

**US Army Corps
of Engineers**

Project Manager and Program Manager

Career Development Plan

Guide for the

Project Management and Program Management

Career Fields

Program and Project Management

Community of Practice

5 May 2006

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1. Introduction: The United States Army Corps of Engineers (USACE) is responsible for the execution of projects throughout the world. Accomplishment of the mission requires highly qualified and motivated Project Delivery Teams (PDTs) that are led and managed by Project Managers (PM) and programs with multiple PDTs that are led and managed by Program Managers (PgM). Career development is critical for USACE to ensure that personnel have the appropriate training and required skill-sets to meet current and future USACE mission requirements. Career development in the US Army Corps of Engineers is a planned and progressive process. Successful career planning requires that the employee identify short and long term career goals, have an understanding of how to achieve those goals, and in conjunction with their supervisor, develop an Individual Development Plan to achieve those goals. Organizational and personnel goals change over time and career planning requires that the employee and supervisor reevaluate and readjust career plans throughout the employee's career. Although career development is a collaborative effort with the supervisor, ultimately career development is the responsibility of the employee. Become involved today and plan your career.

2. Purpose:

The purpose of this document – the Project Manager and Program Manager Career Development Program (PPM-CDP) - is to provide a framework for the training, education, and experience necessary to ensure the systematic and consistent development of Project Management and Program Management career civilians within USACE. The PPM-CDP presented here establishes minimum standards for internal certification at various proficiency levels. Regional Business Centers may augment this career plan to tailor PPM career development to meet specific local requirements. The PPM-CDP represents a path for supervisors and employees to enhance USACE capabilities, to invest in people and to align with the USACE Strategic Vision and Campaign Plan.

3. Applicability: The PPM-CDP applies to all Project and Program Managers in USACE (who may reside in any part of the organization) and can be used as guidance by all individuals who aspire to either of these positions, regardless of education or technical background as a career path into and through the Project and Program Management Field.

4. Definitions: The PPM-CDP covers projects and programs; Project Managers and Program Managers who practice Project and Program Management as defined IAW ER5-1-11.

a. **Project:** Any work intended to produce a specific expected outcome. A project has a defined scope, quality objectives, schedule, and cost. Internal services are discrete projects when they are non-recurring or of special significance. The Project Management Body of Knowledge, 3rd edition (PMBOK, 2004) states that a project must have “a clear beginning and end.”

b. **Project Management:** The application of knowledge, skills, tools, and techniques to project activities in order to meet or exceed defined expectations.

c. Program: A group of projects or recurring services that may be categorized by funding source, requirements defined in the program management plan, or other common criteria for which resources are allocated and collectively managed.

d. Program Management: Component of Project Management Business Process (PMBP) undertaken by all USACE echelons to manage programs. It consists of development, justification, management, defense and execution of programs within available resources, in accordance with applicable laws, policies, and regulations and includes accountability and performance measurements. Under program management, programs, projects and other commitments are aggregated for oversight and direction by the organization's senior leadership. Program management takes project management to a greater level of interdependence and broadens the corporate perspectives and responsibilities.

e. For the purposes of the PPM-CDP, Project Manager typically refers to GS-12 through GS-13 level (or comparable pay band) project management positions and Program Manager typically refers to GS-14 and GS-15 (or comparable pay band) positions at Districts, MSCs and HQUSACE; however a small number of GS-13 Program Managers maybe found at the District, Division and HQUASCE. IAW ER 5-1-11, Management, USACE Business Process, Program Management, as defined in this PPM-CDP, is viewed as an increased and broader level of responsibility over an equally graded Project Management position.

5. Goal: The overall goal is to attract, develop, and sustain outstanding Project and Program Managers capable of leading projects and programs to total success meeting or exceeding customer expectations, as well as to enhance employee opportunities for career development.

6. Objectives: The PPM-CDP is designed to meet the objectives listed below by identifying to management and employees the competencies, training and formal class work necessary to perform as a successful project and program manager. The specific objectives of the PPM-CDP are as follows:

a. to provide Project and Program Managers a career ladder and an overview of available positions;

b. to provide Project and Program Managers and their supervisors with a reference to assist in determining appropriate training and development, both to enhance on-the-job performance and to prepare the employee for progressively more responsible positions;

c. to provide for sufficient numbers of qualified personnel from which to make selections for Project and Program Management positions;

d. to invest in the people of the organization;

e. to enhance supervisors' ability to support developmental assignments, training, certification, and education within the Mission Essential Task List (METL) process; and

f. to enhance supervisors' ability to balance experience, training, certification, and education in career plans of employees.

g. to foster a consistent approach to PM development and performance across USACE.

7. Responsibilities: Commanders and supervisors have the responsibility to offer all individuals, as funding allows, the opportunity to progress in their chosen career field. Individuals wishing to pursue PPM as their career field are responsible for including all aspects of this career development plan on their IDP and discussing their aspirations with their supervisor.

8. Career Planning: The Individual Development Plan (IDP) is an invaluable tool for employees and supervisors to develop a career path with associated formal training and developmental assignments. A well-planned and approved 5-yr IDP developed with the supervisor is the best way for employees to receive training. When developing career goals the employee should consider the following:

- a. What do you believe your major responsibilities are?
- b. What do you hope to achieve in your present job within the next year?
- c. What are your immediate career goals and what are your long-range position objectives within the District/Division/Corps of Engineers? What level of responsibility are you seeking?
- d. What is your tentative plan to prepare yourself for short-term (one-year or less) and long-term goals? To develop this plan you may wish to think about where you need strengthening of skills or knowledge, and what training will be useful. You should ask yourself how you know when your performance is successful. You may also think about what you find most interesting and least interesting in your current job.

Each employee determines personal needs, goals, values, and ambitions. Accordingly, each employee must develop a personal plan of action. As you advance in your career, the number of higher-level positions becomes more limited and the competition for those positions increases. Individuals who meet the position goals will likely be among those who will be highly considered for positions, since meeting the goals results in improved performance.

Those interested in a PM career should include items in their IDP that strengthen PM competencies. Some of you may wish to review and examine present goals in relation to the opportunities described in this PPM-CDP. Your task is not easy, it cannot be delegated, nor can it be postponed. You will have to be committed to the personal development necessary to attain your goals.

9. Career Development Program Philosophy and Approach: Success of a Project and Program Manager Career Development Program requires a definition of the competencies that are required by the organization. These competencies must be clear, understood by employees and supervisors and measurable so that proficiency levels can be determined and required for increasing levels of responsibility.

- a. The critical competencies for the successful development of a PPM-CDP include knowledge in the areas of Project and Program Management, Communications, Leadership and Cultural and Organizational fields. The Critical PPM Competencies Model is presented in Appendix 1.

b. The critical competencies detailed in Appendix 1 are developed and improved through an integrated PPM Professional Development Plan. The development plan requires as a foundation the endorsement and support of Senior Management at the District, MSC and HQUSACE. In addition to the support from management the Critical Competencies discussed above form the foundation of the Development Plan. Building on the foundations the Development Plan uses a multi-faceted training program model of Self Study, Informal and Formal training as outlined in Appendix 2.

c. The PPM-CDP has been developed to include 1) Development of the PPM Critical Competencies discussed above, 2) Self Study, Informal and Formal course work as described above required to assist Project and Program Managers from all backgrounds organize and lead PDTs and programs, and 3) for those in FE positions, Department of Defense (DOD), Acquisition Technology and Logistics (AT&L) Facility Engineering (FE) Career Field Certification Requirements (Appendix 3). Each of these components (when applicable) is of equal value and is essential to the ability of the Project and/or Program Manager to execute projects in a more effective manner.

10. Program and Project Management Career Development Plan: Project and Program Managers typically begin their USACE career in Engineering, Construction, Operations, Planning, Regulatory, Real Estate or other fields and transition into Project and Program Management. This is highly desirable, since a strong background in one of these functional areas provides the PM with detailed knowledge of the types of projects they will be managing. In addition, PMs and PgM need strong management and leadership skills to be successful. After successfully functioning as a Project Manager, some personnel will transition to progressively increased responsibility and into the Program Management Field.

In general, most Program Managers will have had previous experience as a Project Manager; however some individuals may have entered program management without previous project management experience. Regardless of background all Program Managers will be expected to meet the competency standards outlined by the PPM-CDP.

The PPM-CDP details a career path for all Project and Program Managers positions. The career ladder outlines potential progression modes, as well as opportunities for lateral assignments. Actual progression will depend upon the individuals experience in a variety of functions, as well as the requirements of the target positions. The PPM-CDP is intended to promote a flexible and adaptable workforce, with cross-training and movement encouraged among the various project and program management “specialties.” Employees are encouraged to gain the broadest possible range and depth of specialty experience. A successful Project or Program Manager should be able to apply their skills to manage more than one type of project or program. Professional experience, along with education, certification, and developmental assignments, are all considerations for advancement within the PPM field.

The PPM-CDP is designed to provide management and employees with a well-defined career path and set minimum proficiency levels with standards.

a. The PPM CDP requires that Project and Program Managers develop a high level of proficiency within their current field prior to entering the CDP. Employees are encouraged to follow Career Development Plans in their current Career Field i.e. CP-11, CP-18, CP-55 etc. up through the GS-12 level or comparable pay band. Local exceptions to this guidance can be made at the discretion of the Commander based on mission requirements; within available resources the Commander may allow employees to enter the PM-CDP prior to the GS-12 level. However employees are required to have a functional proficiency within a career field prior to becoming a Project or Program Manager.

b. The Project and Program Manager Career Ladder outlined here envisions PMs and PgMs who may move into and out of their technical specialty and is similar to CP-18 (Appendix 4) with the juxtaposition of the standards for PPM proficiency ratings of Level I, II and III detailed in the PPM-CDP. However, the PPM-CDP is not exclusive to CP-18 personnel; in fact, the project and program management field attracts individuals from across the organization, with diverse experience and backgrounds.

c. The PPM-CDP is divided into three levels of increasing proficiency (Appendix V.1, V.2, V.3). Level 1, 2 and 3 ratings of the PPM-CDP corresponds to competencies and training that are designed to develop Project and Program Managers who can better manage projects and programs of increasing complexity. As such the PPM ratings should be developed in conjunction with actual work assignments and real world applications. Time required to attain the various level ratings will vary according to individual capabilities, as well as budget constraints. Participation in the PPM CDP is not a guarantee of promotion.

d. The PPM-CDP anticipates the completion of Level 1 requirements at the GS-12 grade or comparable pay band (Project Manager), Level 2 requirements at the GS-13/14 grade or comparable pay band (Project Managers with Program Managers) and Level 3 requirements at the GS-14/15 grade or comparable pay band (Program Manager).

e. The PPM-CDP outlines minimum standards and individuals are encouraged to pursue their development above and beyond the training and qualifications for the suggested grade levels. It is possible that as employees advance through the PPM levels they may move in and out of the Project and Program Management field.

f. Professional certification is an external process that formally recognizes and validates competency in one or more specialized areas of expertise. Certification with the Project Management Institute (PMI) as a Project Management Professional (PMP) is strongly encouraged for project managers of all levels, and is a requirement for USACE Level II internal certification.

11. Career Development Program Completion: Candidates who successfully complete Level I, II or III of the PPM-CDP shall be recommended by the Deputy District Engineer for Program and Project Management (DPM) to the MSC Director of Programs (DP) for PPM-CDP certification. A certificate signed by the MSC DP will be issued to each employee as they complete each level of the program and can be used to validate PPM proficiency to other USACE Districts, MSCs, Laboratories and HQUSACE. For

those operating activities (HQ, labs, centers) the certificate shall be signed by the senior civilian at that activity. As with professional registration, individuals who participate and complete the PPM-CDP may be more competitive for assignments and promotions within USACE.

12. Career Development Program Implementation:

a. Upon implementation of the PPM CDP, there will be a 1 year “open period” of certification managed by the MSC. During that period an individual who believes he/she meets the standards of a certain level may submit a certification package detailing how their experience and education have equipped them with the competencies for that level. The package (with endorsement by the activity’s DPM) will be reviewed by the MSC and, when appropriate, a Level I, II, or III certificate may be issued. However, the one requirement for which there is no substitute is the PMI PMP certification; no individual may be internally certified as Level II or Level III without a PMP.

b. All PMs and PgMs will be expected to meet the target minimum PPM-CDP standards and competencies after 1 OCT 09.

c. Each activity (RBC, Lab, Center, HQ) will be responsible for funding its own implementation.

13. Approvals:

J. Joseph Tyler, P.E.

Gary A. Loew

Leaders, Program and Project Management Community of Practice

APPENDIX I

Program & Project Management Community of Practice

PM Professional Development Plan

The following chart provides a graphic representation of the overarching Professional Development Strategy for Project Managers within USACE. The chart consists of three major concepts.

Critical Foundation

The critical foundation for a successful professional development program rests in a clear and accepted set of measurable Project Manager skill sets and project complexity evaluation criteria. These skill sets, commonly referred to as “competencies” can be further broken down into distinct tasks, under specific conditions, and evaluated by a given set of standards. Essential to the success of these Project Manger skill sets and project evaluation criteria is the endorsement and support of senior management. Senior management must “own” the PM professional development plan as shown through their actions and measured in the resources they provide to the program and the time and effort they personally give to its success. As a tool for the Program and Project Management Community of Practice (PPM CoP), its imperative that the MSCs and HQUSACE leadership support this plan as “the plan” for developing Project Managers throughout the Corps of Engineers.

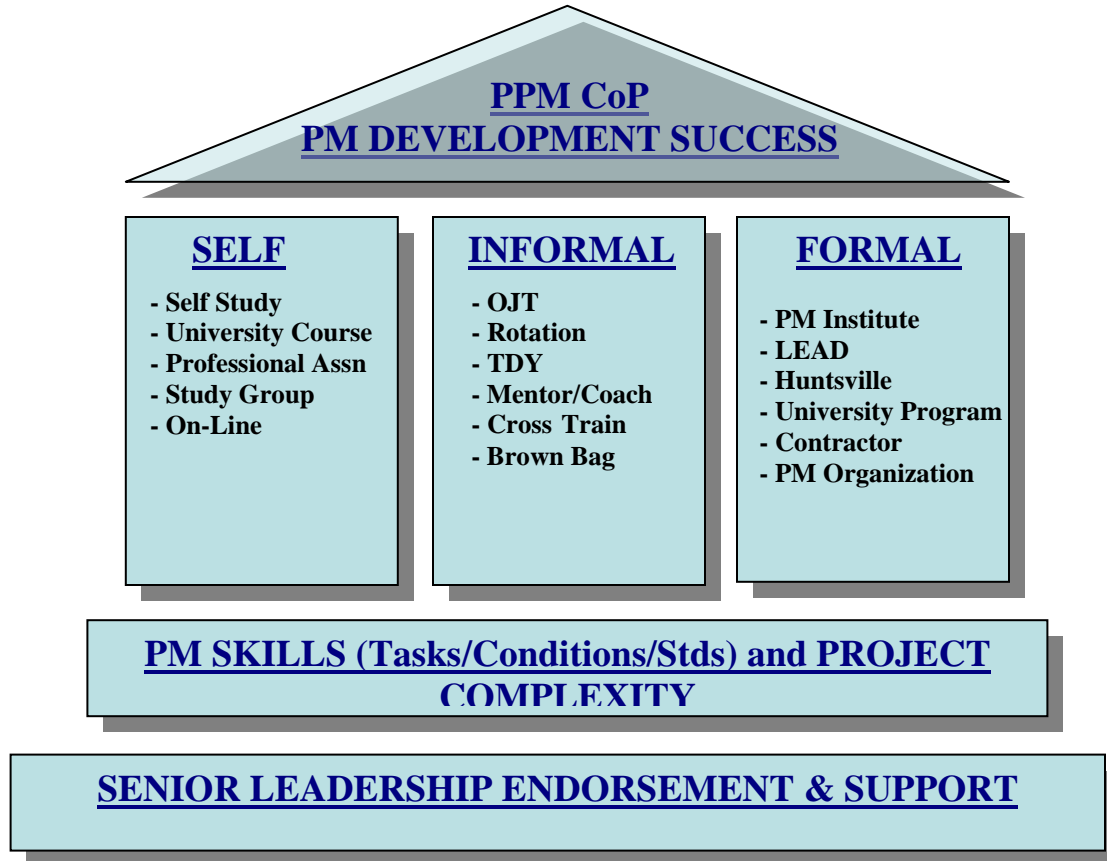
Development Methods

There are three major paths to development success. *Self* refers to the actions that the individual PM is expected to assume responsibility for in his/her own development. *Informal* are the opportunities within the organization which require the coordinated effort of the PM, the PM’s supervisor, and a PM organization. *Formal* refers to the opportunities outside of the organization that may require greater planning, funding, and approval levels. These three are seen as the essential support columns to one’s development program and should be integrated into a balanced implementation plan suitable for an organization.

PM Success

Success in project management requires understanding the organization and the PM profession. Set the goals, develop a balanced strategic approach of self, informal, and formal developmental activities, and focus on those specific skills sets required by the organization. A well-documented and published plan for the PPM CoP along with MSC and HQUSACE support can and will lead to success.

APPENDIX I
PPM CoP
PM PROFESSIONAL DEVELOPMENT PLAN



APPENDIX II

Program & Project Management Community of Practice

Critical PM Competencies Model

The following schematic provides an overview of the critical competencies required of a PM to be successful within the Corps of Engineers. This model was developed through an analysis of questionnaires administered to PMs and their supervisors within the Corps of Engineers, a select sample of PMs in the private sector, and a literature review of PM skill set articles. The critical competencies can be seen as conceptual groupings “bubbles” into which various related skill sets are placed. The three basic PM competency groups are contained within the workplace, as described by an overarching cultural and organizational awareness set of skills. The following provides a summary of each of those competencies.

Cultural & Organizational Awareness

The overarching competency existing within the Corps of Engineers being a unique workplace that can be further examined in terms of its culture and its organization. These skill sets are centered on the structure, mission, programs, history and values of the local USACE activity.

PM Competencies

Central to the PM’s professional development is proficiency in the technical requirements of project management. These skills are divided into two sets – PM Body of Knowledge and USACE tools, processes, and procedures. Within each of these sets are a number of specific skills that require a certain degree of proficiency by each of the three levels of PM experience (Level 1 – Basic; Level 2 – Advanced; Level 3 – Master).

General Management Competencies

While the competency described above addresses skills needed on the technical side of the professional PM, this competency focuses on the management skills required of a successful PM. The skills are divided into two sets – solution techniques focused on problem solving and decision making, and communication skills, such as briefing, public speaking, writing, and facilitating. Like the other competency bubbles, within each of these management skill sets are a number of specific skills that require a certain degree of proficiency by each of the three levels of PM experience.

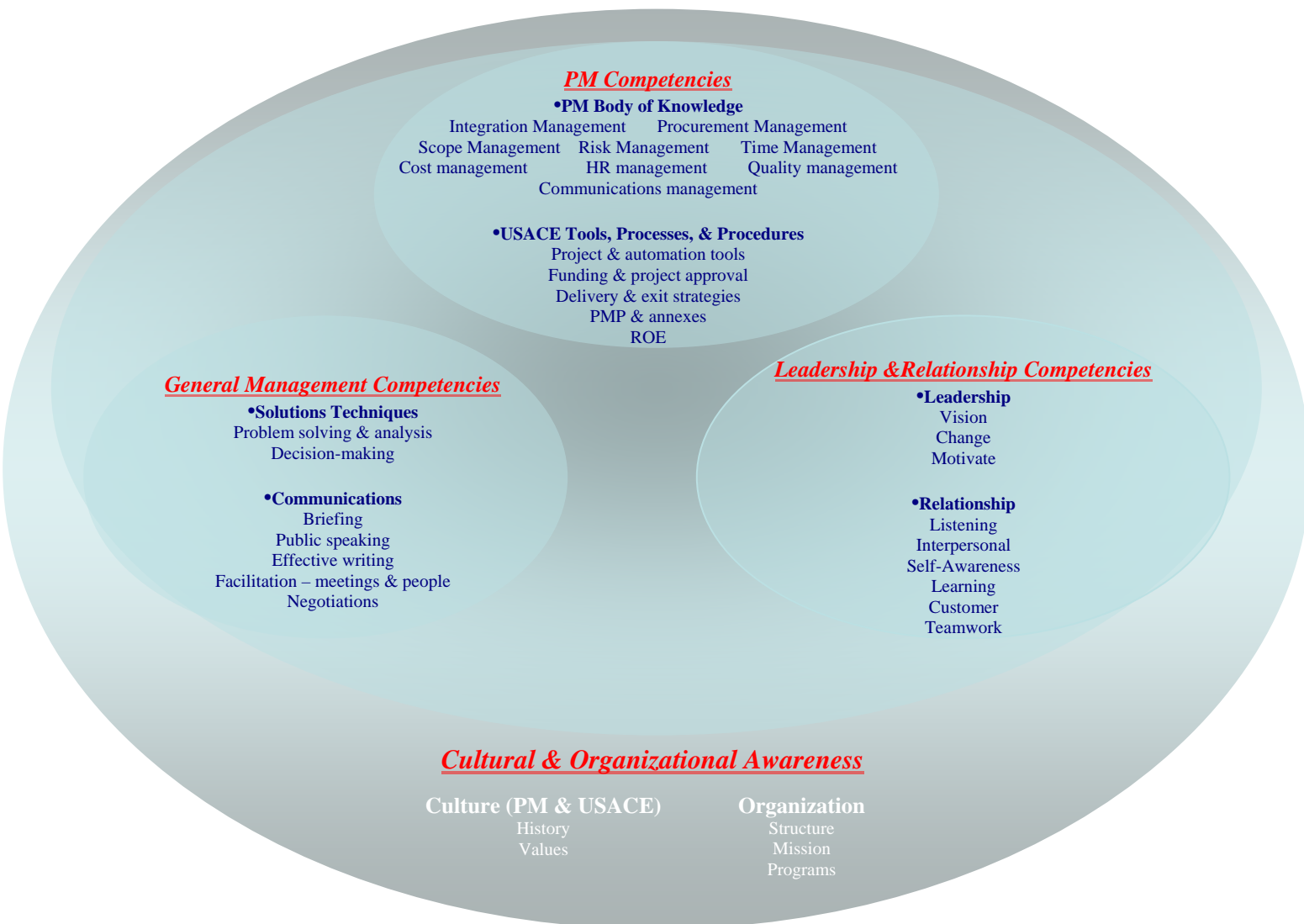
Leadership & Relationship Competencies

The third critical competency group focuses on the leadership and relationship skills needed to successfully work a project with a team through a complex set of requirements and organizations. The two skill sets of leadership and relationships are broken into their unique elements and specific skills are identified through a series of task, conditions, and standards.

APPENDIX II

PPM CoP

Critical PM Competencies Model



Appendix III

FACILITIES ENGINEERING

The certification standards published in this Catalog are effective 1 October 2004. Changes and updates to these standards are posted on the DAU Web site as they occur. Check the online Catalog at <http://www.dau.mil/catalog> for current information on certification standards and courses.

The Facilities Engineering career field encompasses a variety of professional individuals with diverse skills focused on the design, construction, and life cycle maintenance of military installations, facilities, civil works projects, airfields, roadways, and ocean facilities. It involves all facets of life cycle management from planning through disposal, including design, construction, environmental protection, base operations and support, housing, real estate, and real property maintenance. Additional duties include advising or assisting commanders and acting as, or advising, program managers and other officials as necessary in executing all aspects of their responsibilities for facility management and the mitigation/elimination of environmental impact in direct support of the defense acquisition process.

Level I

EDUCATION

(Desired) baccalaureate degree in engineering, architecture, physics, chemistry, mathematics, community planning, business, or related fields

EXPERIENCE

1 year of acquisition experience in facilities engineering

TRAINING

ACQ 101 Fundamentals of Systems Acquisition Management [BU5]

Level II

EDUCATION

(Desired) baccalaureate degree in engineering, architecture, physics, chemistry, mathematics, community planning, business, or related fields

(Desired) 9 semester credit hours selected from accounting, business finance, law, economics, industrial management, quantitative methods, or organization and management

EXPERIENCE

2 years of acquisition experience in facilities engineering

(Desired) An additional 2 years of acquisition experience in facilities engineering

TRAINING

ACQ 101 Fundamentals of Systems Acquisition Management [BU5] (if not completed at Level I)

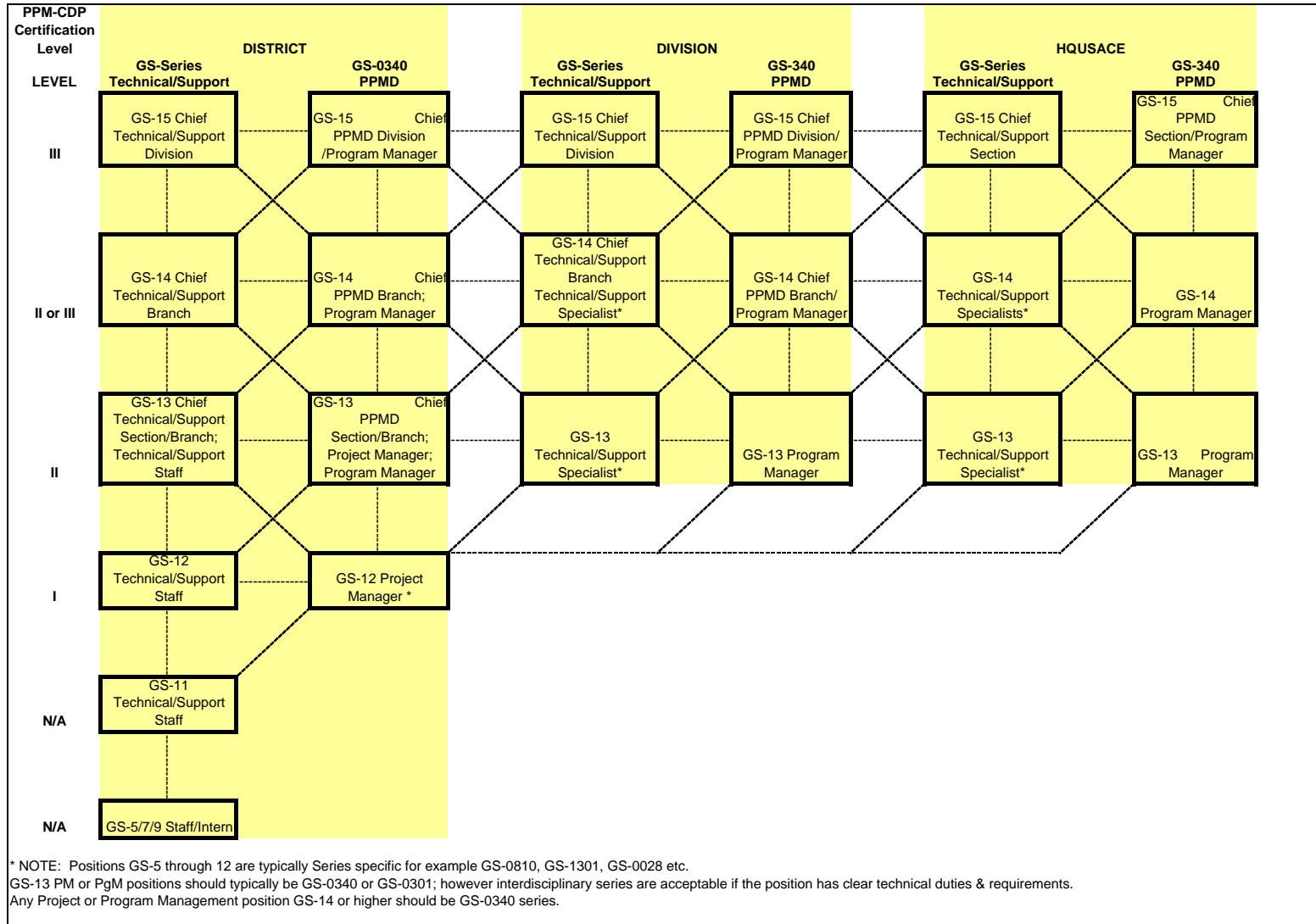
FE 201 Intermediate Facilities Engineering [JHM]

Level III

Certification requirements for Level III will be established when the appropriate training becomes available. Courses are currently being developed and will be available in FY06.

Appendix IV

Project and Program Manager Career Development Plan Career Ladder



APPENDIX V.1

PROJECT AND PROGRAM MANAGEMENT - CAREER DEVELOPMENT PROGRAM

EDUCATION AND EXPERIENCE STANDARDS

	LEVEL I (Project Manager)	LEVEL II (Project and Program Managers)	Level III (Program Manager)
Source of Requirement	EDUCATION	EDUCATION	EDUCATION
AT&L FE*	Requirement: NONE	Requirement: NONE	Requirement: NONE
USACE**	Requirement: NONE	Requirement: NONE	Requirement: NONE
AT&L FE*	Desired: Baccalaureate degree in engineering, architecture, chemistry, mathematics, community planning or related degree	Desired: In addition to baccalaureate degree, 9 semester hours selected from accounting, business, finance, law, economics, industrial management, quantitative methods, or organization and management	Desired: To be Determined in FY 06
USACE**	Desired: Baccalaureate degree.	Desired: Baccalaureate degree.	Desired: Graduate degree in related technical, business, management or related field.
	EXPERIENCE	EXPERIENCE	EXPERIENCE
USACE**	1 year of PM experience at the GS-12 level, comparable pay band, or equivalent	For PMs: Additional 1 year of PM experience at the GS-13 level, comparable pay band, or equivalent. For PgMs: 2 years of PM or PgM experience at the GS-13 level, comparable pay band, or equivalent.	For PgMs: Additional 1 year of PgM experience at the GS-14 level, comparable pay band, or equivalent.
AT&L FE*	1 year of Acquisition experience in Facilities Engineering (FE)	2 years of Acquisition experience in Facilities Engineering (FE)	
AT&L FE*	---	Desired: An additional 2 years of Acquisition experience in facilities engineering (FE)	
*	Department of Defense Acquisition, Technology & Logistics Facilities Engineering Career Field Certification Requirement		
**	USACE standards under the Project and Program Management Career Development Program (PPM-CDP)		

APPENDIX V.2

PROJECT AND PROGRAM MANAGEMENT - CAREER DEVELOPMENT PROGRAM

CRITICAL PPM COMPETENCIES MODEL - TRAINING STANDARDS

		LEVEL I (Project Manager)	LEVEL II (Project and Program Managers)	Level III (Program Manager)
Source of Requirement	Competency	TRAINING	TRAINING	TRAINING
USACE*	Project Management	Read and understand <u>A Guide to the PMBOK</u> (2004 edition)	Certification as Project Management Professional by successful completion of Project Management Institute exam.	---
USACE*	Project Management	Demonstrate proficiency in Software tools, scheduling techniques and earned value. Successfully use P2 to manage a project.	Read/Comprehend TC 25-20, <u>A Leaders Guide to AARs</u> . Prepare and deliver (to medium audience) three (3) AAR/Lessons Learned briefings on Project or Program Management Challenge. AAR or abstract must also be submitted to PPM CoP EKO website for publication.	---
USACE*	Project Management	Successfully lead PDT through project delivery process		---
USACE*	Project Management	Deliver products/services to PM/PDT w/in budget, on time, IAW scope and of appropriate quality	---	---
USACE*	Project Management	Prepare PMP IAW local guidance and standards	---	Coach/mentor others
USACE*	Project Management	Comprehend relevant rules regulations and local business process governing project delivery	Coach/mentor others	Coach/mentor others
USACE*	Management	Apply problem solving techniques	Read, comprehend <u>The Team Coach</u> . Coach/mentor others.	Coach/mentor others
USACE*	Management	Apply decision making process	Coach/mentor others	Coach/mentor others
USACE*	Management	Deliver 5 minute presentation using MS PP to PDT (small Audience)	Deliver 5-10 minute briefing using MS PP to medium audience (ex: District RMB)	Deliver 15-30 minute briefing using MS PP outside the District (large audience) C/M others
USACE*	Management	Inform others about project/customer interface	Respond to media inquires; C/M others	Read/comprehend <u>Coaching, Counseling & Mentoring</u> . Coach/mentor others
USACE*	Management	Prepare internal correspondence	Prepare external correspondence C/M others (Management)	Coach/mentor others
USACE*	Management	Lead PDT meeting, facilitate consensus	Lead program review meeting. Read/comprehend/report on <u>The Rookie Manager</u>	Coach/mentor others
USACE*	Management	Read/Comprehend/report on <u>Getting to Yes</u>	Negotiate desired outcome. Facilitate Small Group Discussion on <u>Getting to Yes</u>	Coach/mentor others
USACE*	Leadership	Read/Comprehend/report on <u>Visionary Leadership</u>	Prepare one page summary of District Vision/Direction, Read/comprehend/report on <u>High Flyers</u>	Facilitate small group discussion on <u>High Flyers</u> (Leadership)
USACE*	Leadership	Read/Comprehend/report on <u>Cheese and 7 Habits</u>	Read comprehend/report on <u>Leading Change and Real Change</u> , Facilitate small Group Discussion on <u>Cheeses and 7-Habits</u>	Facilitate small group discussion on Leading Change and Real Change. Read, comprehend <u>The 8th Habit</u> .
USACE*	Leadership	Read/Comprehend/report on <u>Organizing Genius</u> . Prepare self-assessment of performance	Facilitate small group discussion on <u>Organizing Genius</u> ; Provide feedback to PDT members on performance	Facilitate small group discussion on Killer Angels (Leadership)
USACE*	Leadership	Learn communication Skills	Apply Communication skill	Coach/mentor others (Leadership)
USACE*	Leadership	Learn conflict resolution skills	Apply Conflict resolution skills	Coach/mentor others (Leadership)
USACE*	Leadership	Participate in IPR/AAR	Lead/facilitate an IPR/AAR	Coach/mentor others (Leadership)
USACE*	Leadership	Attend meeting to determine customer requirements and expectations	Lead effort to determine customer requirements and expectations	Coach/mentor others (Leadership)
USACE*	Leadership	Read /comprehend/report <u>The Discipline of Teams</u>	Facilitate Small Group Discussion on <u>The Discipline of Teams</u>	Coach/mentor others (Leadership)
USACE*	Leadership	Read /comprehend/report <u>Emotional Intelligence</u>	Read/comprehend/report <u>Working with Emotional Intelligence</u>	Coach/mentor others (Leadership)
	Leadership	Read <u>Discover Your Strengths</u> . Take StrengthsFinder Assessment & be coached by a USACE Strengths Performance Coach	Coach/mentor others (Leadership)	Coach/mentor others (Leadership)
USACE*	Cultural	Attend New employees orientation, Identify individuals in communications channel	Coach/mentor others	Coach/mentor others (Cultural)
USACE*	Cultural	Read /comprehend/report on Chapter 2 (Army Values) of FM 22- 100	Facilitate Small Group Discussion on Army values	Coach/mentor others (Cultural)
*	USACE requirements under the Project Management Career Development Program			

APPENDIX V.3			
PROJECT AND PROGRAM MANAGEMENT - CAREER DEVELOPMENT PROGRAM			
PROFESSIONAL CLASS WORK STANDARDS			
	LEVEL I (Project Manager)	LEVEL II (Project and Program Managers)	Level III (Program Manager)
Source of Requirement	PROFESSIONAL CLASS WORK	PROFESSIONAL CLASS WORK	PROFESSIONAL CLASS WORK
AT&L FE*	FE 201 Intermediate Facilities Management (FE)	To Be Determined (FE)	---
USACE**	Project Management Instruction one of following: PROSPECT Course - Project Management - MIL Programs (#088); Civil Works Orientation (#086); Project Management (#355); Project Management - Env. Remediation (#266)	Project Management Instruction one of following not taken for Level I: PROSPECT Course - Project Management - MIL Programs (#088); Civil Works Orientation (#086); Project Management (#355); Project Management - Env. Remediation (#266)	Desired: 2-3 Day Course in Program Management (course may be selected locally)
USACE**	A-E Contracting (PROSPECT Course #004) or Construction Contract Management (PROSPECT Course #366)	The other of A-E Contracting (PROSPECT Course #004)/Construction Contract Management (PROSPECT Course #366) not taken in Level 1	Advanced Contracting Class (specific class may be selected locally)
USACE**	Federal Appropriations Law (3-4 day course)	Project Scheduling (NAS) (PROSPECT Course #80)	---
USACE**	Leadership Education & Development (LEAD)***	Organizational Leadership for Executives (OLE)***	Personnel Management for Executives (PME 1)***
USACE**		Management/Supervision Course - DOD provided course. (specific class may be selected locally)	Executive Leadership Course - (ex: FEI, OPM, CCL - specific class may be selected locally)
USACE**	Desired: Leadership for Learning Seminar (Prospect Course # 034)	Desired: TeamBuilding/Conflict Management (Prospect Course #383 or locally selected course)	---
*	Department of Defense Acquisition, Technology & Logistics Facilities Engineering Career Field Certification Requirement		
**	USACE requirements under the Project Management Career Development Program		
***	Army Civilian Leadership Training Core Curriculum (ACTEDS)		
Notes:	1. It is anticipated that the individual may have attended a number of these classes prior to attaining a PM position; however, if this is not the case these classes must be attended prior to attaining Level 1 certification.		
	2. Desired courses are those that are highly encouraged, although not required for the particular level certification.		
	All courses not shown as desired are required.		