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CIVILIAN PERSONNEL

**CAREER DEVELOPMENT GUIDE
FOR CIVIL WORKS
NATURAL RESOURCES MANAGEMENT
TEAM MEMBERS**

ENGINEER PAMPHLET

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AVAILABILITY

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Civilian Personnel
CAREER DEVELOPMENT GUIDE FOR CIVIL WORKS
NATURAL RESOURCES MANAGEMENT TEAM MEMBERS

1. Purpose.

a. This pamphlet is designed to provide guidance to proactive Natural Resources Management (NRM) team members in designing a path that can help lead to achieving long-term career goals or higher-level positions. There is no guarantee that the use of the processes and principles described in this document will lead to a team member's intermediate or ultimate goals. Rather, this guide is a tool that can be used to make informed career decisions by NRM team members at any level for development and promotion in the following career paths.

(1) Park rangers, natural resources management specialists and managers, including Operations Project Managers (OPMs) and Project/Park Managers (PMs); Chiefs of Operations or Construction-Operations Divisions; technical support team members (NRM team members at district, division, or headquarters levels); and similar positions.

(2) Administrative support NRM team members.

(3) NRM facility management, civil engineering technicians and maintenance team members.

b. The paths of park rangers, specialists, managers and technical support team members are interrelated and are addressed in Chapter 3. Administrative support staff members are discussed in Chapter 4. Facility management, civil engineering technicians, and maintenance team members may have interrelated career paths and are addressed together in Chapter 5.

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2. Applicability. This pamphlet applies to NRM team members at headquarters, major subordinate commands (MSC/divisions), districts and field operating activities (FOAs) having Civil Works responsibilities. All team members within the Natural Resources Management Community of Practice should refer to this guide in planning their career development strategies within the U.S. Army Corps of Engineers. This pamphlet supports Goal #4 of the USACE Campaign Plan of building and cultivating a competent, disciplined, and resilient team equipped to deliver high quality solutions.

3. Distribution Statement. Approved for public release; distribution is unlimited.

FOR THE COMMANDER:



STEPHEN L. HILL

Colonel, Corps of Engineers
Chief of Staff

CECW-CO

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NATURAL RESOURCES MANAGEMENT TEAM MEMBERS

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CHAPTER 1

Introduction

1-1. General.

a. The Natural Resources Management (NRM) Career Development Program provides a pathway to help proactive Civil Works NRM team members chart their career and progress as swiftly as their talents and agency opportunities permit. The program is designed to help team members make the most of their capabilities. Career development is based on a combination of self-development and use of the Individual Development Plan (IDP) with regularly scheduled evaluation and guidance by management and mentors. This program has been established to enhance team members' capabilities for progressing to positions of greater responsibility. It is tailored to facilitate both the successful accomplishment of the U.S. Army Corps of Engineers (Corps) mission and a full and rewarding career for team members.

b. Items that may be incorporated in career development plans include formal education, classroom training, technical courses (classroom, correspondence & computer-based), personal development (cross training, developmental assignments, mentoring, coaching), leadership development/emerging leader programs, committees/task force memberships, orientation and on-the-job training.

1-2. Definition of Training Requirements. The career development plans contained in Chapters 3, 4, and 5 identify both formal classroom training and developmental assignments and places them in three levels of priority. These designations were taken from the Army Civilian Training & Education Development System (ACTEDS) and are used to communicate the level of importance for each of these courses or assignments. Training may be attained at lower levels than shown in the tables if funding and supervisory concurrence is attained and the prerequisites are met. Team members wishing to prepare for advancement should, with their supervisors, develop their Individual Development Plans (IDP) using this guide and ACTEDS as reference sources. See paragraph 1-10 for further information on ACTEDS.

a. Priority 1. This training is required for successful performance on the job or to meet certain certification requirements, or for environmental, health or safety requirements, or is mandated by higher authority [Office of Personnel Management (OPM), Department of Defense (DOD), Army or Corps policy or law]. It must be completed within specified timeframes before or after entry into the position.

b. Priority 2. This category covers training that team members should have for effective performance – training that directly affects the quality of mission accomplishment. Although this training should be completed within a specified time period, it may be deferred due to budget constraints.

c. Priority 3. This category covers training that is recommended rather than mandated, for all team members in the same line of work. This training is provided only to those team members who need it to build or enhance competencies.

1-3. Training Programs. The NRM elements of some divisions and districts have developed formal training and leadership development programs that provide team members with a wide range of knowledge, skills, and abilities for advancement to a higher level or management position. These programs include mandatory, recommended, elective, and on-the-job training to be accomplished at varying grade levels. Team members should consult with their supervisors for training programs specific to their districts. This guide is designed to complement, not replace these training programs.

1-4. Career Development Processes. The development of NRM knowledge, technical competence, and a sound professional reputation, as well as a broad base of experience can help prepare team members for advancement. The following are some of the available career development processes that can help develop these criteria.

a. Performance in Current Position. One of the best ways team members can prepare themselves for future higher-level positions is to learn the most that they can about the responsibilities and functions related to their current position and to perform them to the best of their abilities. Doing so, regardless of the level of their responsibilities, will reflect favorably on them and will demonstrate to other team members and supervisors that these individuals can be relied upon. These are the individuals who stand out at their projects or offices, and are usually considered first when supervisors seek someone who is ready to take on more responsibility.

b. Project-oriented Personal Growth. Team members can enhance their careers by learning as much as they can about their projects. Proactive team members are encouraged to become involved in activities that differ from their normal duties and do more than is expected.

(1) Studying and becoming involved in updating Master Plans, Operational Management Plans (OMPs), and other project-oriented documents.

(2) Volunteering to assist other project programs or functions.

c. Agency-oriented Personal Growth.

(1) Studying Engineer Regulations (ERs), Engineer Pamphlets (EPs) and other agency documents.

(2) Studying state and federal laws and regulations that apply to Corps activities.

d. Training Courses.

- (1) Correspondence courses.
- (2) Formal courses.
- (3) Web-based training.

e. Developmental Assignments.

f. Career Enhancement Opportunity Program (CEOP)—Mentoring.

g. Committees, Task Forces, or Project Delivery Teams (PDT's).

1-5. Career Resources. Team members are encouraged to consult their supervisors, Civilian Personnel Advisory Center (CPAC), mentors, Activity Career Program Manager (ACPM), or Natural Resources Management Career Development Steering Committee (NRMCDSC) members on any matter regarding further information or guidance. For questions regarding career development opportunities in elements of the Corps other than natural resources management, team members should contact their CPAC or appropriate district ACPM. Additional resources may be found on the Career Advancement site located on the Natural Resources Management Gateway website.

1-6. NRM Gateway - Career Advancement Website. The NRM Gateway website <http://corpslakes.usace.army.mil> is a comprehensive depository of information regarding all aspects of the NRM program and should be used as part of orientation as well as a tool in accomplishing day-to-day work assignments. The Gateway features a Career Advancement website <http://corpslakes.usace.army.mil/employees/career/career.html> which provides information to help make informed career decisions and offers links to vacant positions, temporary details, and other training opportunities. The website offers a road map through the hiring maze and grants insight into what it takes to be a successful candidate in the job market.

1-7. USACE Learning Center. Located at the Bevill Center in Huntsville Alabama, the USACE Learning Center (ULC) is the Corps formal training arm. The ULC supports many training initiatives including the Proponent-Sponsored Engineer Corps Training (PROSPECT) Proponent-Sponsored Engineer Corps Training (PROSPECT) courses. These courses have been developed to meet unique Corps of Engineers training needs. Team members and supervisors should refer to the "Purple Book" (CEHRP 350-1-1) while assessing and identifying training needs for a team member's Individual Development Plan (IDP). Classes are taught by Corps team members from HQUSACE, Divisions, Districts, and laboratories or are contracted through universities or private firms. Information regarding the support center and CEHRP 350-1-1 can be found at <http://pdsc.usace.army.mil>.

1-8. Natural Resources Management Career Development Steering Committee. The Career Development Steering Committee consists of NRM personnel selected from project, district, and division offices. The committee provides input from the field to the HQUSACE Natural Resources Management Branch Chief on career development and training-related issues. Additionally, the committee informs the field of new developments through the NRM Gateway: <http://corpslakes.usace.army.mil>. The committee consists of a chairperson and representatives from each division having a natural resources mission and a representative from HQUSACE. In addition, the committee has two members who represent facility management/maintenance and administrative team members. Committee members serve for a period during which six committee meetings are attended—approximately three years. Information concerning how to contact representatives on the committee is posted on the committee's Career Advancement web site <http://corpslakes.usace.army.mil/employees/career/career.html>. The committee developed the original "Career Development Guide of Civil Works NRM Team Members" in 1994 and were instrumental in revising the document in 2010 to reflect current conditions.

1-9. Natural Resources Management On-line Training Source. The Career Development Steering Committee has developed the NRM On-Line Training Source (NRMOTS) as a "one-stop-shop" broad overview and orientation of the Corps NRM missions and business lines, regulations, safety, security, and human resources. The NRMOTS web link can be found on the NRM Gateway, under Career Advancement/Training/Training. New team members will be guided through processes for gaining passwords and access to the many benefits offered to federal employees, as well as receiving a quick overview of the federal government, the Corps/NRM history, a description of the various NRM program elements and many other areas of interest.

1-10. Department of the Army Career Program.

a. Career Management. The Department of the Army has established a number of civilian career programs comprised of occupational series and functional fields that have been combined on the basis of population, occupational structure, grade range and commonality of job and qualifications characteristics. Career programs have been established to ensure that there is an adequate base of qualified and trained professional, technical and administrative personnel to meet Army's current and future needs. In support of this program, the Army has developed the Army Civilian Training, Education and Development System (ACTEDS), individual Career Programs and the Civilian Education System (CES) as described in the following paragraphs. Additional information on the Army's Career Program can be found in AR 690-950, Career Management, and at <http://www.cpol.army.mil/library/train/catalog/toc.html>.

b. The Army Civilian Training, Education and Development System (ACTEDS). ACTEDS is a requirements-based system that ensures planned development of civilians through a blending of progressive and sequential work assignments, formal training, education courses and self development for individuals as they progress from entry level positions. This

program provides a “road map” of career development plans for those team members who are officially enrolled in the program and/or aspire to senior managerial and executive levels, including chief/assistant chief of the major functional areas such as Civil Works planning, operations, engineering, construction, facilities engineering, research and development, and deputy district engineer for project management. Although ACTEDS will directly affect individuals who aspire to the aforementioned positions, all team members should consider this guidance in developing their personal career plans, regardless of their goals. To reach the key positions targeted in ACTEDS, team members must make a number of career development decisions. Team members who do not follow the ACTEDS “road map” may find that they are not as competitive for these positions. Implementation of the ACTEDS program is a shared responsibility of career program managers, supervisors, and team members. Further information on ACTEDS can be found at <http://cpol.army.mil/library/train/acteds/>.

c. Career Program 18 – Engineer and Scientists (Resources and Construction). Career Program 18 (CP-18) has been developed for occupational series performing engineering and scientific duties and is applicable to the job series identified in Chapter 3 of this guide and covers the functional responsibilities of public works facility management as well as environmental, natural and cultural resources management. A number of civilian professional development maps have been developed for the job series identified under CP-18 including the 0025, Park Manager/Ranger and 0401 General Biology/Natural Resources Management job series. These maps should be referenced in developing each team member’s training and career development plans. Further information and resources on the CP-18 program can be found at the Army’s CP-18 web site at <https://ekopowered.usace.army.mil/cp18/>.

d. Civilian Education System. In 2007, the Department of the Army introduced the Civilian Education System (CES), a tiered career developmental framework consisting of eight training levels/courses which are centrally funded through the Army Management Staff College. These eight courses are offered as resident classes, distance learning or a combination of both. The training web site, <http://cpol.army.mil/library/train/ces/> provides additional information about these leadership courses that are available to all Department of Defense civilian and military members.

CHAPTER 2

Career Advancement

2-1. Advancement Guidance. The policy of the Corps is to fill all positions through competitive selection of the best-qualified candidates. NRM team members who grow in experience, skills, and competence will be able to compete more effectively for higher-graded positions. The following are general criteria for advancement.

- a. Demonstrating technical competence on all assigned tasks.
- b. Showing traits of adaptability, innovation, and initiative.
- c. Being dependable, responsible, and accountable.
- d. Developing good working relationships with other team members.
- e. Performing as an effective communicator.
- f. Being situationally aware.
- g. Demonstrating leadership skills or leadership potential.

2-2. Developmental Guidance.

a. The Corps fosters team member development on a continuing basis to meet both the immediate and long-range requirements of the agency. This includes providing both job-related and long-range developmental training, and encouraging team member self-development. The objectives of development are:

- (1) to ensure the optimum performance of team members in their present jobs;
- (2) to provide a reservoir of management, technical, and administrative skills to meet the future needs of the agency;
- (3) to provide an opportunity for team members to grow toward their career goals.

b. Supervisors and team members have a shared responsibility for team member development. A primary responsibility of supervisors is to ensure that team members are aware of career development programs and have an opportunity to participate. *Team members have a responsibility to take the initiative to manage their own careers by taking appropriate action on their own.*

2-3. Individual Involvement in the Development of Training Plans. Team members should become actively involved in the development of their five-year Individual Development Plans (IDPs) by discussing training needs with supervisors. Training needs should be documented in IDPs. This information should spell out the training needed to improve job performance and to encourage personal growth. An opportune time to generate or update an IDP is during the performance appraisal process. Training requirements can also be incorporated in the team member's TAPES Support Forms (if applicable) that are associated with performance appraisals. Many Corps Districts have developed a Mission Essential Task List (METL) to prioritize their organization's training needs. Each team member in the organization has mission essential tasks that enable the organization to accomplish its overall mission. Training needs identified in the team member's IDP must be linked to these mission essential tasks in order for the training to be approved by the training officer.

2-4. Training and Educational Opportunities. Many opportunities exist for team members to enhance their value to the Corps and to increase their work satisfaction. Attendance at various seminars, symposia, university courses, Corps-sponsored training, and participation in professional societies and developmental assignments are strongly encouraged. Training is viewed as an inherent part of the work environment within the NRM program and is not to be considered a privilege or fringe benefit. However, because of budget constraints, the traditional approach of placing team members on temporary duty (TDY) for training may not always be feasible. Team members and supervisors should seek non-traditional training sources while still ensuring that the continuity of their project's missions is met.

2-5. Self-Development. Team members are also strongly encouraged to pursue training on their own to increase their proficiency and potential. Varied experiences and diversity of responsibility will enhance the competitiveness of team members for professional advancement. One means of doing so is through Department of Defense correspondence courses that are available without charge. Other self-development opportunities are available from a number of federal agencies, local schools, colleges, and private sources, many of which are listed in Tables 3-2, 4-2 and 5-2 of this guide and on the Career Development web site and <http://corpslakes.usace.army.mil/employees/career/training.html>.

2-6. Professional Certification and Participation in Professional Organizations. Natural resources management team members are encouraged to actively participate in job-related professional organizations. These organizations offer a wealth of inter-agency information, contacts, conferences, and technical training that may not otherwise be available. Becoming certified by professional organizations may help develop qualifications for some specialized positions.

CHAPTER 3

Career Development Plan for Park Rangers,
Natural Resources Management Specialists, Managers,
Outdoor Recreation Planners and Technical Support Staff Team Members, GS 02-15

3-1. Career Development Plan. The career paths for park rangers, natural resources specialists, managers, outdoor recreation planners and technical support team members involve several levels and opportunities. These levels are discussed within this section, and their pathways are incorporated in a single diagram (Figure 3-1) because of the similarities of the groups and the possibilities of interchange between them. Members of these groups may aspire to similar higher-graded management and leadership positions (at project, area, district, division, and headquarters) within NRM and the ACTEDS system. The term “specialist,” includes foresters, wildlife biologists, fisheries biologists, general biologists, horticulturists, landscape architects, environmental compliance coordinators and other similar positions.

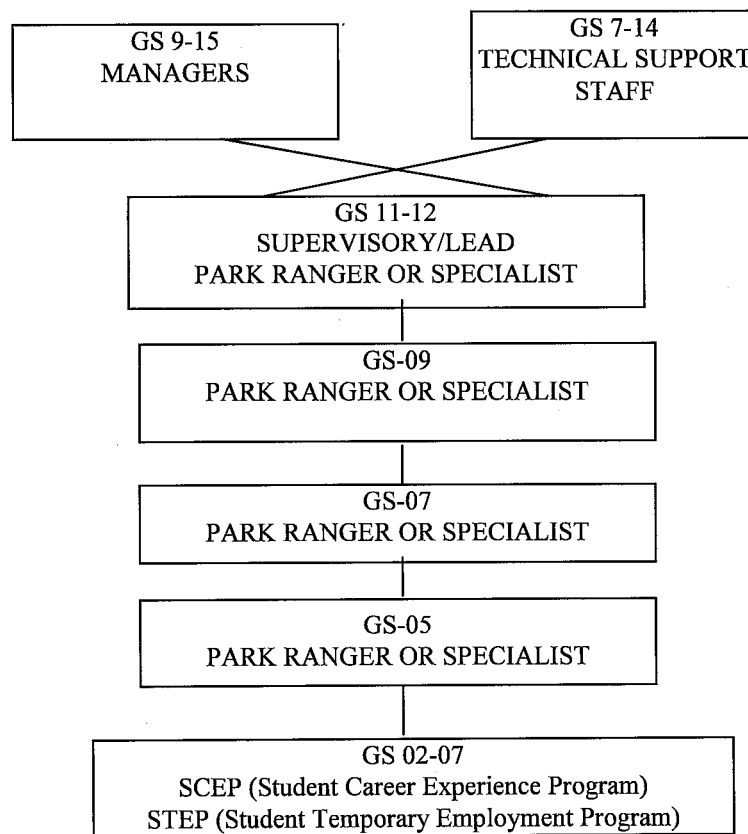


Figure 3-1. Career Development Pathways for Park Rangers, Natural Resources Management Specialists, Managers, Outdoor Recreation Planners and Technical Support Staff Team Members

3-2. Engineer and Scientist Career Program – Professional Job Series. Park rangers, natural resources specialists, managers, and technical support staff team members are covered in the Engineers and Scientists Career Program (CP-18) as described in AR 690-950, Chapter 6, Section IX, dated 31 Dec 2001. All team members should review the Career Development Plan for Environmental / Natural Resources Professionals, which has been developed to cover natural resources and environmental positions at Army installations. In 2008, the Corps formally authorized the conversion from the GS-025 (Park Ranger) to the GS-401 (Natural Resources Management) job series for most park ranger/manager positions. The 401 job series is a professional natural resources management series that more appropriately reflects the current responsibilities of the modern Corps ranger and manager. The series has a positive education requirement and, as such, individuals classified under this standard must have a minimum of 24 hours of applicable sciences in order to qualify and/or compete. Corps management is now applying the 401 Classification Standards for most park ranger/manager and applicable NRM staff positions.

3-3. Interaction of the Natural Resources Management Career Paths with ACTEDS. Career guidance contained in this document is consistent with the career development plan for the chief and assistant chief of operations or con-ops positions contained in ACTEDS, to the maximum extent feasible. Career development plans for park rangers, natural resources specialists, managers, and technical support team members are more closely tied to the ACTEDS requirements than the other plans since these positions are included in the Engineers and Scientists Career Program. NRM team members who aspire to ACTEDS positions should consider information included in both this guide and the CP-18 ACTEDS plan since requirements within the two plans differ.

3-4. Description of Duties –Temporary Team Members. Temporary natural resources management team members hired under a Term appointment, the Student Training Experience Program (STEP), or the Student Career Experience Program (SCEP also known as CO-OP), are generally graded at the GS 02–07 level. These individuals assist higher-graded team members in day-to-day operational duties, including, but not limited to routine user fee collections, visitation data collection, National Recreation Reservation Service (NRRS) program, interpretive/outreach programs, public safety, park/boundary patrols, and natural resources management activities. Park rangers and natural resources specialists in these positions are afforded training in order to fulfill their job requirements and workload.

3-5. Description of Duties – Park Rangers. This series includes GS-0025 and GS-0401 team members at the GS 04-12 level who perform work, manage, or supervise the stewardship of federal lands, waters, and park resources at Corps projects. Functions may include park management, real property/shoreline management, environmental compliance, visitor assistance, interpretive/outreach programs, public safety, and natural, historical, and cultural resources management. Positions are generally graded from a level of GS 04 to GS 12. Supervisory or lead duties may exist at the GS 09-12 levels, depending on local circumstances.

3-6. Description of Duties – Natural Resources Management Specialists. This category of team members includes several occupational series such as foresters, general biologists, archaeologists, fisheries biologists, wildlife biologists, range managers, and landscape architects at the GS 05-14 level (see Table 3-1 for list of typical NRM positions). Specialists perform complex professional and scientific work (either exclusively or in addition to those items performed by park rangers) that requires very specialized training in a variety of technical areas. These individuals routinely interact with other specialists and the park ranger staff to coordinate management programs and budgets. Positions are generally graded from a level of GS 05 to GS 14. Supervisory or lead duties may exist at GS 09 to 14 depending on local circumstances.

3-7. Description of Duties – Park/Resource Managers. This series includes GS-0025 and GS-400 series team members at the GS 09-14 level who supervise and manage work that involves the stewardship of federal lands, waters, and park resources at Corps-operated and maintained facilities. They may also be responsible for locks and dams, hydropower plants, and similar O&M facilities. Supervisory duties and leadership responsibilities are critical components of all management positions.

3-8. Description of Duties – Technical Support Staff Team Members.

a. Technical Support Staff Team Members. These staff positions are located at some projects, and in district, division, and headquarters offices and commonly include a variety of job series such as, GS-0023 (Outdoor Recreation Planner), GS-0025 (Park Ranger), GS-0028 (Environmental Protection Specialist) and GS-0401 (Natural Resources Manager/Specialist) at the GS 07-15 level. Positions may include supervisory, administrative, and technical duties depending upon local conditions. These positions typically have the responsibility to provide expertise and guidance to the field in certain functional program areas such as environmental compliance, forest and wildlife management, recreation management, public safety, interpretative services/outreach, visitor assistance, etc.

b. Natural Resources Management Chiefs. These individuals are commonly responsible for the managerial and technical support provided to field managers, supervising their own staff, and providing support to the chain of command. Natural resources management chiefs serve as the technical authorities on NRM issues within their districts.

c. Division and Headquarters Chiefs and Staffs. These positions provide important NRM program and policy oversight and consultation function to the district and field managers. These individuals manage the overall NRM program and often resolve problems of a regional, national or a highly controversial or precedent-setting nature.

3-9. Description of Duties - Environmental Compliance Coordinators. Typically, Environmental Compliance Coordinators (ECCs) are in the 0028 or 0401 job series at the GS 09-14 level, although they may be in an engineer series, such as 0810 and 0819. Regardless of job title or other collateral duties, the ECC serves as the technical expert on all environmental compliance activities related to hazardous substances and materials, environmental regulatory requirements, permits and environmental management systems (EMS). ECCs provide environmental compliance advice, consultation and support to the Chief of Operations, the Operations Project Manager, the Operations business lines, and supporting functional elements, as appropriate at their agency level. However, the ECC does *not* assume responsibility for environmental compliance performance of any business line or supporting functional element; rather, ECCs provide advice on compliance requirements and how they may be effectively addressed by Corps employees, contractors and grantees in daily mission activities. Typical ECC duties include coordination, facilitation, monitoring and upward reporting of regulatory information and annual completion of environmental compliance assessments. Generally, these duties are fulfilled by park rangers, NRM specialists, managers, technical support specialists, engineers/scientists, and/or maintenance team members. See Chapter 15 of ER 200-2-3 for policy regarding ECC training, and the Environmental Compliance pages on the NRM Gateway for a partial list of training and training fact sheets.

TABLE 3-1. List of Typical Natural Resources Management Specialists Positions

POSITION	CLASSIFICATION
Archaeologist	GS-0193
Biologist	GS-0401
Botanist	GS-0430
Ecologist	GS-0408
Entomologist	GS-0414
Environmental Protection Specialist	GS-0028
Fish and Wildlife Specialist	GS-0480
Fisheries Biologist	GS-0482
Forester	GS-0460
Horticulturist	GS-0437
Landscape Architect	GS-0807
Museum Specialist	GS-1016
Outdoor Recreation Planner	GS-0023
Park Ranger/Manager – NRM Manager/Specialist	GS-0401
Range Conservationist	GS-0454
Soils Scientist	GS-0470
Wildlife Biologist	GS-0486

3-10. Educational Requirements. Corps park rangers, natural resources specialists, managers, and technical support team members perform complex professional and scientific work. They are involved in the development, management, conservation, and protection of federal lands and waters where recreation and land management activities inherently affect the ecosystem. Because management of these ecosystems for multiple uses and benefits is required to meet public needs and federal law, individuals within these positions require skills that often transcend several existing professional series. The major focus of positions within this group is the integration of natural resources and recreation management. Many of these team members

have completed a full four-year course of study at an accredited college or university with a bachelor's or higher degree that includes at least the equivalent of 24 semester hours of course work in natural resources, biological sciences, physical sciences or recreation core curriculum.

3-11. Training Courses. Individuals who become park rangers, natural resources specialists, managers, or technical support staff team members for the Corps come to the job with a wide variety of educational backgrounds, experiences, and skills. Training courses are available to provide this entire group of team members with similar knowledge and skills in selected technical areas. Table 3-2 identifies formal training that is recommended to help a team member progress upward through the career path. Task emphasis for managers and technical support staff team members shifts from the application of scientific management principles on the ground to program management, long-range planning, human resources management, administration, and policy development. Technical short courses, correspondence courses, and computer-based training are available to develop skills that are necessary to perform specific tasks. Table 3-2 also presents examples of available non-site-specific technical courses. Other self-development opportunities are available from other federal agencies, local schools, colleges, and private sources, many of which are listed at the Career Development website <http://corpslakes.usace.army.mil/employees/career/training.html>. The needs of the various natural resources specialist series are highly technical and these requirements should be jointly developed by team members and supervisors or training officers and become part of the team members' IDP.

3-12. Developmental Assignments.

a. The successful completion of developmental assignments allows park rangers, natural resources specialists, managers, and technical support staff team members to further their knowledge of Corps management issues, policies, and practices. These experiences may also prepare park rangers and natural resources specialists for advancement to district, area, district, division, or headquarters positions. It is beneficial to pursue assignments located other than at the home office or district. Individuals are encouraged to seek out and initiate these assignments to meet their career goals. Team members who have transferred to the Corps from other agencies and lack training and the range of experience outlined in Tables 3-2 and 3-3 should participate in appropriate developmental assignments as soon as practical. These assignments should be identified in their IDP's and coordinated with supervisors. Participation in a range of developmental assignments is critical in qualifying for key ACTEDS positions. Team members who have broadened their experiences by accepting new or varied responsibilities at their current location or who have additional experience in working at several projects or districts may be better qualified for higher-level positions or other jobs of interest.

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TABLE 3-2. Training Courses/Opportunities for Park Rangers, Natural Resources Management Specialists, Managers, Outdoor Recreation Planners and Technical Support Staff Team Members

Training Priorities							
See footnote on page 3-10 for definition of training priorities and descriptions of sources and links							
General Courses	GS 5	GS 7	GS 9	GS 11-12	GS 13+	FOOTNOTES AND LINKS	SOURCES
Natural Resources Management On-line Training Source (NRMOTS)	2					see paragraph 1.9	NRM Gateway, Career Advancement Website/Training/Training
O&M Contracts, basic	2					see O&M Contracts on the Gateway website	PROSPECT Course #119; FAI Online
O&M Contracts, advanced		2				see O&M Contracts on the Gateway website	PROSPECT Course #318
Visitor Assistance for NRM	1					Required for citation authority per ER/EP 1130-2-550, Chap 6; see Visitor Assistance on the Gateway	PROSPECT Course #171
Visitor Assistance Management and Policy			2	1		see ER/EP 1130-2-550, Chap 6 and Visitor Assistance on the Gateway	PROSPECT Course #324
Annual Visitor Assistance Refresher	1	1	1	2		Required to maintain citation authority per ER/EP 1130-2-550, Chap 6	Local; Safe Self CD exportable
First Aid/CPR/Blood Borne Pathogen	1	*	*	*		*Required annually for Visitor Assistance duties; see ER/EP 1130-2-550, Chap 6 and EM 385-1-1	Local
Interpretive Services, basic	2					see Interpretive Services on the Gateway	PROSPECT Course #71; varies
Interpretive Services for Managers, Supervisors and Team Leaders			2			see Interpretive Services on the Gateway	PROSPECT Course #70
Corps Boat Operators License Examiner's Course			2				PROSPECT Course #172
Corps Boat Operator Training	2						Local
Operations & Maintenance Business Information Link (OMBIL)	2		2			see OMBIL on the Gateway	Local PROSPECT Course #160

General Courses (cont.)	GS 5	GS 7	GS 9	GS 11-12	GS 13+	FOOTNOTES AND LINKS	SOURCES
Visitor Surveys	2					see Recreation Use Surveys on the Gateway	PROSPECT Course #750
Volunteer Recruitment & Mgmt. and Advanced Volunteer Mgmt. (F&W); other Volunteer Management courses		2				see Volunteer Program on the Gateway	F&W National Conservation Training Center, varies
Nat. Recreation Reservation Service	2					see NRRS on the Gateway	Local
Recreation Fee Cashier Training	1					Required for those having this responsibility	Local
RECBEST & ESBEST			2			see ESBEST on the Gateway	CATT
Budget Training			2				PROSPECT Course #254, varies, local
CW Program Development				2			PROSPECT Course #10
Public Involvement – Communication	2						PROSPECT Course # 91, varies
Conflict Management			2				PROSPECT Course #306; varies
Partnerships	2					see Partnerships on the Gateway	Varies
Sign Management	2					see Sign Program on the Gateway	Local
Geographic Information System		3					PROSPECT Courses #167, 187, 205
Field Safety/Awareness - Indoctrination (safety meetings)	1					see EM 385-1-1	Local, Project Safety Officer
Communication Skills Oral/Written	2						Varies
Computer Applications	2						CBT; varies
Contracting Officer Representative Certification				2			ALMC
Corps Orientation Corpspath	1					Required for all employees	CD Exportable
Project Management Business Process (PMBP)	1					Required for all employees	CD Exportable
Corps of Engineers Financial Management System (CEFMS)	2					see CEFMS on the Gateway	Local
Real Estate Management and Disposal						see Real Estate on the Gateway	PROSPECT Course #101
Regulatory Functions I, IIA, IIB			3			see Regulatory on the Gateway	PROSPECT Course #100, 322, 323
Dam Safety				3		see EM 385-1-1	PROSPECT Course #28, local

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Environmental and Natural/Cultural Resources Management Courses	GS 5	GS 7	GS 9	GS 11-12	GS 13+	FOOTNOTES AND LINKS	SOURCES
Hazardous Waste Operations & Emergency Response	1		1	1		If exposed to containment-related health and safety hazards; see EM 385-1-1	Varies
Hazard Communications	1						OSHA exportable
ECO System Restoration						see Ecosystem Mgmt. & Restoration on the Gateway	PROSPECT Course # 280
Ecological Resources		3				see Ecosystem Mgmt. & Restoration on the Gateway	PROSPECT Course #168
Environmental Impact Assessment			3			see Ecosystem Mgmt. & Restoration on the Gateway	PROSPECT Course # 169 ; varies
Environmental Regulations Practical Applications	1*		2			*First year requirement for ECCs; see Environmental Compliance & Ecosystem Mgmt. on the Gateway	PROSPECT Course #398
Hazardous Waste Management and Manifesting			1			Required for employees signing manifests; see Environmental Compliance on the Gateway	PROSPECT Course #223; Refresher #429
Comprehensive Environmental Compliance Assessment	1					First year requirement for ECCs; see Environmental Compliance on the Gateway	HQUSACE Sponsored
Environmental Management System Awareness	1					Entry level requirement for all CW Operations employees; see Environmental Compliance on the Gateway	Varies
Invasive Species Identification	2					see Invasive Species on the Gateway	Varies
Aquatic Plant Control Certification	1					Mandatory training if required to apply pesticides; see ER/EP 1130-2-500, Chap 14	State

Environmental and Natural/Cultural Resources Management Courses (cont.)	GS 5	GS 7	GS 9	GS 11-12	GS 13+	FOOTNOTES AND LINKS	SOURCES
State Fire Management Certification	2					see ER/EP 1130-2-540, Chap 8	State
Cultural Resources		2				see Cultural Resources on the Gateway	PROSPECT Course #299; varies
Native American/Cultural Resources		3				see Cultural Resources on the Gateway	PROSPECT Course #306
Professional Training Workshops							
International Boating and Water Safety Summit (IBWSS), National Association for Interpretation (NAI), Association of Partners for Public Lands (APPL), International Mountain Biking Association (IMBA), Leave No Trace (LNT), etc.	2					See specific organization websites for more information	varies
Leadership Development Courses							
Operations Management			3	2		see Operations Project Managers CoP site on the Gateway	PROSPECT Course #245
CES Foundation Leadership Development Course	1					Required for all Army employees; http://cpol.army.mil/library/train/ces	CES
CES Basic Leadership Development Course				2		http://cpol.army.mil/library/train/ces	CES
CES Intermediate Leader Development Course				3		http://cpol.army.mil/library/train/ces	CES
CES Advanced Leader Development Course					3	http://cpol.army.mil/library/train/ces	CES
CES Action Officer Development Course	2					http://cpol.army.mil/library/train/ces	CES
CES Supervisor Development Course		1				Required for all supervisors; http://cpol.army.mil/library/train/ces	CES
CES Managers Development Course				1		Required for all managers; http://cpol.army.mil/library/train/ces	CES
CES Continuing Education for Senior Leaders Course					3	http://cpol.army.mil/library/train/ces	CES
Administrative Public Policy					3		OPM
Human Resources Management			3	2			Varies, local

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Supervision/Group Performance				1			USDA; varies
Intro to Supervision				1			USDA
Labor Relations Training			3	2			Local, varies
Seminar for New Managers				3			ESC
Personnel Mgmt for Executives					2		ODCSPER
Workman's Compensation Orientation and training				2		http://www.dol.gov/o/wcp/dfec/ppt/ppt.htm	DOL, varies
Other Training	GS	GS	GS	GS	GS	FOOTNOTES AND LINKS	SOURCES
	5	7	9	11-12	13+		
Defensive Driving Disaster/Spill Response OSHA Compliance Inspection Hazardous Materials First Responder/EMT Historic Preservation Law Archaeological Resources Protection Act for Managers Self-Enhancement Courses Review of ER/EP, SOP, etc.						As applicable for current/future position	Varies, local
University/Trade Schools: Classroom and correspondence courses that lead to college credits and degrees are often available. Employees are encouraged to contact state and local colleges and trade schools to find courses that will assist in their current work assignments and benefit their chosen career paths.						As applicable for current/future position	Universities, Trade Schools

Training Priorities- see paragraph 1.2

1 Required for successful performance of current position.

2 Should have for effective and improved performance of current position or anticipated additional duties.

3 Recommended rather than mandated for future responsibilities or career development.

Training is identified at the lowest recommended grade level. Training may be attained at lower levels than shown in the tables if funding and supervisory concurrence is obtained and the prerequisites are met. Employees at higher grades who do not have the specified training should obtain the training, as appropriate, for their position.

Sources and Links:

- ALMC – Army Logistics Management College
- CES – Civilian Education System
- CATT – RecBest's Coach, Assist, Teach and Training
- CBT – Department of the Army Computer Based Training
- DOL – Department of Labor
- EM 385-1-1 – Safety and Health Requirements Manual
- ESC – Executive Seminar Center, OPM
- FAI – Federal Acquisition Institute
- Local – Sponsored by Corps local/district office
- ODCSPER – Office of Deputy Chief of Staff for Personnel
- OPM – Office of Personal Management
- OSHA – Occupational Safety and Health Administration
- PROSPECT – Formal Corps course from USACE Learning Center, Huntsville
- State – State-sponsored training/certification
- USDA – U.S. Department of the Agricultural Graduate School
- Varies – Offered by other agencies, commercial vendors, schools

b. The HQUSACE NRM Career Assignment Program (CAP) provides career development opportunities for team members currently in GS 9-14 level positions. Each year, the program places two team members on 5-month temporary employment details in the HQ NRM CoP. On occasions, consideration is given to GS 09 level NRM team members who show exceptional potential and are fully supported by the team member's division office. Participants become involved in most facets of the NRM program including budgeting, park ranger programs, management of natural resources, real estate actions, mobilization, research, and policy review and development. An announcement memorandum is distributed in September of each year and can be found on the NRM Gateway.

c. The HQUSACE Operations Project Managers Career Assignment Program (CAP) matches current OPM vacancies at projects with qualified team members who are aspiring to become OPMs. This program is targeted for lower level park/resources/OPM managers to fill 4-month temporary assignments generally at the GS 13-14 level. Participants gain experience in managing a multi-purpose field project and benefit from interaction among all national program participants. An announcement memorandum is distributed in August of each year and can be found on the Gateway.

3-13. Orientation and On-The-Job Training. Orientation and initial on-the-job training ensures that park rangers and specialists have the opportunity to work and become familiar with the many aspects of natural resources management and is expected to be completed in the first year of team members' employment. Team members should ask their supervisors or team leaders for orientation plans specific to their home office. On-the-job training consists of special tasks and assignments, or temporary duty assignments in other positions that offer the opportunity to learn job functions or skills. These experiences will help individuals increase their current level of performance and to prepare for advancement to higher-graded positions.

CHAPTER 4

Career Development Plan for
Administrative Support Team Members, GS 01 – 11

4-1. Career Development Plan. Corps NRM administrative support team members are stationed at field offices, district offices, division offices and at headquarters. This category of team members includes clerks or secretaries, administrative assistants, technicians, analysts, and specialists. The bulk of administrative support team members are stationed at field offices. The career paths for both the secretarial group and the office administrative specialist group are both discussed within this section. Their pathways are incorporated into a single diagram (Figure 4-1) because of the similarities of the two groups. Many individuals who start their careers as a lower-graded secretary or clerk typist later move on to higher-level secretarial and administrative specialist positions. A list of some of the common administrative support positions is provided in Table 4-1.

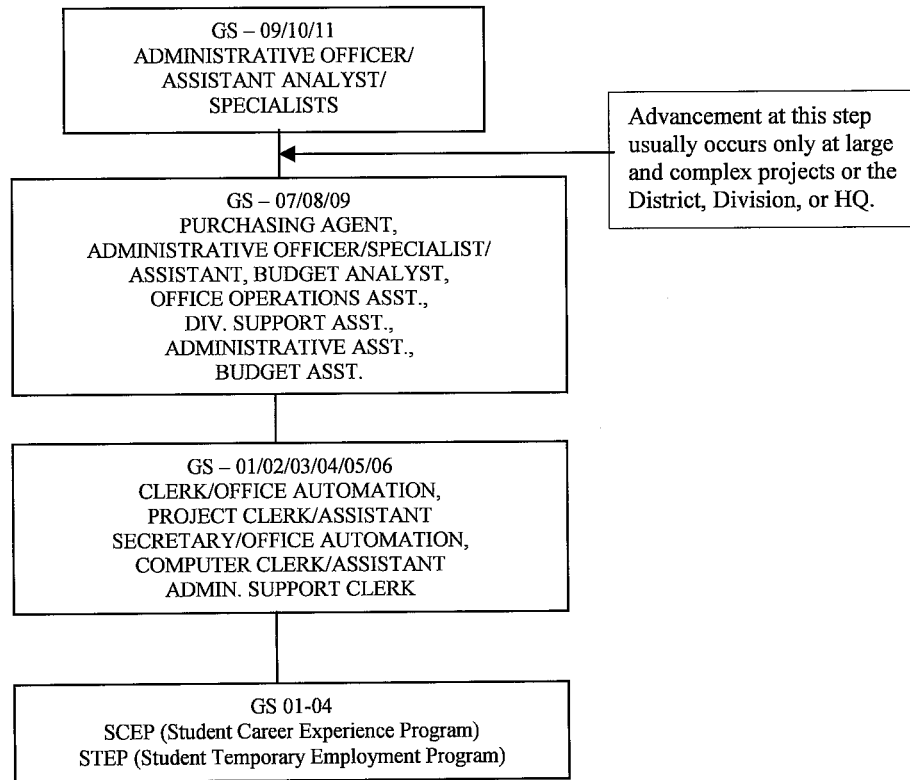


Figure 4-1. Career Development Pathways for Administrative Support Team Members

TABLE 4-1. List of Typical Administrative Support Positions

POSITION	CLASSIFICATION
Administrative Assistant	GS-0303
Administrative Officer	GS-0341
Administrative Support Clerk	GS-0303
Budget Analyst	GS-0560
Budget Assistant	GS-0561
Clerk Typist	GS-0322
Clerk/Office Automation	GS-0303
Computer Clerk	Varies
Division Support Assistant	GS-0301
Office Automation Clerk	GS-0326
Office Operations Assistant	GS-0303
Purchasing Agent	GS-1105
Secretary/Office Automation	GS-0318
Services Clerk	GS-0303

4-2. Description of Duties—Administrative Support Positions. Entry-level administrative support team members at the GS 01-04 level sort mail, file correspondence, complete simple forms, perform word processing functions, and assist visitors with various services. Higher-graded team members up to the GS 06 level within this group generally work more independently and perform significantly more complex and technical tasks. Such tasks may include records management, correspondence control, user fee administration, report preparation, personnel actions, contract administration, timekeeping, procurement, travel, training, and financial management.

4-3. Description of Duties—Administrative Support Positions. Individuals in these positions at the GS 07-11 level often direct and maintain large and complex field administrative programs. They work under the supervision of the operations project manager and are responsible for organizing work plans and exercising initiative and judgment in the accomplishment of assigned work. Administrative support team members are responsible for the clerical, administrative, personnel processing, bookkeeping, and budget support functions in their respective offices. Positions such as budget assistants and purchasing agents may be highly specialized and technical, particularly when located in project/area/regional, district or division offices. These positions may be supervisory in nature depending on the circumstances at the work site.

4-4. Description of Duties – Temporary Team Members. Temporary administrative team members hired under a Term appointment, the Student Training Experience Program (STEP), or the Student Career Experience Program (SCEP also known as CO-OP), are generally graded at the GS 01-04 level. These individuals assist higher-graded team members in day-to-day operational duties, including but not limited to routine sorting of mail, file correspondence, complete simple forms, perform word processing functions, and assist visitors with various services.

4-5. Educational Requirements. The administrative support workplace is becoming significantly more complex in areas such as office automation and data processing. Time keeping, cost tracking and financial management, property accountability and the preparation of reports and correspondence require a high level of proficiency in automated data processing systems. Procurement guidance and budget procedures require a thorough knowledge of a complex body of regulations. The selection of administrative support team members is generally based on previous experiences and/or performance on skill tests. Skills are often honed by occupying entry-level administrative support positions of lesser complexity and responsibility. Formal education may be required for some administrative support positions.

4-6. Training Courses. Formal training is available from the Corps for those occupying specialized administrative positions such as budget assistant and purchasing agent. Some locally sponsored formal training courses have been developed for administrative support team members as well as a wide variety of formal training that is available through the U.S. Department of Agriculture Graduate School and other schools, agencies, and the private sector. Table 4-2 identifies training that is available to help employees progress through their chosen career paths. Most technical training consists of localized opportunities through various continuing education programs at colleges and universities, vocational schools, and technology centers. These courses may be developed or contracted at the local level and can provide refresher training as well as new skills. The Department of Defense offers correspondence and computer-based courses that meet a variety of needs. Courses should be documented on team members' IDPs. Supervisors and human resources training officers will help team members determine if local courses meet Corps requirements for approved training. Table 4-2 provides a list of suggested formal and technical courses and other training opportunities.

4-7. Developmental Assignments. Developmental assignments provide administrative support team members with opportunities for personal growth as well as a pathway to further their knowledge and skills of the Corps management, policies, and practices. These experiences may prepare administrative support members for advancement to area offices or district and division positions. Individuals are encouraged to seek out and initiate these assignments to meet their career goals. Team members who have transferred to the Corps from other agencies and lack the training and the range of experience outlined in Tables 4-2 and 4-3 should participate in appropriate developmental assignments as soon as practical. These assignments should be identified in their IDP's and coordinated with supervisors. Participation in a range of developmental assignments is critical in qualifying for key ACTEDS positions. Some administrative support team members may choose to apply for park ranger and specialist positions. These members must attain certain educational requirements and experiences before a transfer can be made to park ranger, specialist, or park manager career paths. Team members who have broadened their experiences by accepting new or varied responsibilities at their current location or who have additional experience in working at several projects or districts may be in a better qualified to apply for higher level positions or other jobs of interest.

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TABLE 4-2. Training Courses/Opportunities for Administrative Support Team Members

Training Priorities						
See footnote on page 4-5 for definition of training priorities and descriptions of sources and links						
Administrative Courses	GS 1-2	GS 3-6	GS 7-9	GS 10/11	FOOTNOTES AND LINKS	SOURCES
Natural Resources Management On-line Training Source (NRMOTS)	2				see paragraph 1.9	NRM Gateway, Career Advancement Website/Training/ Training
Communication Written/Oral	1					Varies, local
Computer Applications	2		1	1		CBT/varies, local
Corps of Engineers Financial Management System (CEFMS)	1				see CEFMS on the Gateway website	Local
Corps Orientation (Corpspath)	1				Required for all employees	CD exportable
Project Management Business Process (PMBP)	1				Required for all employees	CD exportable
Fee Cashier		3				Local
Safe Self	3					CD exportable
Contract Overview		2				FAI, varies
Customer Services	2					Varies, local
O&M Contracts		3			see O&M Contracts on the Gateway	PROSPECT Course # 119, FAI on-line
O&M Contracts Advanced			3		see O&M Contracts on the Gateway	PROSPECT Course #318
Environmental Management System Awareness	1				Entry level requirement for all CW Operations employees	Varies
Procurement		3				Local
Records Mgmt (MARKS)		2				Local
Timekeeping		1			If applicable	Local
Field Safety/Awareness - Indoctrination (safety meetings)	2				see EM 385-1-1	Local, Project Safety Officer
First Aid/CPR/Blood Borne Pathogen	2				see EM 385-1-1	Local
Leadership Development Courses						
CES Foundation Leadership Development Course	1				Required for all Army employees; http://cpol.army.mil/library/train/ces	CES
CES Basic Leadership Development Course				2	http://cpol.army.mil/library/train/ces	CES
CES Intermediate Leader Development Course				3	http://cpol.army.mil/library/train/ces	CES
CES Action Officer Development Course	2				http://cpol.army.mil/library/train/ces	CES

Leadership Development Courses (cont.)	GS 1 - 2	GS 3 - 6	GS 7 - 9	GS 10/11	FOOTNOTES AND LINKS	SOURCES
CES Supervisor Development Course		1			Required for supervisors Required for all supervisors; http://cpol.army.mil/library/train/ces	CES
CES Continuing Education for Senior Leaders Course				3	http://cpol.army.mil/library/train/ces	CES
Other Training						
Time Management Office Management Secretarial Techniques Multi-Media First Aid/CPR/BBP Graphics and Desktop Publishing Total Quality Management Accounting Customer Service Disaster/Spill/Response Awareness National Recreation Reservation Service					As applicable for current/future position	Varies, local
University/Trade Schools: Classroom and correspondence courses that lead to college credits and degrees are often available. Employees are encouraged to contact state and local colleges and trade schools to find courses that will assist in their current work assignments and benefit their chosen career paths.					As applicable for current/future position	Universities, Trade Schools

Training Priorities- see paragraph 1.2

1 Required for successful performance of current position.

2 Should have for effective and improved performance of current position or anticipated additional duties.

3 Recommended rather than mandated for future responsibilities or career development.

Training is identified at the lowest recommended grade level. Training may be attained at lower levels than shown in the tables if funding and supervisory concurrence is obtained and the prerequisites are met. Employees at higher grades who do not have the specified training should obtain the training, as appropriate, for their position.

Sources and Links:

CES – Civilian Education System

CBT – Department of the Army Computer Based Training

EM 385-1-1 – Safety and Health Requirements Manual

FAI – Federal Acquisition Institute

Local - Sponsored by Corps local/district office

OPM – Office of Personal Management

PROSPECT – Formal Corps course from USACE Learning Center, Huntsville

Varies – Offered by other agencies and vendors, determined locally

4-8. Orientation and On-The-Job Training. On-the-job training ensures that team members have the opportunity to work and become familiar with the many aspects of the Corps. Team members should ask their supervisors or team leaders for orientation plans specific to their home office. On-the-job training consists of special tasks and assignments or temporary duty assignments in other positions that offer individuals the opportunity to learn job functions or skills. These experiences will help individuals increase their current level of performance and to prepare for advancement to higher-graded positions.

CHAPTER 5

Career Development Plan for Facility Management, Civil Engineering Technicians and Maintenance Team Members, WG/WS 01-12, GS 01-12

5-1. Career Development Plan. This chapter contains discussions of the career paths for wage grade team members and supervisors, civil engineering technicians, and team members in the facility management program. Wage grade/leader (WG/WL) positions are generally graded from WG 01 through WG 12 depending upon the position held. Wage grade supervisors are placed in the WS series. Both facility managers (GS-1640) and engineering technicians (GS-0802) are general schedule (GS) team members and are graded from GS 01 to GS 12. The actual grades for the above positions are a function of the scope of the job and whether supervisory responsibilities are included. This chapter also applies to team members who are performing similar duties but are classified with a different job series such as construction representatives and contract inspectors. All are discussed within this section, and their pathways are incorporated in a single diagram (Figure 5-1) because of the similarities of the groups and the possibilities of interchange between them.

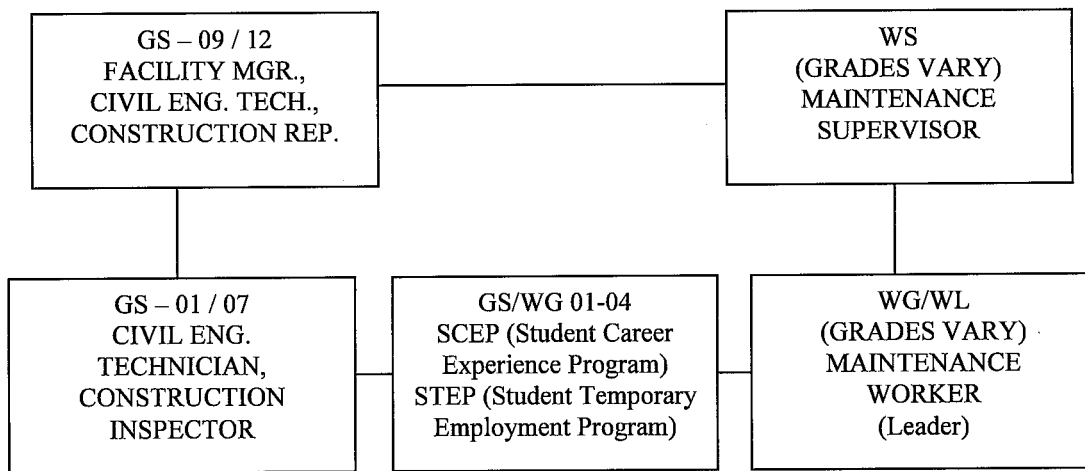


Figure 5-1. Career Development Pathways for Facility Management, Civil Engineering Technicians and Maintenance Team Members

5-2. Interaction of Facility Management, Civil Engineering Technicians and Maintenance Team Career Paths with ACTEDS. Career guidance contained in this document is consistent with the “Training and Development Model” and “Wage Grade System Model” for trades and labor occupations contained in ACTEDS, to the maximum extent feasible. The objective of the models is to provide strategies for developing career plans for wage grade occupations. Because of the broad range of the families in trade and labor occupations and the variety of skills required, even within a single occupation, development of ACTEDS plans for occupational series, rather than for each trade, may be more practical.

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5-3. Description of Duties – Facility Managers and Civil Engineering Technicians. Although these jobs are classified as general schedule, (GS-1640, GS-0802 and others at the GS 01-12 level) many of these team members work closely with maintenance and contract administration in the completion of work tasks. Responsibilities are varied but generally involve operation and maintenance of project facilities including dam instrumentation, contract administration, and support for park managers and resource management specialists. These team members may obtain the skills that enable them to qualify for advancement or placement in either the GS or WG pay schedules of the organization. Individuals in this category may occupy supervisory positions in some locations.

5-4. Description of Duties – Maintenance Team Members. The maintenance series is one of the most diverse series within the Corps NRM program. The individuals who comprise maintenance staffs may be responsible for grounds and building maintenance, dam operation and repair, water and sewage plant operation, equipment operation, maintenance and repair, contract inspection and administration, safety, etc. Maintenance team members are generally skilled trades and craftsman with general or specific backgrounds in electricity, plumbing, carpentry, welding, and equipment operation (Table 5-1). A wage grade supervisor (WS) is generally in charge of the overall maintenance program, a segment of the program, or a specific project or group of projects. These supervisors generally take an active role in project management.

5-5. Description of Duties – Temporary Team Members. Temporary maintenance employees hired under a Term appointment, Student Training Experience Program (STEP), or Student Career Experience Program (SCEP also known as CO-OP), are generally graded at the GS/WG 01-04 level. These individuals assist higher-graded employees in day-to-day operational duties, including but not limited to routine operation and maintenance of project facilities including dam instrumentation, contract administration, and support for park managers and natural resources specialists.

TABLE 5-1. List of Typical Facility Management, Civil Engineering Technicians, and Maintenance Team Positions

JOB SERIES	MAINTENANCE OCCUPATION
WG/WL/WS	
2805	Electrician
3502	Laborer
3703	Welder
4102	Painter
4206	Plumber
4607	Carpenter
4737	General Equipment Mechanic
4749	Maintenance Mechanic
4749	Maintenance Mechanic Foreman
5408	Sewage Disposal Plant Operator
5409	Water Treatment Plant Operator
5703	Motor Vehicle Operator
5716	Engineering Equipment Operator
5725	Crane Operator
5786	Small Craft Operator
GS	
0809	Construction Representative
1640	Facility Manager
0802	Civil Engineering Technician

5-6. Educational Requirements. The facility management and maintenance workplace is becoming more complex in areas such as environmental compliance, safety, contract administration, medical surveillance and computer usage. Complexity is also entering what historically was considered common trade skills. Maintenance team members are generally employed based on previous experiences, trade school attendance, or on the basis of a known physical talent. Skills are often honed by local on-the-job training with trade groups, industry, or military service before being employed by the government. While no formal education is required for facility management team members, an increasing trend is for individuals to have some formal education beyond the high school level in order to compete for these positions. Formal education and/or experience may be required for facility management team members to move from the WG/WL/WS series to the GS series.

5-7. Training Courses. Formal classroom training for facility managers or engineering technicians is fairly diverse. Depending on the field of emphasis, team members may concentrate on contract courses and technical courses through the Corps PROSPECT program. Several supervisory courses for team members who have supervisory responsibilities are offered through either PROSPECT or the Civilian Education System (CES). Maintenance team members generally have specific skills that provide a base level of support for the job that they perform. Few formal training opportunities are available to these individuals through the Corps PROSPECT or exportable training system. Maintenance supervisors do, however, have a wide array of formal training in the area of human resources. Most technical training is set up

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through various trade schools and technology centers and may consist of regularly scheduled classes or contract training. These courses may apply to facility management and maintenance team members either on a refresher basis or as a way to learn new skills. The Department of Defense offers correspondence courses that meet a variety of needs. The Human Resources Training Officer can determine if a local course meets Corps requirements for approved training. Table 5-2 contains a listing of formal and technical courses and other available training sources for facility management and maintenance team members.

5-8. Developmental Assignments. Developmental assignments in facility management and maintenance positions provide projects and districts with well-rounded, more flexible team members. Developmental assignments may take place at duty stations or another project in a different district or division. For example, dam operators may be cross-trained to operate a water or sewage treatment facility, or hydropower plant, while maintenance workers can be cross-trained to operate dams during periods of emergencies. Cross training provides individuals with increased skills while providing their projects with greater degrees of flexibility. Some facility management or maintenance team members may choose to compete for park ranger and specialist positions. These members must attain certain educational requirements and experiences before a transfer can be made to park ranger, specialist, or park manager career paths. Human resources offices can answer questions concerning education and experience requirements, possibilities for salary level retention, and the entry level at which transfers must be made. Team members who have transferred to the Corps from other agencies and lack the range of experience outlined in Tables 5-2 and 5-3 should participate in appropriate developmental assignments as soon as practical. Developmental assignments should be identified on the IDP and coordinated with supervisors. Team members who have broaden their experiences by accepting new or varied responsibilities at their current location or who have additional experience in working at several projects or districts may be better qualified to apply for higher level positions or other jobs of interest.

5-9. Orientation and On-The-Job Training. On-the-job training ensures that team members have the opportunity to become familiar with the many aspects of the Corps of Engineers. Team members should ask their supervisors or team leaders for orientation plans specific to their home office. On-the-job training consists of special tasks and assignments or temporary duty assignments in other positions that offer individuals the opportunity to learn job functions or skills. These experiences will help individuals increase the level of performance in their present positions and to prepare for advancement to higher-graded positions.

TABLE 5-2. Training Courses/Opportunities for Facility Management, Civil Engineering Technicians and Maintenance Team Members

Training Priorities								
See footnote on page 5-8 for definition of training priorities and descriptions of sources and links								
General Courses	WG 3-5	WG 6-10	WL/ WS 7-10	GS 4-7	GS 9	GS 11+	FOOTNOTES AND LINKS	SOURCES
Natural Resources Management On-line Training Source (NRMOTS)	2		2	2			see paragraph 1.9	NRM Gateway, Career Advancement Website/Training/ Training
O&M Contracts	2		1	1			see O&M Contracts on the Gateway	PROSPECT Course #119; FAI online
O&M Contracts, advanced		2	1	2			see O&M Contracts on the Gateway	PROSPECT Course #318
Quality Assurance		3	2	2			see O&M Contracts on the Gateway	PROSPECT Course #972, varies
Specification Writing					2		see O&M Contracts on the Gateway	PROSPECT, varies
Contracting Officer Representative (COR)		3	3	3				ALMC
Conflict Management	2		2	2				PROSPECT Course #306
Communications Written/Oral	3	2	1	2	1			Varies
Computer Applications	2	1	1	1				CBT, local
Corps Orientation (Corpspath)	1		1	1			Required for all employees	CE exportable
Project Management Business Process (PMBP)	1			1			Required for all employees	CD exportable
Customer Service	3		3	3				Local
Corps Financial Management System (CEFMS)	2		2	2			see CEFMS on the Gateway	Local
IMPAC VISA Card Program		2	2	2				On-line
Boat Operators License Examiners Course	3		3	3				PROSPECT Course #172
Boat Operator's Training	2		2	2				Local
Environmental Regulations Practical Application	1		2	2			*First year requirement for ECCs; see Environmental Compliance & Ecosystem Mgmt. on the Gateway	PROSPECT Course #398
Environmental Management System Awareness	1						Entry level requirement for all CW Operations employees	Varies

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General Courses (cont.)	WG 3-5	WG 6-10	WL/ WS 7-10	GS 4-7	GS 9	GS 11+	FOOTNOTES AND LINKS	SOURCES
Invasive Species Identification	2						see Invasive Species on the Gateway	Varies
Aquatic Plant Control Certification	1		1	1			Mandatory training if required to apply pesticides; see ER/EP 1130-2-500, Chap 14	State
State Pesticide Applicator/Management Certification	1		1	1			Mandatory training if required to apply pesticides; see ER/EP 1130-2-540, Chap 3	State
State Fire Management Certification	2						see ER/EP 1130-2-540, Chap 8	State
Working Diver	1		1	1			Mandatory training if diving is part of the employee's job description; see EM 385-1-1	PROSPECT Course # 35
Diving Refresher	1		1	1			Mandatory training if diving is part of the employee's job description	PROSPECT Course #259
Safety Courses								
Field Safety/Awareness - Indoctrination (safety meetings)	1		1	1			see EM 385-1-1	Local, Project Safety Officer
First Aid/CPR/Blood Borne Pathogen	1		1	1			see EM 385-1-1	Local
Hazardous Waste Operations & Emergency Response	1		1	1			If exposed to containment-related health/safety hazards; see EM 385-1-1	Varies
Hazard Communications			1					OSHA exportable
OSHA Inspection				2			Project Safety Officer; see EM 385-1-1	PROSPECT
OSHA 30 Hour Training			2	2	2		see EM 385-1-1	OSHA, local
Dam Safety				3			see EM 385-1-1	PROSPECT Course #28, local
Safe Self	1		1	1			see Visitor Assistance on the Gateway	CD exportable

Leadership Development Courses	WG 3-5	WG 6-10	WL/WS 7-10	GS 4-7	GS 9	GS 11+	FOOTNOTES AND LINKS	SOURCES
Operations Management			3		3		see Operations Project Managers CoP site on the Gateway	PROSPECT Course #245
CES Foundation Leadership Development Course	1		1	1			Required for all Army employees; http://cpol.army.mil/library/train/ces	CES
CES Basic Leadership Development Course			3			3	http://cpol.army.mil/library/train/ces	CES
CES Intermediate Leader Development Course			3			3	http://cpol.army.mil/library/train/ces	CES
CES Action Officer Development Course	2		2	2			http://cpol.army.mil/library/train/ces	CES
CES Supervisor Development Course			1		1		Required for all supervisors; http://cpol.army.mil/library/train/ces	CES
CES Manager Development Course			1		1		Required for all managers; http://cpol.army.mil/library/train/ces	CES
Other Training								
Auto Repair Budgets (formulating maintenance budgets requests) Collateral Duty Safety–Dept.of Labor Concrete and Pavement Cost Estimating Costing (Cost codes) Electrical, Electronics, Carpentry, Welding, Plumbing, Masonry Electrical Safety Code General Construction Grounds Maintenance Hazard Communication Hydraulic System Maintenance Small Gasoline/Diesel Engines Total Quality Management Visitor Assistance (knowledge of Corps visitor assistance/customer service policies can be gained by participating in district or division visitor assistance courses, however citation authority will not be granted to maintenance employees).							As applicable for current/future position	Varies, local