Resume Samples • Combination Resume

Ellen J. Jobseeker
579 Lake Center Drive – Upper Marlboro, MD 20773
(301) 321-6543
SSN: xxx-xx-1234 | Veterans Pref.: N/A
Citizenship: USA | Security Clearance: Secret

Marketing Executive

Accomplished, bilingual professional consistently recognized for achievement and performance in the marketing field. Innovative and successful in mining new sales territories and establishing business alliances. Proven leader with special capabilities in building teams, strategizing, and implementing workable marketing plans employing television, radio, Internet, and print media.

Education

Columbia University, New York, NY
Bachelor of Science, International Business, 1995
Concentration: Communications. Minor: Marketing. GPA: 3.6/4.0

Professional Experience

Senate Brokerage & Advisory Firm, New York, NY   8/2013 – Present

Marketing Manager

In charge of devising, developing, and implementing strategic and operational plans. Analyze industry trends, develop web pages and logos, and train sales staff on targeted client base development. Implement new policies and revise processes as needed to improve operational efficiencies.

Selected Accomplishments

- **Marketing/Branding Initiatives** – Established strong image for company through marketing activities, including web messages/design, logo development, and promotional materials. Results included 96% increase in "sellable projects" and stronger recognition/credibility.

- **Staff Development** – Focused sales team efforts on qualifying high-yield prospective clients as opposed to random client capture, leading to increased number of clients with less time commitments.

- **Information Management** – Implemented new format for prospectus that streamlined reporting function and represented 100% improvement in presentation format.

Skills/Activities

- Fluent in English and Spanish

- Association for Financial Professionals, Member

- MS Office (PowerPoint, Excel, Access, Word)

- Lived and traveled extensively in South America and Spain

References

Available upon request

Creating a Winning Resume

Continued

Resume Samples • Targeted Resume

John Q. Smith
123 Any Street
Washington, DC 12345
(123) 456-7890
johnqsmith@email.com

Objective:

To obtain a responsible and challenging archivist position at the National Archives & Records Administration that will value my experience and provide opportunities for advancement.

Career Achievements:

- Collections and archives internships and projects affording exposure to bibliographic, electronic archiving, cataloguing, and collection management techniques and technologies.

- Key areas of experience and study include:
  - o Collection Cataloguing & Management
  - o Historical Research & Interpretation

Professional Experience:

Archivist | National Museum of History | Washington, DC | August 2020 – Present

- Directed filing and cross indexing of selected documents in alphabetical and chronological order in manual or computerized database systems.

- Advised government agencies, scholars, journalists, and others conducting research by supplying available materials and information according to familiarity with archives and with political, economic, military, and social history of period.

- Selected and edited documents for publication and display, according to knowledge of subject, literary or journalistic expression, and techniques for presentation and display.

Assistant Archivist | Maryland State Archives | Annapolis, MD | July 2019 – August 2020

- Assisted the archivist and curator in building and maintaining four permanent collections including the library (50,000 titles), manuscripts (1.5 million items), photographs and prints (50,000 images), and museum (10,000 items) for a thriving historical society with 5,000+ members and 12,000 annual visitors.

- Authored two articles published in the quarterly newsletter. The article focused on the Shenandoah campaigns of 1864 and the second showcased historical perspectives of World War II from common soldiers.

Education:

2017 – 2019 Masters in Library and Information Science
University of Maryland, College Park, MD

2014 – 2017 Bachelor of Science in History
University of Maryland, College Park, MD

Associations/Organizations:

Council of State Archives (CoSA), Member
Society of American Archivists, Member

Creating a Winning Resume

Continued

Tailoring Resumes for Federal Positions with Winning Words

The purpose of a Federal resume is to demonstrate qualities that will set you apart from other candidates. Try using these "winning words" when creating your Federal resume.

Action Verbs
- Administer
- Analyze
- Coach
- Conduct
- Consult
- Contact
- Contract
- Counsel
- Design

Specific Nouns
- Accounts
- Analysis
- Budget
- Campaigns
- Colleagues
- Conference
- Courses
- Criteria
- Document

Descriptors
- Accurate
- Adept
- Analytical
- Annual
- Collaborative
- Competent
- Congressional
- Customers

Results
- Additional
- Decreased
- Definitive
- Develop
- Devise
- Diverse
- Edit
- Enhanced
- Enlarged
- Establish
- Evaluate
- Expand
- Expanded
- Facilities
- Faster
- Federal
- Findings
- Fiscal
- Functional
- Goals
- Growth
- Guidance
- Improved
- Increased
- Institutions
- Legal
- Literature
- Litigation

- Long-Range
- Implementation
- Improve
- International
- Leading
- Manage
- Members
- Monitor
- Monthly
- Morale
- Motivate
- National
- Needs
- Negotiate
- Numerous
- Operate
- Organize
- Performance
- Plans
- Pioneering
- Policies
- Potential
- Present
- Procedures
- Produce
- Products
- Professional
- Profitable
- Projects

- Prototypes
- Publications
- Publish
- Qualitative
- Quantitative
- Quicker
- Recommend
- Records
- Reduced
- Reorganize
- Reports
- Requirements
- Research
- Resourceful
- Scientific
- Specification
- Sponsor
- Statistical
- Strategic
- Study
- Successful
- Supervise
- Support
- Surveys
- Test
- Train

Federal Jobs by College Major

Working for the Federal Government can be a wonderful career choice, but finding the right job based on your interests and academic major can be confusing. The following list of academic majors, and Federal occupations directly related to those majors, should help you narrow your job search. Occupations with an asterisk (*) require an academic degree or coursework in a particular area of study for entry into the occupation. For others, experience or a combination of related coursework and experience may be substituted for a degree. The academic majors and occupations listed are not all-inclusive.

You can begin your Federal job search on the Federal USAJobs website (usajobs.gov) by using the four-digit "Series number" of the Federal occupation listed under the major.

Accounting

- Labor Management Relations Examining 0244
- Accounting 0510*
- Auditing 0511*
- Internal Revenue Agent 0512*
- Financial Institution Examining 0570
- Pension Law Specialist 0958
- Contracting 1102
- Industrial Property Management 1103
- Financial Analysis 1160
- Loan Specialist 1165

- Printing Services 1654
- Transportation Specialist 2101
- Transportation Industry Analysis 2110
- Motor Carrier Safety 2123
- Highway Safety 2125
- Traffic Management 2130
- Transportation Operations 2150
- Marine Cargo 2161

Actuarial Science

- Actuarial Science 1510*

Agriculture

- General Natural Resources Management and Biological Sciences 0401*
- Fish and Wildlife Administration 0480*

Agricultural Economics

- Commissary Management 1144
- Agricultural Program Specialist 1145

Agronomy

- Agronomy 0471*
- Agricultural Program Specialist 1145

Animal Sciences

- Physiology 0413*
- Animal Science 0487*

Animal or Poultry Science Husbandry

- Agricultural Program Specialist 1145

Anthropology

- General Anthropology 0190*

Applied Sciences

- Industrial Specialist 1150

Archeology

- Archeology 0193*

Architecture

- Community Planning 0020*
- Architecture 0808*
- Construction Analyst 0828
- Exhibits Specialist 1010
- Illustrating 1020
- Visual Information 1084

Archival Science

- Archivist 1420*

Art History

- Visual Information 1084

Art Therapy

- Recreation/Creative Arts Therapist 0638*

Astronomy

- Geophysics 1313*
- Astronomy and Space Science 1330*
- Navigational Information 1361

Atmospheric Science

- Meteorology 1340*

Auditing

- Pension Law Specialist 0958

Banking

- Financial Institution Examining 0570
- Pension Law Specialist 0958

Federal Jobs by College Major

Continued

Banking Law

- Financial Institution Examining 0570

Behavior Sciences

- Social Sciences 0101*

Biological Sciences

- Outdoor Recreation Planning 0023
- General Natural Resources Management and Biological Sciences 0401*
- Fish and Wildlife Administration 0480*
- Fishery Biology 0482*
- Wildlife Biology 0486*
- Consumer Safety 0696*
- Document Analysis 1397
- Hospital Housekeeping Management 0673

Biology

- Ecology 0408*
- Medical Technologist 0644*
- Food Technology 1382*

Botany

- Botany 0430*
- Plant Physiology 0435*

Building Construction

- Construction Analyst 0828

Business

- Contracting 1102
- Actuarial Science 1510*

Business Administration

- Labor Management Relations Examining 0244
- Telecommunications 0391

- Financial Institution Examining 0570
- Hospital Housekeeping Management 0673
- Pension Law Specialist 0958
- Industrial Property Management 1103
- Trade Specialist 1140
- Commissary Store Management 1144
- Agricultural Program Specialist 1145
- Industrial Specialist 1150
- Financial Analysis 1160
- Loan Specialist 1165
- Facility Operations Services 1640
- Printing Services 1654
- Transportation Specialist 2101
- Transportation Industry Analysis 2110
- Motor Carrier Safety 2123
- Highway Safety 2125
- Traffic Management 2130
- Transportation Operations 2150
- Marine Cargo 2161

Business Law

- Trade Specialist 1140
- Transportation Specialist 2101
- Transportation Industry Analysis 2110
- Motor Carrier Safety 2123
- Highway Safety 2125

- Traffic Management 2130
- Transportation Operations 2150
- Marine Cargo 2161

Cartography

- Navigational Information 1361
- Cartography 1370*

Chemistry

- General Natural Resources Management and Biological Sciences 0401*
- Fish and Wildlife Administration 0480*
- Medical Technologist 0644*
- Hospital Housekeeping Management 0673
- Consumer Safety 0696*
- Chemistry 1320*
- Food Technology 1382*

Civil Engineering

- Outdoor Recreation Planning 0023
- Land Surveying 1373*

Commerce

- Printing Services 1654
- Transportation Specialist 2101
- Transportation Industry Analysis 2110
- Motor Carrier Safety 2123
- Highway Safety 2125
- Traffic Management 2130
- Transportation Operations 2150
- Marine Cargo 2161

Federal Jobs by College Major

Continued

Commercial Art

- Exhibits Specialist 1010
- Illustrating 1020
- Visual Information 1084
- Printing Services 1654

Commercial Law

- Financial Institution Examining 0570
- Trade Specialist 1140
- Transportation Specialist 2101
- Transportation Industry Analysis 2110
- Motor Carrier Safety 2123
- Highway Safety 2125
- Traffic Management 2130
- Transportation Operations 2150
- Marine Cargo 2161

Communications

- General Arts and Information 1001

Community Development

- Public Health Educator 1725*
- Community Planning 0020*

Computer Science

- Telecommunications 0391
- Actuarial Science 1510*
- Computer Science 1550*
- Quality Assurance 1910
- Information Technology Management 2210

Correctional Administration

- Correctional Institution Administration 0006

Cotton Technology

- Textile Technology 1384*

Creative Arts Therapy

- Recreation/Creative Arts Therapist 0638*

Criminology

- Correctional Institution Administration 0006
- Document Analysis 1397

Cultural Anthropology

- Foreign Affairs 0130*
- International Relations 0131*

Dairy Science

- Animal Science 0487*

Dairy Technology

- Food Technology 1382*

Dance Therapy

- Recreation/Creative Arts Therapist 0638*

Dietetics

- Dietitian and Nutritionist 0630*

Drafting

- Exhibits Specialist 1010
- Illustrating 1020
- Visual Information 1084

Earth Science

- Outdoor Recreation Planning 0023

Economics

- Community Planning 0020*

- Outdoor Recreation Planning 0023
- Unemployment Insurance 0106
- Economist 0110*
- Foreign Affairs 0130*
- International Relations 0131*
- Workforce Research and Analysis 0140*
- Labor Management Relations Examining 0244
- Financial Institution Examining 0570
- Pension Law Specialist 0958
- Contracting 1102
- Trade Specialist 1140
- Agricultural Program Specialist 1145
- Financial Analysis 1160
- Loan Specialist 1165
- Actuarial Science 1510*
- Printing Services 1654
- Transportation Specialist 2101
- Transportation Industry Analysis 2110
- Motor Carrier Safety 2123
- Highway Safety 2125
- Traffic Management 2130
- Transportation Operations 2150
- Marine Cargo 2161

Education

- General Education and Training 1701*

Federal Jobs by College Major

Continued

- Education and Vocational Training 1710*
- Education Program 1720*
- Training Instruction 1712
- Public Health Educator 1725*

Educational Counseling

- Vocational Rehabilitation 1715

Educational Psychology

- Public Health Educator 1725*

Electrical Engineering

- Telecommunications 0391

Electronics

- Geophysics 1313*
- Astronomy and Space Science 1330*

Engineering

- Community Planning 0020*
- Consumer Safety 0696*
- General Engineering 0801*
- Safety Engineering 0803*
- Fire Protection Engineering 0804*
- Materials Engineering 0806*
- Civil Engineering 0810*
- Environmental Engineering 0819*
- Mechanical Engineering 0830*
- Nuclear Engineering 0840*
- Electrical Engineering 0850*
- Computer Engineering 0854*

- Electronics Engineering 0855*
- Bioengineering & Biomedical Engineering 0858*
- Aerospace Engineering 0861*
- Naval Architecture 0871*
- Mining Engineering 0880*
- Petroleum Engineering 0881*
- Agricultural Engineering 0890*
- Chemical Engineering 0893*
- Industrial Engineering 0896*
- Construction Analyst 0828
- Industrial Specialist 1150
- Financial Analysis 1160
- Loan Specialist 1165
- Geophysics 1313*
- Navigational Information 1361
- Facility Operations Services 1640
- Quality Assurance 1910
- Transportation Specialist 2101
- Transportation Industry Analysis 2110
- Motor Carrier Safety 2123
- Highway Safety 2125
- Traffic Management 2130
- Transportation Operations 2150
- Marine Cargo 2161
- Information Technology

Management 2210

Engineering Technology

- Quality Assurance 1910

English Composition

- Printing Services 1654

Entomology

- Entomology 0414*

Epidemiology

- Consumer Safety 0696*

Fiber Technology

- Textile Technology 1384*

Finance

- Financial Institution Examining 0570
- Pension Law Specialist 0958
- Contracting 1102
- Actuarial Science 1510*
- Trade Specialist 1140
- Financial Analysis 1160
- Loan Specialist 1165
- Transportation Specialist 2101
- Transportation Industry Analysis 2110
- Motor Carrier Safety 2123
- Highway Safety 2125
- Traffic Management 2130
- Transportation Operations 2150
- Marine Cargo 2161

Fine Arts

- Exhibits Specialist 1010

- Illustrating 1020
- Visual Information 1084

Food

- Dietitian and Nutritionist 0630*

Food Service Management

- Dietitian and Nutritionist 0630*

Food Technology

- Consumer Safety 0696*
- Food Technology 1382*

Foreign Language

- Language Specialist 1040

Forestry

- Outdoor Recreation Planning 0023
- Forestry 0460*

Genetics

- Genetics 0440*

Geography

- Community Planning 0020*
- Foreign Affairs 0130*
- International Relations 0131*
- Geography 0150*
- Navigational Information 1361

Geodesy

- Geodesy 1372*

Geology

- Geophysics 1313*
- Geology 1350*

Geophysics

- Geophysics 1313*

Global Business Management

- Trade Specialist 1140

Global Public Policy

- Trade Specialist 1140

Graphic Arts

- Document Analysis 1397
- Printing Services 1654

Hazardous Materials Management

- Highway Safety 2125

Health Education

- Public Health Educator 1725*

Health Management

- Public Health Educator 1725*

History

- Foreign Affairs 0130*
- International Relations 0131*
- History 0170*
- Trade Specialist 1140

Horticulture

- Horticulture 0437*

Hospital Administration

- Health System Administration 0670
- Health System Specialist 0671
- Hospital Housekeeping Management 0673

Hotel Administration

- Hospital Housekeeping Management 0673

Illustrative Design

- Exhibits Specialist 1010
- Illustrating 1020

Industrial Arts

- Facility Operations Services 1640

Industrial Design

- Exhibits Specialist 1010
- Illustrating 1020
- Visual Information 1084

Industrial Engineering

- Printing Services 1654

Industrial Hygiene

- Safety & Occupational Health Management 0018
- Industrial Hygiene 0690*

Industrial Management

- Telecommunications 0391
- Contracting 1102
- Industrial Property Management 1103
- Industrial Specialist 1150
- Quality Assurance 1910
- Transportation Specialist 2101
- Transportation Industry Analysis 2110
- Motor Carrier Safety 2123
- Highway Safety 2125
- Traffic Management 2130
- Transportation Operations 2150
- Marine Cargo 2161

Federal Jobs by College Major

Continued

Industrial Relations

- Unemployment Insurance 0106
- Labor Management Relations Examining 0244
- Pension Law Specialist 0958

Information Science

- Information Technology Management 2210

Information Systems Management

- Telecommunications 0391
- Information Technology Management 2210

Institution Management

- Dietitian and Nutritionist 0630*

Insurance

- Financial Analysis 1160
- Loan Specialist 1165
- Actuarial Science 1510*

Interior Design

- Interior Design 1008
- Exhibits Specialist 1010
- Illustrating 1020
- Visual Information 1084

International Affairs

- Trade Specialist 1140

International Business

- Trade Specialist 1140

International Economics

- Trade Specialist 1140

International Finance

- Trade Specialist 1140

International Relations

- Foreign Affairs 0130*
- International Relations 0131*
- Trade Specialist 1140

International Trade

- Trade Specialist 1140

Journalism

- General Arts and Information 1001
- Printing Services 1654

Kinesiotherapy

- Kinesiotherapy 0635*

Labor Economics

- Labor Management Relations Examining 0244

Labor Relations

- Labor Management Relations Examining 0244

Landscape Architecture

- Community Planning 0020*
- Outdoor Recreation Planning 0023
- Landscape Architecture 0807*

Landscape Design

- Landscape Architecture 0807*

Land Surveying

- Land Surveying 1373*

Leisure

- Recreation Specialist 0188

Humanities

- Foreign Affairs 0130*
- International Relations 0131*

Life Sciences

- Chemistry 1320*

Marine Affairs

- Transportation Operations 2150

Marine Engineering

- Transportation Operations 2150

Marine Transportation

- Transportation Operations 2150

Marketing

- Financial Institution Examining 0570
- Contracting 1102
- Industrial Property Management 1103
- Trade Specialist 1140
- Agricultural Program Specialist 1145

Mathematics

- Telecommunications 0391
- Pension Law Specialist 0958
- Financial Analysis 1160
- Loan Specialist 1165
- Geophysics 1313*
- Astronomy and Space Science 1330*
- Navigational Information 1361

Federal Jobs by College Major

Continued

- Actuarial Science 1510*
- Mathematics 1520*
- Mathematical Statistics 1529*
- Quality Assurance 1910
- Information Technology Management 2210

Medical Records Administration

- Medical Records Administration 0669

Medical Technology

- Medical Technologist 0644*

Medical Science

- Consumer Safety 0696*

Metallurgy

- Metallurgy 1321*

Metallurgical Engineering

- Metallurgy 1321*

Meteorology

- Geophysics 1313*
- Meteorology 1340*
- Navigational Information 1361

Microbiology

- Microbiology 0403*
- Food Technology 1382*

Motion Picture Production

- Audiovisual Production 1071

Motor Mechanics

- Transportation Specialist 2101
- Transportation Industry Analysis 2110
- Motor Carrier Safety 2123

- Highway Safety 2125
- Traffic Management 2130
- Transportation Operations 2150
- Marine Cargo 2161

Museum

- Museum Curator 1015*

Music Therapy

- Recreation/Creative Arts Therapist 0638*

Natural Resource Management

- General Natural Resources Management and Biological Sciences 0401*
- Fish and Wildlife Administration 0480*

Natural Resource Management and Conservation

- Outdoor Recreation Planning 0023

Natural Science

- Health Physics 1306*

Nautical Science

- Transportation Operations 2150

Navigation

- Navigational Information 1361

Nutrition

- Dietitian and Nutritionist 0630*
- Consumer Safety 0696*

Oceanography

- Oceanography 1360*

Occupational Health

- Safety and Occupational Health Management 0018

Occupational Therapy

- Occupational Therapist 0631*

Operations Research

- Operations Research 1515*
- Information Technology Management 2210

Outdoor Recreation Planning

- Outdoor Recreation Planning 0023

Park Administration

- Outdoor Recreation Planning 0023

Parks and Recreation

- Recreation Specialist 0188

Personnel Administration / Human Resources Mgmt.

- Labor Management Relations Examining 0244

Photography

- Audiovisual Production 1071
- Visual Information 1084

Physical Education

- Sports Specialist 0030
- Recreation Specialist 0188
- Kinesiotherapy 0635*

Physical Sciences

Federal Jobs by College Major

Continued

- Consumer Safety 0696*
- General Physical Science 1301*
- Geophysics 1313*
- Chemistry 1320*
- Document Analysis 1397
- Quality Assurance 1910

Physics

- Telecommunications 0391
- Physics 1310*
- Geophysics 1313*
- Astronomy and Space Science 1330*
- Navigational Information 1361
- Food Technology 1382*

Physiology

- Physiology 0413*

Plant Pathology

- Plant Pathology 0434*

Plant Physiology

- Plant Physiology 0435*

Police Science

- Document Analysis 1397

Political Science

- Community Planning 0020*
- Unemployment Insurance 0106
- Foreign Affairs 0130*
- International Relations 0131*
- Workforce Research and Analysis 0140*

- Labor Management Relations Examining 0244
- Trade Specialist 1140

Poultry Science

- Animal Science 0487*

Production Management

- Industrial Property Management 1103
- Quality Assurance 1910

Printing

- Printing Services 1654

Printing Engineering

- Printing Services 1654

Property Management

- Facility Operations Services 1640

Psychodrama

- Recreation/Creative Arts Therapist 0638*

Psychology

- Correctional Institution Administration 0006
- Workforce Research and Analysis 0140*
- Psychology 0180*

Public Administration

- Community Planning 0020*
- Unemployment Insurance 0106
- Hospital Housekeeping Management 0673
- Pension Law Specialist 0958
- Trade Specialist 1140

- Commissary Management 1144
- Highway Safety 2125

Public Health Administration

- Health System Administration 0670
- Health System Specialist 0671

Public Utilities

- Telecommunications 0391

Quality Assurance

- Quality Assurance 1910

Radio Production

- Audiovisual Production 1071

Range Management

- Rangeland Management 0454*

Recreation

- Outdoor Recreation Planning 0023
- Recreation Specialist 0188

Recreational Therapy

- Recreation/Creative Arts Therapist 0638*

Safety

- Safety and Occupational Health Management 0018

Sanitary Science

- Hospital Housekeeping Management 0673

Social Anthropology

- Foreign Affairs 0130*
- International Relations 0131*

Federal Jobs by College Major

Continued

Social Science

- Social Science 0101*

Social Work

- Correctional Institution Administration 0006
- Public Health Educator 1725*

Sociology

- Correctional Institution Administration 0006
- Community Planning 0020*
- Outdoor Recreation Planning 0023
- Unemployment Insurance 0106
- Foreign Affairs 0130*
- International Relations 0131*
- Workforce Research and Analysis 0140*
- Sociology 0184*
- Public Health Educator 1725*

Soil Conservation

- Soil Conservation 0457*

Soli Science

- Soil Science 0470*
- Agricultural Program Specialist 1145

Space Science

- Astronomy and Space Science 1330*

Statistics

- Foreign Affairs 0130*
- International Relations 0131*
- Telecommunications 0391

- Industrial Property Management 1103
- Financial Analysis 1160
- Loan Specialist 1165
- Actuarial Science 1510*
- Mathematical Statistics 1529*
- Statistics 1530*
- Quality Assurance 1910
- Transportation Specialist 2101
- Transportation Industry Analysis 2110
- Motor Carrier Safety 2123
- Highway Safety 2125
- Traffic Management 2130
- Transportation Operations 2150
- Marine Cargo 2161
- Information Technology Management 2210

Telecommunications Management

- Telecommunications 0391

Television Production

- Audiovisual Production 1071

Textile and Apparel Studies

- Trade Specialist 1140

Textiles

- Quality Assurance 1910

Textile Technology

- Textile Technology 1384

Toxicology

- Toxicology 0415*

Traffic Management

- Transportation Specialist 2101
- Transportation Industry Analysis 2110
- Motor Carrier Safety 2123
- Highway Safety 2125
- Traffic Management 2130
- Transportation Operations 2150
- Marine Cargo 2161

Transportation

- Transportation Specialist 2101
- Transportation Industry Analysis 2110
- Motor Carrier Safety 2123
- Highway Safety 2125
- Traffic Management 2130
- Transportation Operations 2150
- Marine Cargo 2161

Urban Affairs

- Community Planning 0020*

Urban Planning

- Outdoor Recreation Planning 0023

Visual Communication

- Illustrating 1020
- Visual Information 1084

Vocational Rehabilitation

- Vocational Rehabilitation 1715

Federal Jobs by College Major

Continued

Wildlife Management

- Wildlife Refuge Management 0485*

Zoology

- Zoology 0410*
- Wildlife Refuge Management 0485*

Any Major (Not All-Inclusive)

- Environmental Protection Specialist 0028
- Security Administration 0080
- Social Insurance Administration 0105
- Health Insurance Administration 0107

- Intelligence 0132
- Human Resources Management 0201
- Equal Employment Opportunity 0260
- Program Management 0340
- Administrative Officer 0341
- Management and Program Analysis 0343
- Logistics Management 0346
- Financial Administration and Program 0501
- Budget Analysis 0560
- General Legal and Kindred Administration 0901

- Paralegal Specialist 0950
- Workers' Compensation Claims Examining 0991
- Veterans Claims Examining 0996
- Public Affairs 1035
- Writing and Editing 1082
- Realty 1170
- Education and Training Technician 1702
- General Investigation 1810
- Supply Program Management 2003
- Inventory Management 2010

Career Glossary

Appointment

An administrative action that places a person on the staff of an agency. You are 'hired' or 'appointed' to a job in the Federal Government and there are several types of appointment.

Area of consideration

The group of people that an agency will accept applications from to fill a job. This may include a specific location or whether the applicant is a current Federal employee, current Federal employee working for a specific agency, or the public.

Availability Pay

A special form of premium pay fixed at 25 percent of basic pay (including locality pay) that applies to criminal investigators who are required to work, or be available to work, substantial amounts of unscheduled overtime duty based on the needs of the employing agency. Criminal investigators receiving availability pay are exempt from the minimum wage and overtime pay provisions of the Fair Labor Standards Act and may not receive administratively uncontrollable overtime pay.

Break in Service

The period when an employee is not on an agency payroll.

Career Appointment

The type of appointment an employee receives after working for the Federal Government for three years.

Certificate of Eligibles

A list of eligible and qualified applicants created for the hiring manager. Also known as Referral List.

Competitive Position

Positions that follow the civil service laws passed by Congress to make sure that applicants and employees receive fair and equal treatment in the hiring process. In the competitive service, applicants must go through the Office of Personnel Management's thorough application and hiring process. This process may consist of a written test, an evaluation of the individual's education and experience, and/or an evaluation of other attributes necessary for successful performance in the position to be filled.

Competitive Service

One of three services in the Federal Government. A job in the competitive service follows the civil service laws passed by Congress and the Office of Personnel Management's thorough application and hiring process.

Competitive Status

A person's basic eligibility for assignment to a position in the competitive service without having to compete with members of the general public in an open competitive examination. Once acquired, status belongs to the individual, not a to a position.

Creditable Service

Employment that can be used to meet the requirements of a job or benefits like leave accrual or retention during a Reduction in Force (RIF). This can be Federal employment or service in the United States Armed Forces.

DD Form 214 (DD-214)

The DD Form 214, Certificate of Release or Discharge from Active Duty, generally referred to as a "DD 214", is a document of the United States Department of Defense, issued upon a military service member's retirement, separation, or discharge from active duty in the Armed Forces of the United States (e.g., U.S. Air Force, U.S. Army, U.S. Coast Guard, U.S. Marine Corps, or U.S. Navy).

Delegated Examining (DE)

The competitive application and hiring process an agency uses to hire someone who has never worked for the Federal Government. A job that says it's open to the public will use the delegated examining hiring process.

Detail

A temporary assignment in a different job with a specified period. The employee will return to their job when the detail ends.

Direct Hiring Authority

An expedited recruiting process that agencies can use to fill jobs in occupations that are hard to fill or currently have a shortage.

Career Glosary

Continued

Disabled Veteran

A person who has an existing service-connected disability or is receiving compensation, disability retirement benefits, or pension because of a public statute administered by the Department of Veterans Affairs or a military department.

Dual Compensation

Earning a salary for working more than 40 hours in a week from more than one Federal agency.

Duty Station

The city/town, county, and state where the employee works.

Excepted Service

Federal or civil service jobs not in the competitive service or the Senior Executive Service. Excepted service jobs don't have to follow the same hiring process or requirements as the competitive service (by law, Executive Order, or OPM regulation). Excepted service agencies set their own qualification requirements and are not subject to the appointment, pay, and classification rules in title 5, United States Code.

General Schedule

One of many pay systems in the Federal Government. A general schedule (GS) pay grade is a rate of basic pay based on the specific level of work or range of difficulty, responsibility, and qualifications.

Grade

Refers to the General Schedule (GS) pay scale. It's the pay level for the job. The higher the grade level, the higher the pay.

Indefinite Appointment

A temporary job without a specific time limitation. This appointment does not count towards permanent tenure and can be terminated at any time.

Intermittent

Occurring at irregular intervals. Not continuous or steady.

Locality Pay

Pay that is added to an employee's basic pay and is directly related to the location of the job.

Merit Promotion Program

A system where current Federal employees compete for an open job and are rated and ranked based on their experience, education, competencies, and performance. Also known as Merit Staffing Program.

Military Spouse Special Hiring Authority

Authority to appoint a military spouse without competition when filling competitive service positions on a temporary (not to exceed 1 year), term (more than 1 year but not more than 4 years), or permanent basis. The authority does not guarantee spouses placement in a position over any other applicant. Military spouses are eligible under this authority if the active-duty military spouse: 1) receives a Permanent Change of Station (PCS) move; 2) has a 100% disability rating; or 3) died while on active duty. Each of these categories has different eligibility criteria that must be met.

Optional Form 306 (OF-306)

The information collected on this form is used to determine your acceptability for Federal and Federal contract employment and your enrollment status in the Government's Life Insurance program. You may be asked to complete this form at any time during the hiring process. Follow instructions that the agency provides.

Pathways

The Pathways Program consists of three programs: the Internship Program, the Recent Graduates Program, and the Presidential Management Fellows (PMF) Program. These programs help to recruit, hire, develop, and retain students and recent graduates.

Permanent Appointment

A job that does not have a pre-determined end date.

Preference (Veterans' Preference)

A hiring process that may help Veterans get a job with the Federal Government.

Career Glosary

Continued

Preference Eligible

Veterans, and spouses, widows, and parents of a deceased or disabled veteran who meet the requirements in 5 U.S.C. 2108.

Premium Pay

Additional pay for overtime, nights, weekends, or holidays.

Probationary Period

A specific period in which an agency validates an employee's competencies and fit for the position.

Recruitment Bonus

A payment made to a new employee who has been hired for a hard-to-fill position. A recruitment bonus may not exceed 25% of the employee's annual rate of basic pay in effect at the beginning of the service period multiplied by the number of years (including fractions of a year) in the service period (not to exceed 4 years). With OPM approval, this cap may be increased to 50% (based on a critical agency need), if the total incentive does not exceed 100% of the employee's annual rate of basic pay at the beginning of the service period. (See 5 CFR 575.109(c).) The incentive may be paid as an initial lump-sum payment at the beginning of the service period, in installments throughout the service period, as a final-lump sum payment upon completion of the service period, or in a combination of these methods.

An incentive may be paid to an individual not yet employed who has received a written offer of employment and signed a written service agreement.

Relocation Bonus

A one-time payment to a current Federal employee who relocates to accept a hard-to-fill position. A relocation incentive may not exceed 25% of the employee's annual rate of basic pay in effect at the beginning of the service period multiplied by the number of years (including fractions of a year) in the service period (not to exceed 4 years). With OPM approval, this cap may be raised to 50% (based on a critical agency need), as long as the total incentive does not exceed 100% of the employee's annual rate of basic pay at the beginning of the service period. (See 5 CFR 575.209(c).) The incentive may be paid as an initial lump-sum payment at the beginning of the service period, in installments throughout the service period, as a final lump-sum payment upon completion of the service period, or in a combination of these methods. The agency may not pay a relocation incentive until the employee establishes a residence in the new geographic area.

Schedule A

A hiring authority used to increase employment opportunities for people with disabilities. There are two authorities under Schedule A: 1) Schedule A, 5 CFR 213.3102(u), for hiring people with severe physical disabilities, psychiatric disabilities, and intellectual disabilities. This excepted authority is used to appoint persons with severe physical disabilities, psychiatric disabilities, and intellectual disabilities. Such individuals may qualify for conversion to permanent status after two years of satisfactory service. Severe physical disabilities include but are not limited to blindness, deafness, paralysis, missing limbs, epilepsy, dwarfism, and more. 2) Schedule A, 5 CFR 213.3102(11) for hiring readers, interpreters, and personal assistants. This excepted authority is used to appoint readers, interpreters, and personal assistants for employees with severe disabilities as reasonable accommodations.

Schedule B

Applies to jobs and situations for which it is impractical to rate applicants using competitive procedures. However, under Schedule B, applicants must meet the qualification standards for the job. For example, Schedule B includes hiring for the Student Temporary Employment Program, the Student Career Experience Program, and the Federal Career Intern Program. Only students qualify for student programs, as it is not practical to use competitive procedures for them.

Career Glosary

Continued

Seasonal Employee

An annually recurring job that may last six months or more in one year.

Summer

A job available during the summer months and is usually for students.

Senior Executive Service

The Senior Executive Service (SES) consists of executive positions, including managerial, supervisory, and policy positions classified above General Schedule (GS) grade 15 or equivalent positions in most Executive Branch agencies of the Federal Government.

Specialized Experience

Work experience that is directly related to the work to be performed in a job.

Standard Form 15 (SF-15)

The SF-15 is used by Federal agencies and OPM examining offices to adjudicate an individual's claims for Veterans' preference. Veterans and certain family members who claim 10-point preference must fill out and submit the SF-15, to include supporting documentation when applying for Federal positions.

Standard Form 50 (SF-50)

A form created by an administrative office within your agency that documents changes to your personnel record such as grade, salary, series, and place of duty. The name of the form is "Notification of Personnel Action".

Surplus Employee

A career or career-conditional employee in the competitive service who has received notice that their job has been eliminated from their agency. A person hired under Schedule A or B in the excepted service are also considered surplus employees if they are in a permanent position and have received the appropriate notice. Selection priority for these employees is limited to other permanent Schedule A or B positions in the same agency and local commuting area.

Temporary Appointment

Temporary appointments have a set time-limit and include the following:

- Temporary — A job that will last no longer than one year.

- Term Appointment — A job that may last one to four years. Term appointments may be used for project work, extraordinary workload, scheduled cancellation of a position, reorganization, uncertainty of future funding, or contracting out of the function.

- Tour of Duty — An employee's work schedule which indicates the days and hours an employee is required to work.

Veterans Employment Opportunity Act (VEOA)

A special hiring authority that allows veterans to apply for jobs that are only open to current Federal employees in the competitive service.

Veterans' Preference

A hiring preference given to honorably discharged veterans and military retirees who are a disabled veteran or retired below the rank of Major or its equivalent.

Veterans' Recruitment Appointment (VRA)

A hiring authority used in the excepted service that allows agencies to appoint eligible veterans without competition if the veteran has received a campaign badge for service during a war or in a campaign or expedition, is a disabled veteran, has received an Armed Forces Service Medal for participation in a military operation, or has separated from the military within the last 3 years under honorable conditions. Appointments under this authority may be made at any grade level up to and including a GS-11 or its equivalent. This is an excepted service appointment which can be converted to competitive service after 2 years.