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

**A product of:
The Natural Resources Management
Career Development Steering Committee**

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

**CHAPTER 1
INTRODUCTION**

1.1 Purpose. This Career Development Trail Guide is designed to provide assistance to proactive Natural Resources Management (NRM) employees in designing a path that can help lead to long-term career goals or higher-graded positions. It is not a promise; there is no guarantee that the use of the processes and principles described in this document will lead to one's ultimate or intermediate goals. Rather, the trail guide is a tool that can be used to make better-informed career decisions by the following NRM team members at any grade level for development and promotion in their chosen career paths:

- Park rangers; natural resources management specialists; managers, including Operations Managers (OMs) 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;
- Administrative support team members;
- Facility management and maintenance team members.

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 and maintenance team members may have interrelated career paths and are addressed in Chapter 5.

1.2 Applicability. This trail guide applies to NRM personnel at headquarters, major subordinate commands (MSC/divisions), districts, and field operating activities (FOAs) having Civil Works responsibilities.

1.3 Definition of Career Development. The career development program is a pathway that can 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 the utilization 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 to provide team members the opportunity for full and rewarding careers.

Items that may be incorporated in career development plans include:

- formal education;
- formal classroom training;
- technical courses (classroom, correspondence & computer-based);
- personal development (cross training, developmental assignments, mentoring, coaching, Leadership Development Program, and Emerging Leaders' Program, committees, and task forces);
- orientation and on-the-job training.

1.4 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 grades 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 trail guide and ACTEDS as reference sources.

Priority 1—This training is required for successful performance on the job or to meet certain certification requirements, or for health or safety requirements, or is mandated by higher authority (Office of Personnel Management (OPM), Department of Defense (DOD), law). It must be completed within specified timeframes before or after entry into the position. This training is locally funded, except for the Intern Leadership Development Course (Center for Army Leadership).

Priority 2—This category covers training that employees 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. This training is locally funded, except for ACTEDS interns and the leadership core curriculum. These include the Organizational Leadership for Executives (Center for Army Leadership) and the Leadership Education and Development Program (Center for Army Leadership).

Priority 3—This category covers training that is recommended rather than mandated, for all employees in the same line of work. This training is provided only to those employees who need it to build or enhance competencies. This training is locally funded, except for ACTEDS interns.

1.5 Description of ACTEDS. The Army Civilian Training, Education, and Development System (ACTEDS) is a Department of the Army initiative that attempts to identify sequential and progressive developmental opportunities and requirements for civilian team members. It is composed of several Career Programs (CP), with each one including a number of occupational series grouped by the base population, occupational structure, grade range, and commonality of job and position characteristics. Each CP listed in [Army Regulation \(AR\) 690-950](#) includes the professional occupational series for careerists included in CP-18. CP-18 has been designated for occupational series performing engineers and scientists (resources and construction). The Corps' CP-18 web site is located at <http://www.hq.usace.army.mil/cemp/cp18/>.

ACTEDS provides a “road map” of career development plans for those individuals who aspire to higher-graded positions. The ACTEDS plan includes a narrative with guidance for implementation including tables consisting of career path diagrams, career development plans, and master training plans. ACTEDS provides a sequential, progressive, and systematic approach to civilian training, education, and development for the positions of chief and assistant chief of the major functional areas such as Civil Works planning, engineering, construction, operations, facilities engineering, research and development, and deputy district engineer for project management. Although ACTEDS will affect only those individuals who aspire to the aforementioned positions, all team members should consider the ACTEDS guidance in developing their personal career plans, regardless of their goals. To reach the key positions targeted by 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 competitive for these positions. Implementation of the ACTEDS program is a shared responsibility of career program managers, supervisors, and team members. ACTEDS plans are available at <http://cpol.army.mil/index.html> by clicking on “training.” Additionally, Army Civilian leadership courses and developmental programs are located at the following link, <http://cpol.army.mil/library/train/catalog/toc.html>.

1.6 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 grade or management position. These programs include mandatory, recommended, elective, and on-the-job training to be accomplished at varying grade levels. Employees should consult with their supervisors for training programs specific to their districts. This trail guide is designed to complement, not replace these training programs.

1.7 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 employees for advancement. Some of the available career development processes that can help develop these criteria include, but are not limited to:

- **Performance in Current Position.** One of the best ways employees can prepare themselves for future higher-graded 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 duties, will reflect

favorably on them and will demonstrate to other employees and supervisors that these individuals can be relied upon. These are the individuals who become important to their projects or offices, and are usually first considered when supervisors seek someone who is ready to take on more responsibility.

- **Project-oriented Personal Growth.** Employees can enhance their careers by learning as much as they can about their projects. Proactive employees are encouraged to become involved in activities that differ from their normal duties.
 - ❖ Studying and becoming involved in updating master plans, Operations Management Plans (OMPs), and other project-oriented documents.
 - ❖ Volunteering to assist other project programs or functions.
- **Agency-oriented Personal Growth.**
 - ❖ Studying Engineer Regulations (ERs), Engineer Pamphlets (EPs) and other agency documents.
 - ❖ Studying state and federal laws and regulations that apply to Corps activities.
- **Training Courses.**
 - ❖ Correspondence courses.
 - ❖ Formal courses.
 - ❖ Web-based training.
- **Developmental Assignments.**
- **Career Enhancement Opportunity Program (CEOP)—Mentoring.**
- **Committees, Process Action Teams, or Task Forces.**

1.8 Career Resources. Team members are encouraged to consult their supervisors, Civilian Personnel Advisory Center (CPACs), 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 CPACs or appropriate district ACPM. Additional resources may be found on the Career Development Site located on the Natural Resources Management Gateway website. (<http://corpslakes.usace.army.mil>)

1.9 Career Development Steering Committee. The Career Development Steering Committee is a group of NRM personnel selected from project, district, and division offices. They provide 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 web site.

CHAPTER 2 CAREER ADVANCEMENT

2.1 Advancement Guidance. The policy of the Corps is to fill all positions through selection of the best-qualified candidate. 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:

- demonstrating technical competence on all assigned tasks;
- showing traits of adaptability, innovation, and initiative;
- being dependable, responsible, and accountable;
- developing good working relationships with other team members;
- performing as an effective communicator;
- being situationally aware;
- demonstrating leadership skills or leadership potential.

2.2 Developmental Guidance. 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:

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

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. *Employees 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 and training officers. 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 employees' TAPES Support Forms 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 environmental 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 sending employees away 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 mission(s) are 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 at the Career Development web site <http://corpslakes.usace.army.mil/employees/career/training.html>.

2.6 Mobility and Versatility. It is recognized that some individuals, for compelling reasons, have chosen or will choose to remain stationary rather than mobile. Those who do should realize that employees who have work experience at several projects or districts may be viewed more favorably by supervisors filling vacancies.

A related career-limiting factor involves performing the same job function(s) for extended periods of time. People who widen their experiences by accepting new or varied responsibilities gain valuable experience that enables them to compete more effectively for higher-graded positions or other jobs of interest to them.

2.7 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.

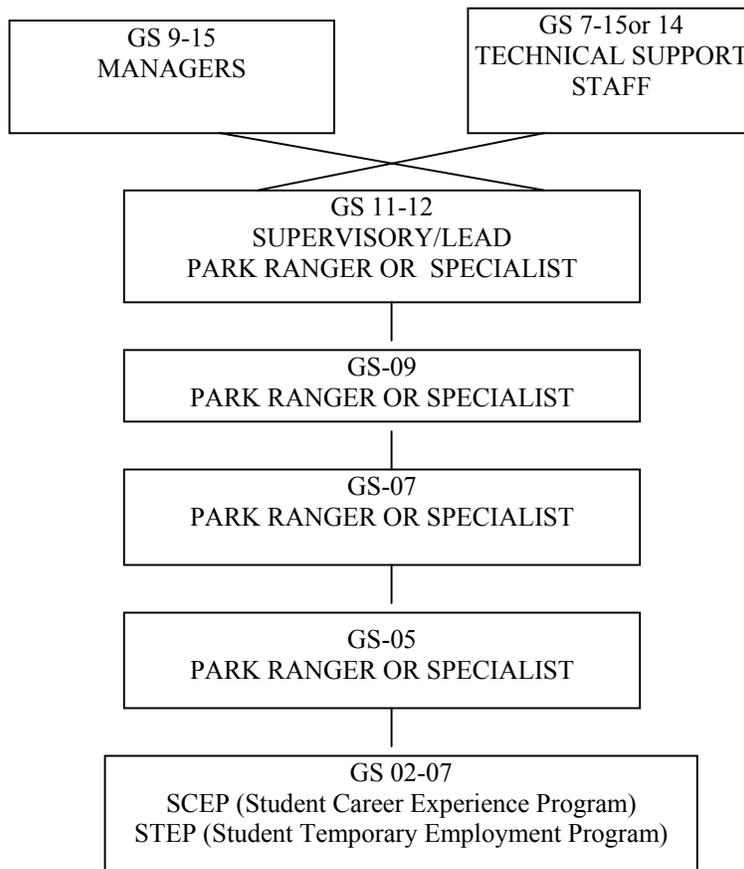
CHAPTER 3

CAREER DEVELOPMENT PLAN FOR PARK RANGERS, NATURAL RESOURCES MANAGEMENT SPECIALISTS, MANAGERS AND TECHNICAL SUPPORT TEAM MEMBERS

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3.1 Career Development Plan for Park Rangers, Natural Resources Specialists, Managers, and Technical Support Staff Team Members. The career paths for park rangers, specialists, managers, and technical support team members involve several levels and opportunities. All 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 elements of the Corps of Engineers and the ACTEDS system.

FIGURE 3-1. CAREER DEVELOPMENT PATHWAYS FOR PARK RANGERS, NATURAL RESOURCES SPECIALISTS, MANAGERS AND TECHNICAL SUPPORT TEAM MEMBERS.



Note: The term “specialist,” in the preceding figure, includes foresters, wildlife biologists, fisheries biologists, general biologists, horticulturists, landscape architects, and a few other similar positions.

3.2 Engineer and Scientist Career Program. Park rangers, natural resources specialists, managers, and technical support team members are covered in the Engineers and Scientists Career Program CP-18 as described in 39 CFR Chapter 6, Section IX, dated 31 Dec 2001. All employees 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. Increasingly, managers are employing the 401 Classification Standards for the Park Ranger and several staff positions. The 401 has a positive degree requirement and as such, individuals classified under this standard must have 24 hours of sciences in order to qualify and/or compete.

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 Scientist Career Program. NRM employees who aspire to ACTEDS positions should consider information included in both this trail guide and the CP-18 ACTEDS plan since requirements within the two plans differ.

3.4 Description of Duties – Temporary, Term, Student Training Experience Program (STEP), Student Career Experience Program (SCEP also known as CO-OP), GS-0025 and others/02 – 07. These positions are generally graded from the GS 02–07 level. These individuals assist higher-graded employees in day-to-day operational duties, including but not limited to routine user fee collections, assistance to park or gate attendants, park and boundary patrols, assisting with National Recreation Reservation Service (NRRS) program, and visitation data collection. 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 Ranger, GS-0025, GS-0401/04 – 12. This series includes employees who perform work, manage, or supervise the stewardship of federal lands, waters, and park resources at Corps projects. Functions may include park management; natural, historical, and cultural resource management; real property and shoreline management; environmental compliance practices; visitor assistance; and the development of interpretive and recreational programs for the benefit of the public. 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, Job Series Vary, GS 05 – 13. This category of team members includes several occupational series such as foresters, general biologists, archaeologists, fisheries biologists, wildlife biologists, range managers, and landscape architects (see Table 3-1). Specialists perform complex professional and scientific work (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 GS 05 to GS 13. Supervisory or lead duties may exist at GS 09-13 depending on local circumstances.

3.7 Description of Duties – Managers, GS-0025, GS-0001/09 – 13. This series includes individuals 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, hydro power plants, and similar facilities. Supervisory duties and leadership responsibilities are critical components of all management positions.

3.8 Description of Duties – Technical Support Team Members, GS-0025, GS-0023, GS-0028, GS-0401/07 – 15.

Technical Support Team Members. These staff positions are located in district, division, and headquarters offices and commonly include a variety of job series such as GS-0025 (Park Ranger), GS-0023 (Outdoor Recreation Planner), GS-0028 (Environmental Protection Specialist) and GS-0401 (Biologist). 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, water safety, interpretative services and outreach, visitor assistance, etc.

Natural Resources Management Chiefs. These individuals are commonly responsible for the 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.

Division and Headquarters Chiefs and Staffs. These positions provide an important consultation function to the district and field managers. These individuals often resolve problems of a regional, national or a highly controversial nature.

3.9 Description of Duties - Environmental Compliance Coordinator, Job Series Vary, GS 09-13. The Environmental Compliance Coordinator (ECC), regardless of her/his job title or other collateral duties, oversees a complex program of laws and regulations and is responsible for the coordination, facilitation, monitoring and upward reporting of regulatory information, annual completion of environmental compliance assessments, and other duties. Generally, these duties are fulfilled by park rangers, NRM specialists, managers, technical support specialists, engineers/scientists, and/or maintenance personnel. There are many other environmental classes available on a wide variety of topics besides the ones list below some of which an ECC may need depending on project/district needs and the level of expertise required. See 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 SPECIALIST 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
Range Conservationist	GS-0454
Soils Scientist	GS-0470
Wildlife Biologist	GS-0486

3.10 Educational Requirements. Corps of Engineers 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, 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. Most of these people 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 Formal Classroom Training. 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 and skills. Several basic courses have been developed to provide this entire group of employees with similar knowledge and skills in selected technical areas. Table 3-2 identifies training that is recommended to help an employee 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.

TABLE 3-2. FORMAL COURSES FOR PARK RANGERS, NATURAL RESOURCES SPECIALISTS, MANAGERS AND TECHNICAL SUPPORT STAFF TEAM MEMBERS

COURSES	Training Credit					FOOTNOTES	SOURCES/LINKS
	5	7	11-12	13+			
General							
Budget Training			2				Varies
Civil Works Dev & Execution			2				PROSPECT
Communication Skills Oral/Written	2						Varies
Computer Applications	2						CBT/Varies
Corps Orientation Corpspath	1					Required for all employees	CD Exportable
Hazard Communications	1						OSHA Exportable
Instructional Methods			3				PROSPECT
Interpretive Services	3						PROSPECT/Varies
O&M Contracts Advanced			3				PROSPECT
O&M Contracting/Contracting Overview		2					PROSPECT/FAI Online
Project Management Business Process (PMBP)	1					Required for all employees	CD Exportable
Volunteer Management	3						Varies
Park Ranger & Specialists							
Annual Visitor Assistance Refresher	1	1	1	3	3	Required for Citation Authority	Local
First Aid/CPR/Blood Borne Pathogen	1	1	1	1		Required for Visitor Assistance Duties	Local
Environmental Impact Assessment		2					PROSPECT
Interpretive Services	3						PROSPECT/Varies
Public Involvement	3						PROSPECT
Visitor Assistance for NRM	1					Required for Citation Authority ER/EP 1130-2-550 Chpt. 6	PROSPECT
Visitor Assistance Mgmt & Policy			3	1			PROSPECT
Volunteer Management	3						Varies
Environmental							
Environmental Impact Assessment		2					PROSPECT
Environmental Laws & Regs			2	1	1		PROSPECT
Environmental Regs - Technical Application			2	1			PROSPECT
Public Involvement	3						PROSPECT
Leadership Development							
Administrative Public Policy					3		OPM
Conflict Resolution			2				PROSPECT/Varies
Human Resources I-IV			3				PROSPECT

Intern Leadership Development	1					all	5/7/9	CAL
Intro to Supervision				1				USDA
Leadership Education & Development (LEAD)		3	1					CAL
Operations Management			3					PROSPECT
Organization/ Leadership for Exec								CAL
Personnel Mgmt for Executives					2			ODCSPER
Seminar for New Managers				3				ESC
Supervisor Development Course			2					CAL
Supervision/Group Performance				1				USDA/Varies

Training Priorities- see paragraph 1.4

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.

Local – Sponsored by Local Corps Office

PROSPECT – Formal Corps Course

CAL – Center for Army Leadership, Training and Doctrine Command

CBT – Department of the Army Computer Based Training

FAI – Federal Acquisition Institute

USDA – U.S. Department of Agriculture Graduate School

ODCSPER – Office of Deputy Chief of Staff for Personnel, HQDA

ESC – Executive Seminar Center, OPM

Varies – Locally Determined Source

3.12 Technical Courses (Classroom, Correspondence, and Computer-based Training).

Technical short courses, correspondence courses, and computer-based training are available to develop skills that are necessary to perform specific tasks. Table 3-3 presents examples of some available non-site-specific technical courses. Other self-development opportunities are available from a number of 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.

TABLE 3-3. TECHNICAL COURSES FOR PARK MANAGERS AND NATURAL RESOURCES SPECIALISTS

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<p>PROSPECT Courses* Boat Operators License Examiner’s Course Cultural Resources: Identification, Analysis and Evaluation Physical Security Real Estate Management and Disposal Regulatory Functions I, II, III, and IV Visitation Estimation and Reporting Procedures (VERS)</p>
<p>Other Training - General Boat Operator Training CEFMS Dam Safety Defensive Driving Disaster Response Training Geographic Information Systems (GIS) OSHA Inspection Self-Enhancement Courses i.e. Time Management, Goal Setting, (Varies)</p>
<p>Other Training Sources National Recreation Reservation Service (NRRS) workshops Geographic Information Systems (GIS) Self-Enhancement Courses i.e. Time Management, Goal Setting, (Varies) Introduction to Federal Projects and Historic Preservation Law (The Advisory Council on Historic Preservation) The Archaeological Resource Protection Act for Land Managers (National Park Service) Hazardous Materials Disaster Response Training First Responder/Emergency Medical Technician Training (American Red Cross) Dam Safety Pesticide Applicator Certification/Pest Management Boat Operator Training Defensive Driving Fire Management Spill Response Training Hazardous Materials Spill response - operations level or higher Generator training (required if large quantity generator)</p>
<p>University Courses—Universities offer various programs of study as correspondence courses that lead to college credits and degrees. Employees are encouraged to contact state and local colleges to find courses that will benefit their chosen career paths and assist them in their day-to-day work with the public (i.e. foreign language courses, universal access training).</p>

*Consult CEHRP 350-1-1 Managers and Supervisors Training Handbook (The Purple Book) for a complete list of training courses.

3.13 Developmental Assignments. 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 of Engineers management issues, policies, and practices. These experiences may also prepare park rangers and natural

resources specialists for advancement to district, area, division or headquarters positions. It is beneficial to pursue assignments located other than at the home office or district. Participants 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 of the Corps. Teams 2 and 3-3 should participate in appropriate developmental assignments as soon as practical. These assignments should be identified on the employee's IDP and coordinated with supervisors. Participation in a range of developmental assignments is critical in qualifying for key ACTEDS positions.

3.14 Orientation and On-The-Job Training. 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

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4.1 Career Development Plan for Administrative Support Team Members. 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, however, 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 PATHWAY FOR ADMINISTRATIVE SUPPORT TEAM MEMBERS

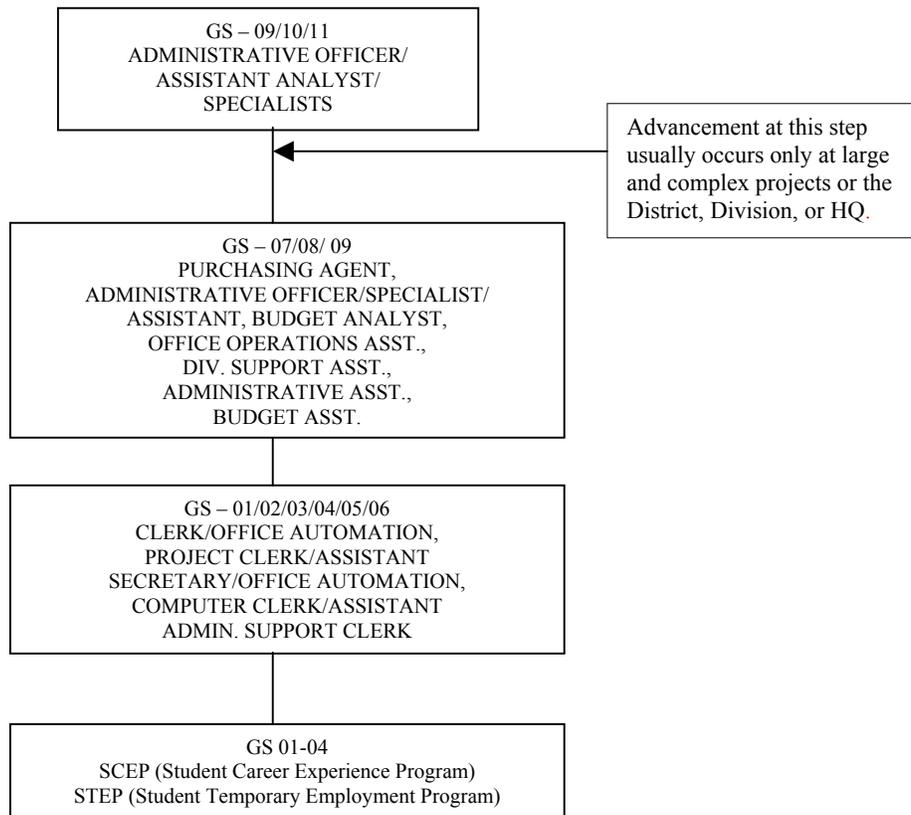


TABLE 4-1. LIST OF TYPICAL ADMINISTRATIVE SUPPORT POSITIONS

POSITION	CLASSIFICATION
Administrative Assistant	GS-0322
Administrative Officer	GS-0444
Administrative Support Clerk	GS-0322
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

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4.2 Description of Duties—Administrative Support Positions, GS 01 – 06. Entry-level administrative support team members sort mail, file correspondence, complete simple forms, perform word processing functions, and assist visitors with various services. Higher-graded team members 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, timekeeping, procurement, travel, training, and financial management.

4.3 Description of Duties—Administrative Support Positions, GS 07 – 11. Individuals in these positions often direct and maintain large and complex field administrative programs. They work under the supervision of the operations 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 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, Term, Student Training Experience Program (STEP), Student Career Experience Program (SCEP also known as CO-OP), Typically GS-01 -04. These individuals assist higher-graded employees 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, 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 Formal Classroom Training. Formal training is available from the Corps for those occupying specialized administrative support 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 graduate school, other agencies, or the private sector. Table 4-2 identifies training that is available to help employee's progress through their chosen career path.

TABLE 4-2. FORMAL COURSES FOR ADMINISTRATIVE SUPPORT TEAM MEMBERS

Training Priorities						
COURSES	GS				FOOTNOTES	SOURCES/LINKS
	1 - 2	3 - 6	7 - 9	10/11		
General						
Budget			3			Varies
Communication Written/Oral	1					Varies
Computer Applications	2					CBT/Varies
Corps of Engineers Financial Management System (CEFMS)	1					Local
Corps Orientation (Corpspath)	1					CD Exportable
Project Management Business Process (PMBP)	1					CD Exportable
Safe Self	3					Exportable
Administrative						
Contract Overview		2				FAI/Varies
Customer Services	2					Varies
O&M Contracts		3				PROSPECT
O&M Contracts Advanced			3			PROSPECT
Procurement		3				Local
Records Mgmt (MARKS)		2				PROSPECT/Local
Timekeeping		1			If applicable	Local
Leadership Development						
Human Resources I-IV			3	3		PROSPECT
Introduction to Supervision			3	3		USDA Grad
LEAD			3			CAL
Leadership Development		3				CAL

Training Priorities- see paragraph 1.4

1 Required for successful performance

2 Should have for effective performance

3 Recommended rather than mandated

Local – Sponsored by Local Corps Office

PROSPECT – Formal Corps Course

CAL – Center for Army Leadership, Training and Doctrine Command

CBT – Department of the Army Computer Based Training

FAI – Federal Acquisition Institute

USDA – U.S. Department of Agriculture Graduate School
ODCSPER – Office of Deputy Chief of Staff for Personnel, HQDA
ESC – Executive Seminar Center, OPM
Varies – Locally Determined Source

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4.7 Technical Courses (Classroom, Correspondence, and Computer-based training).

Most technical training consists of local training opportunities set up 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. USDA Graduate School also provides a wide range of training opportunities. 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 4-3 provides a list of suggested technical courses.

TABLE 4-3. TECHNICAL COURSES FOR ADMINISTRATIVE SUPPORT TEAM MEMBERS

COURSE
Secretarial Techniques
Time Management
Office Management
Multi-Media First Aid/CPR/BBP
Graphics and Desktop Publishing
Total Quality Management
Accounting
Spill Response Awareness Training
Disaster Response Training
National Recreation Reservation Service (NRRS)

4.8 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. Participants 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 on employees' IDPs 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 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.

4.9 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 supervisor 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 assignments 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.

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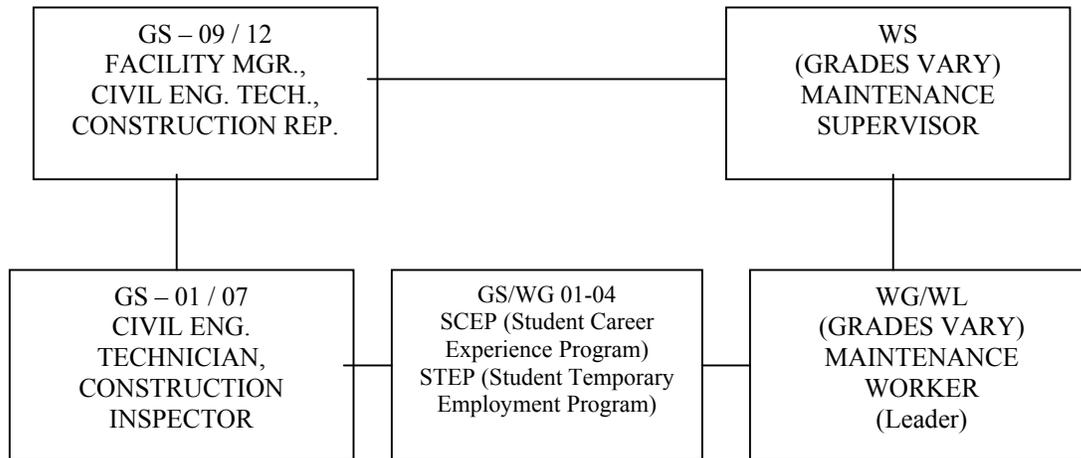
CHAPTER 5
CAREER DEVELOPMENT PLAN FOR FACILITY MANAGEMENT
AND MAINTENANCE TEAM MEMBERS
WG/WS 01-12, GS 01-12

DRAFT

5.1 Career Development Plan for Facility Management and Maintenance Team Members.

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 PLAN FOR FACILITY MANAGEMENT AND MAINTENANCE TEAM MEMBERS



5.2 Interaction of Facility Management 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.

5.3 Description of Duties for Facility Managers and Civil Engineering Technicians – GS 01-12, Series GS-1640, GS-0802, and Others. Although these jobs are classified as general schedule, 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 facilities including dam instrumentation, contract administration, and support for park managers and resource management specialists. These employees may obtain the skills that enable them to qualify for advancement or placement in either the GS or WG side of the organization. Individuals in this category may occupy supervisory positions in some locations.

5.4 Description of Duties for 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 maintenance and repair, contract inspection and administration, safety, etc. Maintenance team members are generally skilled trades people 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, Term, Student Training Experience Program (STEP), Student Career Experience Program (SCEP also known as CO-OP), Typically GS/WG-01 -04. 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. WG/WL/WS & GS JOB SERIES FOR FACILITY MANAGEMENT AND MAINTENANCE OCCUPATIONS

JOB SERIES	MAINTENANCE OCCUPATION
WG	
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, medical surveillance, and computer usage. Contracting of services has proven to be a successful method to accomplish much of the routine maintenance and operational work. Contracts have become more complicated and more flexible as the government turns to the private sector to accomplish an ever-increasing workload. 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 with some formal education beyond the high school level competing for these positions.

5.7 Formal Classroom Training. 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 Center for Army Leadership (CAL). 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. Table 5-2 contains a listing of formal courses and available training sources for facility management and maintenance team members.

TABLE 5.2. FORMAL COURSES FOR FACILITY MANAGEMENT AND MAINTENANCE TEAM MEMBERS

Training Priorities/Grade							
COURSES	WG/WS/GS	1 - 2	3 - 6	7 - 9	11 +	FOOTNOTES	SOURCES/LINKS
General							
Communications Written/Oral			2				Varies
Computer Applications		2					CBT
Corps Orientation (Corpspath)		1					CE Exportable
Project Management Business Process (PMBP)		1					CD Exportable
O&M Contracting /Contract Overview			2				PROSPECT/FAI Online
O&M Contracts Advanced				3			PROSPECT
Safety							
Field Safety			2	1			PROSPECT
First Aid /CPR/Blood Borne Pathogen		1					Varies
Hazard Communications		1					OSHA Exportable
OSHA Inspection			2			Project Safety Ofcr	PROSPECT
Safe Self		3					Exportable
Leadership Development							
Introduction to Supervision				2		Mandatory for Supv	USDA Grad
Leadership Education & Development (LEAD)				2		Mandatory for Supv	CAL
Supervision & Group Performance				2		Mandatory for Supv	USDA Grad

Training Priorities- see paragraph 1.4

- 1 Required for successful performance
- 2 Should have for effective performance
- 3 Recommended rather than mandated

- Local – Sponsored by Local Corps Office
- PROSPECT – Formal Corps Course
- CAL – Center for Army Leadership, Training and Doctrine Command
- CBT – Department of the Army Computer Based Training
- FAI – Federal Acquisition Institute
- USDA – U.S. Department of Agriculture Graduate School
- ODCSPER – Office of Deputy Chief of Staff for Personnel, HQDA
- ESC – Executive Seminar Center, OPM
- Varies – Locally Determined Source

5.8 Technical Short Courses (Classroom, Correspondence, and Computer-based Training). Most technical training is set up through various trade schools and technology centers and may consist of regularly scheduled classes or contract training. These courses (Table 5-3) 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 5-3. TECHNICAL COURSES FOR FACILITY MANAGEMENT AND MAINTENANCE TEAM MEMBERS

COURSE DESCRIPTION
Auto Repair
Boat Operators License Examiners Course
Budgets (Formulating maintenance budgets requests)
Dam Safety (Flood control areas)
Collateral Duty Safety – Dept. of Labor
Concrete and Pavement
Cost Estimating (Requisition and job orders)
Costing (Cost codes)
Diving Inspector
Diving Refresher
Electrical, Electronics, Carpentry, Welding, Plumbing, Masonry
Electrical Safety Code
General Construction
Grounds Maintenance
Hazard Communication – Train the Trainer
Hydraulic System Maintenance
Small Gasoline/Diesel Engines
Total Quality Management
Visitor Assistance (1)

(1) Knowledge of Corps visitor assistance policies can be gained by maintenance team members participating in district or division visitor assistance courses.

5.9 Developmental Assignments. Developmental assignments for facility management and maintenance team members provide employees, projects, and districts with well-rounded, more flexible employees. 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 transfer may be made. Team members who have transferred to the Corps from other agencies and have 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.

5.10 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.