

# Green Careers Curriculum Toolkit

This toolkit provides higher education faculty curated access to resources and processes, organized to aid in teaching about and engaging students in exploring green careers and what it means to be a sustainability professional. By researching potential green career opportunities and the skills and credentials needed, students can enhance their resumes and improve their employability upon graduation.

# Contents

Green Building and Sustainability Job Industry	2
Green Building Careers	3
Student Activities	7
Teaching Resources	8
LEED Credentials	9
Additional USGBC Resources and Opportunities	9
Appendices	11

Integrating sustainability across the curriculum prepares this generation to be both global citizens and champions in addressing some of the biggest challenges we face. The workplace is rapidly changing, as are employer expectations. Sustainability is now being driven into core businesses and is the lens through which companies assess their operations. During this century, more than 60 percent of new jobs will require a background in STEM, according to the <u>National Commission on Mathematics and Science for the Twenty-first Century</u>. Additionally, the <u>National Environmental Education Foundation: Business &</u> <u>Environment Program</u> says that 65% of businesses value environmental and sustainability knowledge in job candidates and 78% said this knowledge would grow in importance as a hiring factor in the next five years.

The purpose of these resources is to prepare students for 21<sup>st</sup> century careers using sustainability as a solutions driver. This toolkit provides higher education faculty curated access to resources and processes, organized to aid in teaching about and engaging students in exploring green careers and what it means to be a sustainability professional. The materials can be adapted and scaled to fit a variety of class topics, degree programs, and student learning levels and provide content for experiential learning, helping to prepare students for the needs of the 21<sup>st</sup> century.

It is important that a student's college experience is relevant to the career they wish to pursue. A recent survey has shown the more relevant that people find their courses to be in their work and daily lives, the greater their belief that they received a high-quality education and that it was worth the cost. In fact, consumers who strongly agree their courses are relevant to their careers and lives are 63 percentage points more likely to strongly agree their education was worth the cost and 50 percentage points more likely to strongly agree they received a high-quality education (Relevance and Value of Higher Education, Strada Gallup, 2018).

These materials do not provide a prescriptive path or set curriculum, rather we encourage you to select resources that are right for your courses. These can be applied as teaching material, student assignments or as supplemental resources to share with the class. The materials are designed to support hands-on learning to address employers' desire for stronger skills in critical thinking, complex problem solving,



written and oral communication, and applied knowledge in real-world settings (<u>AACU 2013 Employer</u> <u>Survey</u>).

USGBC is here to help you apply these resources to your courses. Please contact us at <u>education@usgbc.org</u> to let us know how you've customized use of these resources to meet your course needs. Also, please let us know if there are additional resources that will further support your efforts. We look forward to hearing stories about your green building and sustainability courses.

# Green Building and Sustainability Job Industry

Defining "green jobs":

There are different ways of defining 'green jobs'. According to the <u>U.S. Bureau of Labor Statistics</u>, they are "jobs in businesses that produce goods or provide services that benefit the environment or conserve natural resources."

But just about any occupation can have an impact on the environment. The "greening" of occupations refers to the extent to which green economy activities and technologies increase the demand for existing occupations, shape the work and worker requirements needed for occupational performance, or generate unique work and worker requirements (<u>Occupational Information</u> <u>Network</u>). The <u>US Department of Labor's Green Job Initiative</u> estimates that there are 8.4 million jobs requiring green tasks.

Availability of green jobs:

Businesses continue to see the value of sustainability and will need to hire employees that support their mission and goals:

- 62% of global business leaders think that integrating sustainability into business operations is their company's most important leadership challenge (<u>BSR/GlobeScan State of Sustainable</u> <u>Business Poll 2012)</u>.
- 70% of organizations have permanently placed sustainability on their management agendas (MIT Sloan Management Review + Boston Consulting Group).
- 76% of CEOs believe that embedding sustainability into their core business will drive revenue growth and new opportunities (<u>UN Global Compact-Accenture CEO Study on Sustainability</u> <u>2013</u>).
- 49% of CFOs believe there is a strong link between sustainability performance and financial performance (Deloitte, "<u>Sustainability: CFOs Are Coming to the Table</u>," December 2012).
- 65% of businesses value environmental and sustainability knowledge in job candidates and 78% said this knowledge would grow in importance as a hiring factor (<u>National</u> <u>Environmental Education Foundation: Business & Environment Program</u>).

Desire for a green job:

According to MonsterTRAK (now <u>MonsterCollege</u>), which focuses on new graduates, as many as 80% of young professionals would like to work in a green job. This bodes well for the future – the



growing passion for finding "green-collar" jobs means that the green and sustainable markets will benefit from the skills and vision of new graduates.

And from an article in the <u>The Economist</u>, "According to a <u>survey</u> by Net Impact, an industry association, more than 70% of college students and 50% of workers are looking for jobs with social impact. Nearly 60% of students are even willing to take pay cut in order to work for a company that represents their values."

## **Green Building Careers**

The following green careers are prevalent in the green building industry. For a list of all other careers with possible 'green tasks' see the Appendix.

- 1. Acoustical engineer/consultant
- 2. Architect
- 3. Attorney
- 4. Brownfield redevelopment specialist
- 5. Commissioning agent
- 6. Compliance manager
- Construction subcontractor trades (carpenter, plumber, electrician, mason)
- 8. Cost estimator
- 9. Electrician
- 10. Energy auditor
- 11. Energy modeler
- 12. Engineer (civil, electrical, mechanical, plumbing, structural
- 13. Facilities management (manager, staff)

- 14. General contractor/Construction Manager
- 15. HVAC technician (design, installation, maintenance)
- 16. Interior Designer
- 17. Landscape architect
- Mechanical, electrical, plumbing (MEP) contractor (design, installation, maintenance)
- 19. Property managers
- 20. Real estate agents
- 21. Renewable energy technician (design, installation, maintenance)
- 22. Supply chain manager
- 23. Sustainability consultant
- 24. Urban Planner

Career	Definition/Relation to green	Re	esource Examples
	building		
Acoustical	Acoustical engineers and consultants	-	Audio Engineering Society
engineer/	help design buildings to best carry	-	Institute of Noise Control Engineering
consultant	sound or work with construction teams	-	International Institute of Noise Control
	to minimize noise pollution from their		Engineering
	projects.		
Architect	Architects plan and design all forms of	-	O*Net: Architect
	buildings, including green buildings.	-	Occupational Outlook Handbook:
			Architects
		-	American Institute of Architects
		-	National Council of Architectural
			Registration Boards

The following resource examples can help you and your students learn more about these professions.



Career	Definition/Relation to green building	Resource Examples
Attorney	Attorneys are experts in law and can support green buildings by helping with contracts, compliance with green building codes, and negotiations between different stakeholders.	<ul> <li><u>O*Net: Lawyer</u></li> <li><u>"A Day in the Life of a Green Building</u> <u>Attorney"</u></li> <li><u>"A Lawyer's Role In Green Building"</u></li> <li><u>"So, You Want to Be a Green Building</u> <u>Attorney"</u></li> </ul>
Brownfield redevelopment specialists and Site managers	These specialists develop plans for and provide oversight of the remediation and redevelopment of contaminated brownfield sites, a key component of sustainable site development and general environmental health.	<ul> <li><u>O*Net: Brownfield Redevelopment</u></li> <li><u>Specialists and Site Managers</u></li> <li><u>BLS: Careers in Environmental</u></li> <li><u>Remediation</u></li> </ul>
Commissioning agent	Building commissioners thoroughly test buildings and systems before occupancy to ensure that everything performs as expected. They can ensure that all systems are designed to achieve their sustainability goals.	<ul> <li>Building Commissioning Association</li> <li>Association of Energy Engineers</li> <li>American Society of Heating,</li> <li>Refrigerating and Air-Conditioning</li> <li>Engineers: Commissioning Process</li> <li>Management Professional Certification</li> <li>Green Build DC: Commissioning</li> </ul>
Compliance managers	Compliance managers ensure that organizations comply with regulatory and ethical standards, including developing environmental compliance plans and conducting audits.	<ul> <li><u>O*Net: Compliance Manager</u></li> <li><u>Compliance and Accreditation</u> <u>Manager's Association</u></li> </ul>
Cost estimator	Cost estimators determine the costs, labor, materials, and time needed for projects, including buildings. Many specialize in green buildings.	<ul> <li><u>American Society of Professional</u> <u>Estimators</u></li> <li><u>Association for the Advancement of Cost</u> <u>Engineering International (AACE</u> <u>International)</u></li> <li><u>International Cost Estimating and</u> <u>Analysis Association</u></li> <li>O*Net: Cost Estimators</li> </ul>
Electrician	Electricians work with electric wiring and equipment, including planning, conducting, and inspecting their installation. Green buildings require electricians to help with designing, selecting, and installing sustainable electric options such programmable thermostats, Energy Star appliances, and dimmer light switches.	<ul> <li>O*Net: Electricians</li> <li>Electrical Training Alliance</li> <li>Home Builders Institute</li> <li>Independent Electrical Contractors</li> <li>International Brotherhood of Electrical Workers</li> <li>National Electrical Contractors Association</li> <li>Occupational Outlook Handbook: Electricians</li> <li>National Electrical Contractors Association</li> </ul>
Energy auditor	Energy auditors audit building and system energy use and identify opportunities for increased energy	- Association of Energy Engineers



Career	Definition/Relation to green	Resource Examples
	building	
	efficiency.	- National Institute for Certification in
		Engineering Technologies
		- O*Net: Energy Auditors
		- Bureau of Labor Statistics: Walk Through
		of an Audit
Energy modeler	Energy modelers use blueprints and	- Association of Energy Engineers
	computer software to model a	
	building's energy systems and measure	
	their energy efficiency.	
Engineer (civil,	Engineers design, build, maintain, and	- ASHRAE
electrical,	repair the systems of their specialty.	<ul> <li>National Society of Professional</li> </ul>
mechanical,	Common ones involved in building	Engineers
plumbing,	construction include mechanical,	- O*Net: Civil Engineers
structural, energy)	electrical, energy, and civil engineers.	<ul> <li><u>O*Net: Energy Engineers</u></li> </ul>
		<ul> <li><u>O*Net: Electrical Engineers</u></li> </ul>
		<ul> <li><u>O*Net: Mechanical Engineers</u></li> </ul>
Facilities manager	Facility managers plan, execute, and	<ul> <li><u>O*Net: General and Operations</u></li> </ul>
	oversee the daily operations of	Managers
	buildings, which vary significantly	- International Facility Management
	depending on the building's function.	Association
	They have the ability to enhance the	- Building Owners and Managers
	performance of buildings and ensure	Association International
	that any implemented green features	- American Management Association
	run smoothly.	- Institute of Certified Professional
		<u>Managers</u>
		- National Management Association
		- International Public Management
		Association for Human Resources
General contractor/	A general contractor coordinates the	- O*Net: Construction Manager
Construction	entire construction process, including	<ul> <li>Project Management Institute</li> </ul>
Manager	overseeing the day-to-day operations	- Occupational Outlook Handbook:
	of the project and maintaining	Construction managers
	communications between all parties.	- The Associated General Contractors of
		America
HVAC technician	HVAC (heating, ventilation, and air	<ul> <li><u>O*Net: Heating and Air Conditioning</u></li> </ul>
(design, installation,	conditioning) technicians design,	Mechanics and Installers
maintenance)	install, maintain, and repair heating, air	<ul> <li>Occupational Outlook Handbook:</li> </ul>
	conditioning, and refrigeration	Heating, air conditioning, and
	systems. They can help improve the	refrigeration mechanics and installers
	energy efficiency of buildings with	- ASHRAE
	technological adjustments.	- Air Conditioning Contractors of America
Interior designer	Interior designers plan and implement	- <u>O*Net: Interior Design</u>
	a design for internal spaces with a goal	- <u>5 Principles of Sustainable Interior Design</u>
	of enhancing the function and quality	- American Society of Interior Designers
	of the spaces. Interior designers play a	- <u>Council for Interior Design Qualification</u>
	significant role in green buildings	- International Interior Design Association



Career	Definition/Relation to green	Resource Examples
	building	•
	through their material choices and	- Occupational Outlook Handbook: Interior
	designs that minimize inefficient	designers
	energy and low air quality.	<u></u>
Landscape architect	Landscape architects plan and design	- O*Net: Landscape architects
	outdoor spaces such as parks.	- Occupational Outlook Handbook:
	campuses, and residential and	Landscape architects
	commercial sites. They play a large role	- American Society of Landscape Architects
	in creating sustainable spaces through	- Council of Landscape Architectural
	designs that improve energy efficiency,	Registration Boards
	conserve water, use sustainable	
	materials and support resiliency	
	efforts.	
Mechanical,	MEP contractors design, install, and	- Mechanical Contractors Association
electrical, plumbing	maintain a building's mechanical,	- Council of American Mechanical &
(MEP) contractor	electrical, and plumbing systems,	Electrical Engineers
	which significantly impact a building's	
	energy and water use.	
Property managers	Property managers maintain	<ul> <li><u>O*Net: Property, Real Estate, and</u></li> </ul>
	properties, oversee their operations,	Community Association Managers
	and coordinate leasing. They have	<ul> <li>Property Management Association</li> </ul>
	significant control over what green	<ul> <li>Occupational Outlook Handbook:</li> </ul>
	additions to include in their building,	Property Managers
	such as sourcing cleaning supplies and	
	high efficiency light bulbs, and whether	
	to work with buyers and companies	
	with green values.	
Real estate agents	Real estate agents help people buy,	- <u>O*Net: Real Estate Agents</u>
	sell, and rent property. As experts on	- <u>CCIVI Institute</u>
	properties, real estate agents can	- National Association of Realtors
	to huw and coll proportios with groop	- Occupational Outlook Handbook. Real
	fostures	Women's Council of PEALTOPS®
		- Wolfield's Council of Reactions
		- National Association of Real Estate
		Brokers
Renewable energy	Renewable energy technicians could	- O*Net: Wind Turbine Service Technicians
technician	include wind turbine technicians solar	- Occupational Outlook Handbook: Wind
(design, installation,	technicians, nuclear technicians,	turbine technicians
maintenance)	biofuel technicians, bio-plant	- American Wind Energy Association
,	technicians, or hydroelectric plant	- O*Net: Solar Energy Systems Engineers
	technicians. They help install, operate,	- Solar Energy Industries Association
	monitor, and repair these	
	technologies.	
Supply chain	Supply chain managers coordinate and	<ul> <li>O*Net: Supply Chain Manager</li> </ul>
manager	direct aspects of a supply chain	- Council of Supply Chain Management
_	including distribution, purchasing, and	Professionals
	warehousing to streamline or improve	- Institute for Supply Management
	the process. Their work can impact the	- APICS
	environment through their selections	



Career	Definition/Relation to green building	Resource Examples
	of materials, manufacturers, transportation, and disposal options.	
Sustainability consultant	Sustainability consultants work with clients to help them improve the sustainability performance of their business and buildings.	<ul> <li><u>International Society of Sustainability</u></li> <li><u>Professionals</u></li> <li><u>O*Net: Sustainability Specialist</u></li> </ul>
Urban planners	Urban planners develop plans for the design of cities, towns, jurisdictions, etc. They can advise on strategies to meet sustainability and resiliency goals.	<ul> <li><u>O*Net: Urban Planners</u></li> <li><u>Occupational Outlook Handbook: Urban</u> <u>and regional planners</u></li> <li><u>American Planning Association</u></li> <li><u>American Institute of Certified Planners</u></li> <li><u>Planning Accreditation Board</u></li> </ul>

# **Student Activities**

- Craft personal mission statements. Students reflect on and identify their interests and values to identify the type of career that would best suit them.
- Conduct informational Interviews. Students research companies or leaders in a field that interests them and conduct interviews to gain knowledge about the industry and potential career paths.
- Attend an external event related to a potential career and network with participants to gather professional advice.
- Role play to discuss how different careers impact the triple bottom line (planet, people, profit).
- Use the O\*Net database to explore and connect careers and search for jobs.
- Explore career sites for open job postings in potential career to identify what employers are looking for.
- Assign reports and articles to students to generate discussion and reflection. These can be conducted in class or as class assignments and can be done individually or in groups (see Appendix for suggested reports and resources).
- Prepare for a LEED credential over the semester. Provide reading assignments and conduct reviews or mock exams in class.
- Encourage student internships or job shadowing experiences. Identify local companies or organizations with green careers and arrange opportunities for students to intern or shadow professionals.

See the Appendix for activity guidelines, instructions, and additional resources.



# **Teaching Resources**

### Education @USGBC

- Subscription access to the <u>Education @USGBC catalog</u> features more than 600 hours of green building and sustainability education. This growing library highlights best-in-class courses and resources to grow knowledge and fulfill continuing education for LEED credentials, AIA, and others. (The <u>Green Careers Curriculum Toolkit</u> page calls out a list of selected content in the Education @USGBC Subscription that align with teaching about green careers).
- <u>Watch our video</u> to find out what is included in the Education @USGBC platform and the three subscription options for post-secondary instruction. Options include:
  - Purchase an individual subscription that gives you access to all the content plus the LEED v4 web-based reference guide and hundreds of courses that can be used for your own professional development.
  - Require your students to purchase a subscription as part of their required course materials. USGBC offers exclusive student pricing allowing your students to gain access to content that supports their sustainability journey.
  - Speak with USGBC about a full access subscription for your institution that would benefit all instructors, staff and students.

Invite local green building and sustainability professionals to join your course to share their career experiences and advice.

- USGBC Member Directory links to USGBC member companies and their employees.
- <u>USGBC & GBCI Speaker Request Form</u> facilitates connections between USGBC representatives and your class.
- <u>USGBC Faculty Directory</u> presents a global network of credible, qualified instructors, teachers and facilitators.
- Reach out to your local <u>USGBC community</u> and connect directly with LEED projects and teams in your area. Search the USGBC Organizations Database by region to connect with USGBC near you.

<u>USGBC Articles</u>. Search by topics or sort by channels. Sign up for <u>email subscriptions</u> to receive new articles directly.

<u>USGBC's YouTube Channel.</u> Suggested playlists: <u>Big Ideas at USGBC</u> and video interviews with <u>climate</u> <u>leaders.</u>

<u>USGBC+</u>. USGBC's bi-monthly magazine with stories and strategies behind the world's greenest buildings. The <u>current and archived issues are available online</u>. Information on <u>print copies is available here</u>.



We encourage you to consider the wide range of USGBC public resources that can be incorporated into your teaching materials. Contact <u>education@usgbc.org</u> to talk about how you can be creating innovative curriculum by accessing best-in-class content & resources for 21st century learning.

# **LEED Credentials**

Prepare students to earn a <u>LEED credential</u>. GBCI research shows that 71% of hiring decision makers maintain that being credentialed increases competitiveness and 85% of its credentialed professionals believe that their credential gives them a competitive edge in the job market.

LEED Green Associate. LEED Green Associates have a documented, up-to-date understanding of the most current green building principles and practices and are committed to their professional future.

- <u>LEED Green Associate Candidate Handbook -</u> The task and knowledge domains in the candidate handbook may be used as a resource for developing student learning outcomes for courses.
- <u>LEED Green Associate exam: Two week study plan –</u> The syllabus could be adapted for a full academic term.
- LEED Green Associate credential frequently asked questions
- Learn LEED: How-to Guide for Planning and Conducting LEED Study Groups
- <u>LEED Core Concepts Guide v3</u> (for purchase)
- <u>Study Bundle: LEED Green Associate Exam Preparation Guide, LEED v4 Edition and LEED Core</u> <u>Concepts Guide</u> (for purchase). Special pricing available for educators and students.
- <u>Exam Prep materials on Education @USGBC</u> (available as part of the Education @USGBC subscription described above).
- <u>LEED credential maintenance 101</u> Information, video and link to Credential Maintenance Guide

LEED Accredited Professional. LEED AP with specialty is an advanced professional credential signifying expertise in green building and a LEED rating system.

- LEED AP Building Design + Construction <u>Candidate Handbook</u>; <u>Study plan</u> (syllabus could be adapted for a full academic term); <u>FAQ</u>; and <u>LEED Reference Guide for Building Design and</u> <u>Construction</u> (for purchase as PDF, ebook, or web-based guide)
- LEED AP Operations + Maintenance <u>Candidate Handbook</u>; <u>Study plan</u> (syllabus could be adapted for a full academic term); <u>FAQ</u>; and <u>LEED Reference Guide for Building Operations and</u> <u>Maintenance</u> (for purchase as PDF, ebook, or web-based guide)
- <u>LEED credential maintenance 101</u> Information, video and link to Credential Maintenance Guide

### Additional USGBC Resources and Opportunities

### LEED Resources

- LEED: <u>www.usgbc.org/leed</u>
- Discover LEED: <u>https://www.usgbc.org/discoverleed</u>

### General USGBC resources:

- <u>USGBC Higher Education</u>. Receive the latest information on the resources and products to support higher education sustainability efforts on campus.
- USGBC Contact Us. Submit outstanding questions about LEED or other USGBC programs.

# Education @USGBC Resource



- <u>USGBC website</u>. Information the U.S. Green Building Council and its programs.
- <u>GBCI website</u>. Information about Green Business Certification Inc., the administration of LEED project certifications, and professional credentials and certificates.
- <u>Arc.</u> This state of the art platform allows you to collect, manage and benchmark your data so you can improve sustainability performance.
- USGBC Student page. Encourage students to sign up for a free usgbc.org user account and check off the "I am a student" box to receive discounts and access to additional resources. Encourage them to create a profile in the USGBC Student Directory.

### Online materials

- <u>USGBC email subscriptions</u>. Sign up to stay informed on LEED and other USGBC activities. Set emails based on your preferences. (Requires a free usgbc.org user account if not a member).
- USGBC's <u>Trademark Policy and Branding Guidelines</u>. For guidance on correct use of and USGBC trademarked materials.
- o <u>USGBC Career Center</u>. Searchable database of green building job openings
- Both USGBC members and nonmembers may create a <u>free usgbc.org user account</u> and create a
  public profile for the <u>USGBC Directory</u>
- Become a <u>USGBC Faculty</u> for up-to-date instructional resources, exclusive training opportunities to maintain your competitive edge in the market, and visibility across USGBC's digital platforms. Benefits include a complimentary <u>Education @USGBC subscription</u> and a complimentary GBCI CE course review.

### Discounts for Institutions and Students

Currently, USGBC offers <u>student discounts</u> to individuals who indicate they are a student in their <u>USGBC account</u>. This includes discounts on USGBC products including the <u>LEED v4 web-based</u> <u>reference guide</u> (\$50), <u>Education @USGBC subscription</u> (\$99), <u>publications</u> (USGBC member price) and the <u>LEED Green Associate exam</u> (\$100).

Looking for resources to teach about other green building topics? Check out the <u>Higher Education</u> <u>Curricular Toolkits</u> for resources and processes to aid in teaching about and engaging students in the concepts in the concepts of sustainability including: green building, LEED, sustainable land design and development, and zero waste.

For additional Higher Education curriculum support or to provide feedback on these resources, please contact <u>education@usgbc.org</u>.



# Appendices

- Appendix: Possible Green Careers
- Appendix: Activity Guidance
- Appendix: Job Search Sites
- Appendix: Reports and Resources
- Appendix: Credentials/Certificates



## Appendix: Possible Green Careers

List of occupations that can contain 'green tasks' and therefore have an impact on the triple bottom line (people, planet, profit)

### **Green industries/fields**

Advocacy/non Profit Agriculture Animal management Architecture Commissioning Construction Consulting Education Energy conservation Energy modeling Engineering Environmental services Facility maintenance/operations Food (production, processing) Forestry

#### **Green careers**

- Accountant and Auditor
- Activist
- Acoustical engineer/consultant
- Administrative support staff
- Agricultural inspector
- Air quality specialist
- Architect
- Architectural drafter
- Automotive engineer
- Biofuel technician (design, installation, maintenance)
- Biofuel production manager
- Biologist
- Brownfield Redevelopment Specialist and Site Manager
- Chief Sustainability Officer
- Clean car engineer
- Climate change analyst
- Compliance manager
- Commissioning agent

Government (city, state, federal) Interior design Landscape architecture Legal Manufacturing Natural resources Natural sciences Power systems Public health Real estate development Renewable energy Urban planning Utilities Waste management

- Community planner
- Conservationist
- Construction subcontractor (carpenter, plumber, electrician, mason)
- Consultant
- Corporate Social Reporting (CSR) Director
- Cost estimator
- Daylighting consultant or modeler
- Ecotourism guide
- Electric Power Line Installer and Repairer
- Electrician
- Energy auditor
- Energy broker
- Energy engineer
- Energy modeler
- Engineer, civil
- Engineer, electrical
- Engineer, mechanical
- Engineer, plumbing
- Engineer, structural



# Education @USGBC Resource

- Environmental anthropologist
- Environmental documentarian
- Environmental economist
- Environmental educator
- Environmental engineer
- Environmental fiction writer
- Environmental journalist
- Environmental lawyer
- Environmental restoration planner
- Facilities management staff
- Facilities manager
- Fish and game warden
- Forest and conservation technician
- Forest and conservation worker
- Fuel Cell Engineer
- General contractor/Construction
   Manager
- Geological Sample Test Technician
- Geoscientist
- Geospatial information scientist and technician
- Geothermal technicians/production
   manager
- Graphical Information Systems (GIS) technician
- Green artist (photographer, painter, sculptor)
- Green marketers/communication director
- Hazardous Materials Removal Worker
- Hydroelectric plant
   technician/production manager
- Hydrologist
- HVAC technician (design, installation, maintenance)
- Interior Designer
- Industrial ecologist
- Industrial Engineering technologist
- Investor
- Investment underwriter
- Land surveyor
- Landscape architect
- Lobbyist
- Maintenance and Repair Worker

- Mechanical, electrical, plumbing (MEP) contractor (design, installation, maintenance)
- Meter Reader, Utilities
- Methane/Landfill Gas Collection System Operators/Technician
- Collection System Operator
- Natural Scientist
- Nanosystems engineer
- Natural science manager
- Non-profit sector professional
- Nuclear power operator
- Photonics engineer/technician
- Power Plant Operator
- Precision operator technician
- Product designer
- Program coordinator/manager/director
- Property manager
- Public health official
- Real estate agent
- Recycler (manager, coordinator, hauler)
- Refuse and Recyclable Material Collector
- Renewable energy technician (design, installation, maintenance)
- Solar/photovoltaic technician (design, installation, maintenance)
- Solar sale representative and assessor
- Soil conservationist
- Supply chain manager
- Sustainability consultant
- Sustainability specialist Transportation planner
- Urban grower
- Urban Planner
- Water and Liquid Waste Treatment System Operator
- Water/wastewater engineer
- Water Conservationist
- Water resource specialist
- Water quality technician
- Wave energy technician (design, installation, maintenance)/manager
- Weatherization Installer and Technician
- Zoologist and wildlife biologist



## Appendix: Activity Guidance

### Activity: Crafting a personal mission statement

Objective: Create a personal mission statement for guidance and clarity in career exploration.

This is a self-reflection writing exercise. Mission statements are often utilized as an organizational management tool and are a valuable tool for individuals as well. This activity encourages you to think deeply about you strengths, aspirations, and how you define success. The outcome will be a personal mission statement you can refer to for guidance and clarity as you move into your career.

#### Instructions:

Write a personal mission statement that is a concise summary of what you hope to accomplish in your career, the values that guide your work, your highest aspirations, the impact you hope to make in the world, or any combination of these things. Most importantly, it should be comprehensive and meaningful to you, while still being short. Reach for the stars and don't hold back, you can accomplish what you set out to do!

#### Example

"I teach to inspire. I will practice humility, kindness and respect for all living things and in doing so I will inspire these qualities in others, slowly but surely creating a world where every human can thrive."

Use these questions to help you think about important elements of your mission statement.

- 1. What brings you happiness?
- 2. What is your favorite quality about yourself?
- 3. What is your greatest professional strength?
- 4. How have you used this strength in the past to help a person, group, or organization?
- 5. How would you like to utilize this strength in the future?
- 6. How could you take this strength and refine or improve upon it?
- 7. What do you do to stay motivated during difficult times?
- 8. When you are feeling uninspired, how do you regain a sense of excitement or motivate yourself to continue?
- 9. What qualities are key to a fulfilling personal relationship? What qualities are key to a fulfilling professional relationship?
- 10. What qualities do you hope other people see in you?

#### **Core Values**

Another exercise that can help generate ideas and self-awareness when crafting a personal mission statement is listing your core values. Below are a set of guidelines for completing this exercise.



- 1. Make a list of your top 3-5 core values and rank them.
- 2. If time allows, take a few days to write down values that pop into your head throughout the day.
- 3. After a few days, look over the list and chose the ones that feel most important to you.

Additional Resources

The TED talk by Scott Dinsmore, titled *How to Find Work You Love,* is an excellent summary of the importance of defining a personal mission statement and taking time for self-reflection. Link: <u>http://www.ted.com/talks/scott\_dinsmore\_how\_to\_find\_work\_you\_love?language=en#t-250969</u>

The Franklin Covey Institute personal Mission Statement Generator Link: <u>http://msb.franklincovey.com/</u>



### Activity: Informational Interview

"A meeting featuring a conversation about a particular company or industry between you and someone who may be in a position to help you get a job in the future, either directly or indirectly" (Andy Teach, author of *From Graduation to Corporation*).

Objective: Conduct research to gain deeper understanding of an industry.

This is your opportunity to conduct research and gain a deeper understanding of an industry you are interested in learning more about. Through this research, you will learn which companies are leaders in the field, what their mission and vision is, and where there are located. In the next phase of this activity, scheduling and conducting an informational interview, you will gain first-hand knowledge from a professional about the industry and career path that might be available to you. Finally, you may have the chance to compile your findings and reflections into a short presentation to share with your class.

#### Instructions:

- 1. Determine an industry you want to learn more about.
- 2. Gather information about this industry following the Research Guidelines.
- 3. Reach out to professionals and schedule an informational interview, following the Informational Interview Guidance.
- 4. After the interview, create a short presentation about what you learned from the experience, following the Presentation Guidelines.

### Research guidelines:

Step 1: Brainstorm the industries and career fields you would like to learn more about. Pick one to focus on for your informational interview.

Step 2: Research your chosen industry. The following questions can be used as guidance.

- a. What are the long-term challenges and opportunities for this industry relating to social justice, environmental sustainability and economic prosperity?
- b. What organizations are leaders in this field?
- c. What organizations are incorporating the Triple Bottom Line framework into their work? How are they doing this in practice?

#### Interview guidelines:

Step 1: Determine companies and professionals you would like to interview. An in-person interview is ideal, so begin by looking for companies and professionals in your area.

- a. Begin by talking to people in your network who might have connections in the industry of your choice.
- b. Conduct online research about the organizations in your area that are working in your area of interest.
- c. Identify potential candidates for your informational interview.



Step 2: Schedule an informational interview following the steps below.

- a. Prepare a succinct introduction that includes a quick summary of yourself, the reasons you are reaching out for an informational interview, and how you selected and got in touch with this person. Most professionals are familiar with the concept of an informational interview, but it is still a good idea to reiterate that your intention is to get to know the industry better, not to land a job.
- b. Call or email to schedule the interview. When calling, have your summary on hand, know your availability, and on the off chance they want to have the interview right away, have your questions prepared. When emailing, keep the email brief and professional, and if you have a tight schedule, summarize the times you would be available for the interview. See the sample phone / email script below for guidance.

### Step 3: Conduct the informational interview.

- a. Before the interview, research the organization and the professional you are interviewing. Prepare at least 5 questions and your Personal Mission Statement. See the example interview questions below for guidance.
- b. In addition to being prepared for the interview, it is also important to arrive on time and be dressed professionally. The interview is an opportunity to establish a key contact in your professional network and these considerations will help you make a good first impression.
- c. During the interview, use your prepared questions as needed, but remember to be courteous and attentive to what the interviewee wants to talk about as well. Aim to keep the overall tone relaxed and friendly, more like an informational meeting rather than a formal job interview. Feel free to take notes throughout the conversation. Finally, be prepared to talk about yourself too. If your Personal Mission Statement is ready to share, that's a good thing to have on hand.

### Sample phone / email script:

Hello, my name is Jane Doe and I am a business student at the Green College. My academic advisor, Mr. Connections, gave me your contact information because he knows I am interested in environmental law, your area of expertise. I am especially interested in your perspective on the current state of the industry and any industry trends you are seeing related to sustainability. Although I am not looking for a job yet, I am hoping to learn as much as I can now in order to prepare for a career in this field. Would you be interested in setting up a 20-30 minute informational interview? I could come by your office anytime on Fridays or we could talk over the phone, whatever works best for you. Thank you for your time, I look forward to our meeting on Friday.

### Sample Questions:

These are general questions to get the conversation going. Feel free to ask specific questions related to the industry or career path you're investigating.

1. What motivated you to pursue this career and what steps did you take to get here?



- 2. Do you have a personal mission that guides you in your work? If so, how did you come to clarify this mission? (This question can be used to open up a discussion in which you share your own personal mission statement.)
- 3. What do you enjoy most about your job day-to-day?
- 4. What are the biggest challenges you face in your job?
- 5. How do you envision this industry progressing in the future?
- 6. How, if at all, is the industry applying the Triple Bottom Line sustainability framework? (Be prepared to define the Triple Bottom Line and sustainability.)

### Presentation Guidelines

The following questions can be used as a guideline for creating a presentation back to the class.

- 1. What is the industry/field you researched? What led you to that decision?
- 2. How did you find information on the industry/career path?
- 3. Who did you meet with? Why did you choose this person?
- 4. Which of your expectations were confirmed?
- 5. What did you learn that was different than you expected?
- 6. What was your experience sharing your personal mission statement?
- 7. What was the most valuable takeaway of the experience for you?



### **Activity: External Event + Networking Activity**

Objective: Hear directly from the perspective of a green professional and have the opportunity to directly engage with people in that sphere.

### Instructions:

Attend one external event over the course of the semester that involves green professionals. This could be a panel discussion, guest speaker lecture, conference, political or legal gathering, or any other event that involves both hearing from the perspective of a person(s) whose career has green elements and a networking opportunity.

After the event, network with at least two people. If you have the opportunity to speak with one of the speakers, some suggested talking points are; asking how they got into the field, if they belong to any professional societies or have any professional credentials, what advice do they have for someone starting out in the field, or where do they see the field going in the future. If you're speaking with a guest, feel free to ask them how they heard about the event or what brought them there, what they thought about the event, and what they do and why the event was of interest to them. Any of these openings could get a conversation flowing, and be ready to answer information about yourself in return!

Afterwards, prepare a 1-2 page report answering the following questions:

- 1) What green careers did they talk about?
- 2) What did you learn about the green career?
- 3) What were your biggest takeaways?
- 4) What questions do your still have about their job?
- 4) Whom would you recommend this event to?
- 5) Whom did you network with?
- 6) What did you talk about?



### **Activity: Role Play**

Objective: Consider how different green careers impact the triple bottom line (planet, people, profit.

### Instructions:

Each student is assigned to a green career and answers the selected scenario questions from the perspective of a leader in that discipline. Multiple students may be assigned to the same career and they can discuss their answers in class together after the assignment is due and come up with a consensus for one student to report to the class. Scenarios where the perspectives are in some conflict lends to students being able to question and challenge each other during the in class portion and creates a richer role-play experience.

Students can be split into groups depending on the class subject and class size. Options for jobs to select can come from the Green Building Career list in the toolkit or from the Appendix of possible green careers.

Useful resources to research careers:

https://www.onetcenter.org/green.html https://www.bls.gov/ooh/ https://www.myplan.com/careers/index.php https://www.thebalancecareers.com/career-briefs-525860

#### Scenario 1:

The United States government has decided to support the advancement of the Sustainable Development Goals. It wants to create public-private partnerships and bring together leaders from different fields for discussions on how to best distribute its financial resources. One of these roundtables brings together environmental leaders from a wide variety of fields to hear their perspectives. From the perspective of your assigned group, which goals would you agree are the most practical and important to focus on and how does your field help with it? In other words, why should any funding meant to advance the Sustainable Development Goals go to you? For example, an environmental anthropologist might feel like they've witnessed how reducing global inequalities (goal 10) is an essential first step towards remediating many environmental concerns and their work helps bring this to light, moving people to understand it. A landscape architect might say that sustainable cities and communities (goal 11) is the foundation for large-scale environmental improvements and their work supports the design of sustainable places.

Think about the following questions to help guide your answer (1-2 pages).

- 1. As a professional in your field, what goal/goals do you think are the most important? Why?
- 2. How does your work help with this goal?
- 3. What could you do with more funding to advance this goal?

In class, you'll split into your groups and discuss your answers (10 minutes). Then, have one person from each group present as though explaining their answer to the President (5 minutes each). After, people from any group can ask questions from the perspective of their group to anyone in another



group to challenge them or get more information.

#### Scenario 2:

The Advertising Council has announced its intention to run a pro bono Public Service Announcement for an environmental issue and asks different fields to submit their ideas for raising awareness. The winner receives free advertising and an outlet to demonstrate their commitment to the environment. From the perspective of your assigned group, write what you would include in this PSA to convince the Advertising Council that your organization has a unique perspective on environmental work that would capture people's attention. For example, an interior designer might describe how they would emphasize the statistic that people spend 90% of their time inside and suggest showing an idyllic outdoor setting before panning to people breathing in VOCs from office material and paint indoors, which teaches people about indoor air quality while advertising the importance of good interior design. Get creative!

Think about the following questions to guide your answer.

- 1. As a professional in your field, in what ways do you deal with an environmental concerns?
- 2. How could you express that in a concise and interesting way to the general public?
- 3. How would this PSA benefit your company as well as the environment?

In class, everyone can have a chance to briefly present their proposal before voting on whom they would have chosen for the PSA.

#### Scenario 3:

The Environmental Protection Agency (EPA) has drafted a series of regulations aimed to protect natural resources and curb greenhouse gas emissions and submitted them for public comments. They're facing harsh opposition from individuals and organizations who accuse them of stifling economic growth because of their niche concerns. To their surprise, individuals representing a wide variety of professions, many not traditionally associated with environmentalism, come to their defense and argue that bolstering the *green* economy actually creates many jobs at all levels allowing for more specialization, and improving the overall well-being of society. From the perspective of your assigned group, write the specific comments you might write to express these ideas. For example, an electrical engineer may write about how they were able to differentiate themselves from the competition by focusing on designing and installing electrical systems that utilize less energy and integrate natural lighting.

"The green economy encompasses the economic activity related to reducing the use of fossil fuels, decreasing pollution and greenhouse gas emissions, increasing the efficiency of energy usage, recycling materials, and developing and adopting renewable sources of energy" (O\*Net Center).

Think about the following questions to guide your answer.

- 1. How does working in your field contribute to the green economy?
- 2. Are their environmentally oriented certifications or skills that people in your field can get to advance their career or distinguish themselves?



3. How has working in your field introduced or enforced ideas about sustainability and its importance to you?



### Activity: O\*Net Activity (Part 1: Green Careers)

#### Objectives:

- Consider new green career options based on your skills and interests.
- Recognize the interconnections between careers and how your skills and interests are transferable across sectors.

#### Instructions:

Using the resource O\*Net: Green Economy, create a flow chart that connects ten careers across a variety of sectors through their shared tasks or skills.

The template and example linked here: Template and Example

How to navigate O\*Net:

- (1) Go to www.onetonline.org.
- (2) On the top left, click the tab "Find Occupations" then click "Green Economy Sector."



- (3) Use the scroll down menu to navigate to each sector. Click on any sector to begin.
- (4) Click any of the job title lists to see information about the job, including tasks, skills, knowledge, work activities, education, wages and employment trends.
- (5) To see the full list of each section, click the plus sign under the section title (top arrow).
- (6) To see what other jobs have the same task/skill/activity etc., click the plus sign next to the specific task/skill/activity (bottom arrow).



23



(7) A table will pop up showing careers with closely related or the same tasks. Click on "see more related occupations" at the bottom of the table for the full list (bottom arrow) and check for a "green job" symbol, a green leaf, next to the job (top arrow). Click one of the jobs to navigate to it.

### Related occupations for activity:

Implement organizational process or policy changes.

11-3061.00	Purchasing Managers
11-9199.04	Supply Chain Managers // Green
11-3071.03	Logistics Managers 🖉 🗲
11-3071.01	Transportation Managers //
11-3071.02	Storage and Distribution Managers 🖉
See more related occu	ipations >>

(If applicable) When you finish, post your flow chart onto the class homework page. Comment on at least one other student's flow chart and mention a connection that surprised you or anything you find interesting about their assignment.



### Template model for flow chart:



Example:





### Activity: O\*Net Activity (Part 2: Reflections and Job Search Practice)

Objectives:

- Reflect about what was found on O\*Net.
- Practice looking for a job through search engines to understand how to navigate them.
- Identify qualifications for positions that interest you.

#### Instructions:

Once you finish the career flow chart (Activity Part 1), reflect on the following questions (~1 page). What career or field surprised you by having environmental elements, or what green careers were you surprised existed? What surprised you about what you saw in any of the sections (task, skills, etc.)?

Then, choose one career you would want to learn more about and see if you can find job openings related to it. If you find multiple, note what overlaps in qualifications you're seeing. Good websites to supplement general job search sites (Indeed.com, Glassdoor.com) are:

environmentalcareer.com bsr.org/en/careers/job-openings careercenter.usgbc.org ecoemploy.com ecojobs.com environmental-jobs.com greenjobsearch.org jobmonkey.com/greenjobs jobs.environmentalscience.org/ jobs.greenbiz.com sustainablebusiness.com/greendreamjobs usgbc.org/jobs conservationjobboard.com/ environmentalscience.org/careers/

Try using keywords found in the O\*Net page to help you. If you can't find any openings, what other jobs did you end up coming across in your searches?

### Example answer:

I hadn't considered how a marketing major could lead to a green career before this activity. After reading about it, it makes sense that with the growing influx of environmentally conscious products, companies would want people not only familiar with marketing but also with environmental ideas and how to brand them. As more and more businesses incorporate sustainability into their services, people in this position will only become more desirable. I was also surprised by the wide variety of tasks associated with this position. It included research and analysis heavy tasks such as analyzing



green product trends and collecting data as well as creative work with creating or revising marketing plans and making media content.

In general, the diversity of work activities interested me and broadened my one-dimensional view of some positions. For example, landscape architects don't just design outdoor spaces and need creative skills, they also figure out how to make sustainable sites through their material and design choices. Ultimately, the green marketing positions interested me the most, so I looked for related career openings and found that a number of environmental nonprofits actually want people who can help with marketing – but rather than marketing products, like I assumed, they're marketing their mission. They're generally a part of a larger position such as communications directors. As expected, some employers required applicants with environmental degrees and some with marketing or communications, they all required excellent written and oral communication skills, good teamwork, knowledge of social media and other communication platforms, and often the ability to work under hard deadlines.



# Appendix: Job Search Sites

### **General Career Search Sites**

monster.com and college.monster.com indeed.com linkedin.com/jobs glassdoor.com

### **Green Career Search Sites**

bsr.org/en/careers/job-openings careercenter.usgbc.org conservationjobboard.com/ ecoemploy.com ecojobs.com environmentalcareer.com environmental-jobs.com environmentalscience.org/careers/ greenjobsearch.org jobmonkey.com/greenjobs jobs.environmentalscience.org/ jobs.greenbiz.com sustainablebusiness.com/greendreamjobs usgbc.org/jobs



## Appendix: Reports and Resources

Reports and resources to share with students and incorporate into activities or discussions

<u>O\*Net Resource Center</u>. National database of occupational information. The Occupational Information Network (O\*NET) is developed under the sponsorship of the U.S. Department of Labor/Employment and Training Administration (USDOL/ETA).

Website: https://www.onetcenter.org/green.html

Green Job Initiatives. U.S. Department of Labor Employment and Training Administration website

Website: https://www.doleta.gov/BRG/GreenJobs/

<u>11 of the Fastest Growing Green Jobs</u> (National Geographic). Photo gallery of new green jobs benefiting the economy and environment

Website: <u>https://www.nationalgeographic.com/environment/sustainable-earth/11-of-the-fastest-growing-green-jobs</u>

2015 *Green Building Economic Impact Study* (USGBC and Booz Allen Hamilton). This report quantifies the economic value of green building and LEED construction.

Website (key findings): <u>https://www.usgbc.org/resources/2015-green-building-economic-impact-study-key-findings</u>

Website (full report): <u>http://www.usgbc.org/resources/2015-green-building-economic-impact-</u> study

<u>Smart Market Report: Construction Industry Workforce Shortages</u> (Mc Graw-Hill Construction, 2012). The rise of green jobs in construction has both created opportunities and intensified potential shortages. In order to gauge their impact, this report provides groundbreaking definitions of green jobs in design and construction that consider the numbers of green buildings, uniquely green systems, and work that requires different skills to achieve green goals.

Website: <u>http://www.usgbc.org/resources/smart-market-report-construction-industry-</u>workforce-shortages-role-certification-training-

<u>Management Decision Case Study: The Mission Statement is a Strategic Tool: When Used Properly</u>. This article provides further insight into how companies are using mission statements. It reveals the potential positive outcomes of a mission statement, but also examines common ways mission statements are misused.

Website: http://www.emeraldinsight.com/doi/abs/10.1108/00251740210430461

<u>Scott Dinsmore's TED Talk: *How to Find Work You Love*</u>. This inspirational TED talk is recommended as a prerequisite to the Personal Mission Statement Activity.

Website: http://www.ted.com/talks/scott\_dinsmore\_how\_to\_find\_work\_you\_love



<u>The Franklin Covey Institute</u> has a personal Mission Statement Generator. This can help students write a personal mission statement.

Web Link: http://msb.franklincovey.com/

### Reading homework assignments to supplement lecture material

Greening of the World of Work: Implications for and New and Emerging Occupations By Erich C. Dierdorff, Jennifer J. Norton, Donald W. Drewes, and Christina M. Kroustalis

### Website: https://www.onetcenter.org/dl\_files/Green.pdf

This reading defines the green economy and explains how it contributes to the "greening" of occupations before breaking down the workplace implications of different economic, social, and legal trends. It gives students a broad look at the current green job market and explains how it fits into the larger technological/economic/legal pictures. It would be useful for introducing the topic to any class.

### BLS green jobs overview by Dixie Sommers

Website: https://www.bls.gov/opub/mlr/2013/01/art1full.pdf

This reading dives deep into BLS's methodology for defining and collecting information on green jobs and describes their challenges. It would be useful for facilitating an in-class discussion about what students believe should or shouldn't qualify as a green job and if any job could become a "green" job under BLS's or their own definition.

Characterising green employment: The impacts of 'greening' on workforce composition by Alex Bowena, Karlygash Kuralbayevab, and Eileen L.Tipoec

### Website: https://www.sciencedirect.com/science/article/pii/S0140988318300963

This reading conducts a statistical analysis on the information provided by O\*Net about their estimated numbers of green jobs, green-rival jobs, and other jobs to evaluate how the "green growth transition" is predicted to impact the labor market as a whole. It would be useful for classes with a statistical or economical component.

E-book resources to share with students who demonstrate interest in learning more about green careers. (The following e-books are available to students through a university ProQuest subscription)

### Green Careers: Choosing Work for a Sustainable Future by Jim Cassio and Alice Rush

This e-book includes thorough interviews from a wide variety of green careers that ask practical questions, such as a typical work day, how someone with no previous experience in the field would land a job, and what new technologies will have the greatest impact in the field.

### Profession and Purpose: A Resource Guide for MBA Careers in Sustainability by Katie Kross

This e-book is an extensive and practical guide for business students that exposes them to the many ways in which sustainability relates to the corporate world, including internship and full-

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time position titles, how different MBA disciplines each apply to sustainability, companies that hire relevant positions, job search tips, and more.

Green at Work: Finding a Business Career that Works for the Environment by Lynda Grose, Susan Cohn, and Horst Rechelbacher

This e-book contains approximately 400 pages of interviews from professionals with a wide variety of job titles related to the green economy.

Becoming a green building professional: A Guide to Careers in Sustainable Architecture, Design, Engineering, Development, and Operations by Holley Henderson

This e-book is an extensive guide for green building careers including dozens of interviews, information about the importance of the field, career tips, and a breakdown of the entire integrative design and building process all in an attractive and ease-to-read layout.



# Appendix: Credentials/Certifications

### Credentials/Certificates managed by GBCI

LEED Green Associate and LEED Accredited Professional: <u>www.usgbc.org/credentials</u>

WELL Accredited Professional: www.wellcertified.com/become-a-well-ap

SITES Accredited Professional: www.sustainablesites.org/sites-ap

TRUE Zero Waste Advisor: <u>https://true.gbci.org/true-advisor</u>

City Climate Planner: <u>http://www.cityclimateplanner.org/#urban-greenhouse-gas-inventory-specialist</u>

Green Rater: https://www.usgbc.org/credentials/leed-green-rater

In addition, these other types of credentials/certifications are examples of what is available for professionals in green building or sustainability professions.

Professional Field	Green Certification/Credential
Architecture	Certified Green Professional
	Master Certified Green Professional
	ISSP Certified Sustainability Professional
Real Estate	Master in Residential Marketing
Building Commissioning	Certified Building Commissioning Professional
	Existing Building Commissioning Professional
Energy/power management	Energy Efficiency Management Certificate Program
	Public Power Manager
	Certified Energy Manager
	Certified Carbon Reduction Manager
Renewable Energy	Certified GeoExchange Designer Program
	Biosolids Land Appliers
	Renewable Energy Professional
Brownfield Redevelopment	Certified Mold Professional
Chief Sustainability Officers	ISSP Certified Sustainability Professional
	Certified Sustainable Development Professional
Water Management	Certified Water Efficiency Professional
	Stormwater and Wastewater System Inspection
Energy Auditing	Certified Energy Auditor
	Certified Residential Energy Auditor
	Energy Appraiser





	Certified Home Energy Rater
	Building Analyst
HVAC	AC/Heat Pump Professional
lighting	Certified Lighting Efficiency Professional
Environmental Feenemists	Cortified Environmental Professional
Environmental Economists	Certified Environmental Professional
Fue inclusion at a large size a size a	Registered Environmental Property Assessor
Environmental Engineering	
	Certified Compost Operations Manager
	Certified Environmental Scientist
	Geotechnical Engineering Technology
	Certified Indoor Air Quality Manager
	Board Certified Environmental Engineer
Construction	Managing Construction & Demolition Materials
Facilities Management	Sustainability Facility Professional
	Certified Facility Manager
Soil and Water Conservation	Advanced Specialty Certification in Environmental Planning
	Certified Professional in Erosion & Sediment Control
	Certified Professional in Storm Water Quality
	The Certified Professional in Stormwater Quality
	Hydrologic Technician
	Certified Water Specialist
Renewable Energy	Solar Heating Installer Certification
Sustainability Consulting	Certified Green Professional
	Master Certified Green Professional
	ISSP Certified Sustainability Professional
	Green Project Management
Property, Real Estate, and	Certified Professional Property Manager
Community Association	Credential for Green Property Management
Management	