Abstract

The Planning Workforce Development Guide is designed to assist and guide Planners in their career development.
Planning Workforce Development Guide

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Chapter 1. Overview of the Guide

1.1 Purpose and Vision
People are our greatest asset in executing the Civil Works Planning mission within the U.S. Army Corps of Engineers (Corps). The goal of the Planning Community of Practice (PCoP) is to have planners who are equipped and capable of solving the Nation’s toughest water resources challenges, whatever they may be, now and in the future. The Corps’ ability to efficiently deliver integrated and sustainable water resources solutions in a timely manner is partially dependent on developing and enhancing our current planning capability. Planning capability is essential to the maintenance and development of a sound Civil Works program. In recognition of the technology that is available to support today’s training efforts and the number of planners that need training, this training strategy recommends the use of local resources and alternate delivery methods where it can provide an acceptable alternative to traditional classroom offerings.

The purpose of the Planning Workforce Development Guide (hereafter referred to as “Guide”) is to provide members of the PCoP guidance in holistic development based on their individual career goals and the knowledge, skills, and abilities needed to practice planning. The Guide provides planners and their supervisors with a strategy to create an individualized career development plan. While there is no guarantee that use of this document will result in achievement of intermediate or ultimate professional goals, the information herein can be used to make informed career decisions at any level for development and promotion in the PCoP and its sub-Communities of Practice (sub-CoPs).

1.2 Maintenance of this Guide
The Planning Workforce Development Committee (PWDC) is the author of this document and is responsible for its maintenance. The Guide is a living document and should be updated at least once per year. The current version of the Guide will be on the Planning Community Toolbox, the primary source of information on Corps planning policy, guidance, processes, and tools. More information on the Planning Community Toolbox can be found in Appendix J.

The PWDC is the central body guiding the overall development of Corps planners. The PWDC serves in an advisory capacity to the Deputy, Headquarters (HQUSACE) Planning Community of Practice (PCoP Deputy), who in turn advises the HQUSACE Planning and Policy Chief. The PWDC provides recommendations to set the strategic direction for the future PCoP training program, to include formal and informal training, as well as planner certification (Water Resources Certified Planner Program and Agency Technical Review certification), and planner workforce development.

The PWDC’s goal is for all aspects of planner workforce development to be considered holistically and implemented with the highest level of professionalism, and to support an atmosphere of planning creativity, quality and relevant instruction, and network exposure in as timely and cost effective a manner as possible. The PWDC seeks to reduce redundancy in content development across planning
training programs and courses, and to consider the needs of all members of planning project delivery teams (PDTs) to understand planning.

1.3 Audience
This document applies to all PCoP team members across all career levels at the HQUSACE, major subordinate commands (MSCs), districts, labs, and field operating activities (FOAs) having Civil Works Planning and training responsibilities. The Guide is intended for members of all four sub-CoPs in Planning including Plan Formulation, Economics, Environmental, and Cultural Resources. For additional information on any particular subject, planners are encouraged to speak with their supervisors.

1.4 Goals and Objectives
The overarching goals of the training strategy are as follows:

- To have planners trained, equipped, and capable of solving the Nation’s toughest water resources challenges.
- To improve Civil Works planning capabilities by providing readily available, timely, comprehensive and cost-effective training and development programs.
- To enhance communication and understanding of Civil Works planning across all functional areas to improve the project delivery process.
- To deliver concise, quality, and actionable decision documents.
- To increase retention and promote succession planning by investing in our people’s training and development, and by preparing them for future roles of greater responsibility within the PCoP and the Corps.
Chapter 2. Career Development and Progression

2.1 Stages of Planner Development

Planners begin their careers as novices and then work their way to journey-level and on to expert-level within their sub-CoP. There are four sub-CoPs: 1) Plan Formulation, 2) Environmental, 3) Economics, and 4) Cultural Resources. Planners may start as student interns or technicians, and then work their way up from GS-05 to Senior Executive Service (SES) levels. The SES is the highest career level that a civil servant can achieve within the Corps.

2.2 Knowledge, Skills, & Abilities (KSAs): An Overview

*Knowledge* focuses on the understanding of concepts. It is theoretical and not practical. An individual may have an understanding of a topic or tool or some textbook knowledge of it, but have no experience applying it. Knowledge may be demonstrated through educational degrees obtained and training courses or programs completed.

*Skills* are capabilities or proficiencies developed through application of training or hands-on experience. Skills are the practical application of theoretical knowledge. Someone can take a course on economics, and therefore has knowledge of it. However, serving as an economist on a PDT, responsible for setting up, running and interpreting the results of economic models such as HEC-Flood Damage Analysis (HEC-FDA), adds skills.

*Abilities* are often confused with skills, yet there is a subtle, but important difference. Abilities are the innate traits or talents that a person brings to a task or situation. For example, many people can learn to negotiate competently by acquiring knowledge and practicing the skills negotiation requires. A few are brilliant negotiators, because they have the innate ability to persuade.

Detailed KSAs for each sub-CoP can be found in Appendix B.

2.3 Various Career Paths

A career path consists of the various positions an employee moves through as he or she grows in an organization. The employee may move vertically most of the time, but may also move laterally or cross-functionally to a different type of job role.

Career paths for employees are created in order to provide the employees with a realistic picture of their potential for career progression and growth in the coming years in order to retain them, and also as a key element in succession planning. Having a clear idea about future positions and job responsibilities, the employee and the agency can work to identify areas where relevant training is required to build competencies to fulfill future job requirements.

An office should also work towards ensuring that its employees move in the career path the way they want. Proper job analysis should be done in order to make sure the employees are satisfied and achieve higher positions in the organization they want, rather than moving to other organizations in search of better opportunities. An employee must also constantly acquire new skills, both technical and soft. *Technical or hard skills* can be defined as job-specific skills and knowledge required to perform a job. Hard skills are skills you can gain through education, training programs, certifications, and on-the-job
training. These are typically quantifiable skills that can be easily defined and evaluated. Soft skills, on the other hand, are interpersonal (people) skills. These are much harder to define and evaluate. Soft skills include communication skills, listening skills, emotional intelligence, leadership abilities and conflict management, among others. In general, at earlier career development stages, technical skills are more important, while soft skills become more important in later career development stages.

2.4 Career Roadmap
A career roadmap is a visual guide that shows employees where they can go in their career and how to get there depending on their current position. This sub-section contains an example, high level career roadmap for personnel in the Plan Formulation sub-CoP. Detailed, current career roadmaps can be found in Appendix A.

2.5 Individual Development Plans
An Individual Development Plan (IDP) is a tool to assist employees in their career and professional development. Its primary purpose is to help employees reach short-term and long-term goals, as well as improve current job performance. An IDP is not a performance evaluation tool or a one-time activity; it should be looked at like a partnership between the employee and the supervisor. It involves preparation and reoccurring feedback. Planners should have a current, approved 5-year Individual Development Plan (IDP) within their first 90-days on the job. The IDP can be created using ENG Form 5055 or through the Army Career Tracker. Related guidance is ER 350-1-420.
Chapter 3. Novice & Apprentice Planner Development (Generally GS-5/7)

3.1 Expectations and Responsibilities
Novice and Apprentice Planners are typically fairly green when it comes to experience with the Corps, let alone Corps planning, and are expected to take advantage of on-the-job opportunities that facilitate training and shadowing. While Novice Planners are still familiarizing themselves with basic aspects of the Civil Works planning process, Apprentice Planners may have a broad understanding of Corps planning but still need substantial experience. The typical expectations listed below are a summary of the duties contained within 5 U.S.C. 5104, Basis for grading positions. The typical responsibilities have been taken from example position descriptions for GS-5/7 planning personnel.

Typical Expectations:
- Perform, under general supervision, work in a professional, scientific, or technical field, requiring —
  - broad working knowledge of a special subject matter or of office, laboratory, engineering, scientific, or other procedure and practice;
  - the exercise of independent judgment in a limited field;
  - simple and elementary work requiring professional, scientific, or technical training;

Typical Responsibilities:
- Opportunities for development and training. Assignments involve more responsibility as the incumbent increases knowledge and skills through work experience and academic training.
- Applying planning principles and techniques.
- Assisting with the planning, organizing, and implementation of scientific or engineering investigations.

3.2 Technical Training
The Planning Core Curriculum (PCC) program was established to ensure that planners in the Civil Works Program receive the knowledge and skills needed at the early stage of their careers to move progressively from entry-level planner to the journeyman stage of development. These and other technical courses can be found each year within the Purple Book on the USACE Learning Center’s (ULC) website (https://ulc.usace.army.mil). Sub-CoP-specific course recommendations for GS-5/7 planning personnel can be found in the roadmaps located in Appendix A.

The first two courses in the PCC Program are recommended for novice and apprentice planners and are listed below. The third and final course in the PCC program is recommended for journey-level planners after the completion of PCC1 and PCC2, and is discussed in Chapter 4.

- 86 - PCC1: USACE Civil Works Project Development Process – This distributed learning online course introduces students to the life-cycle of Civil Works projects and an understanding of the Corps Civil Works program. It is designed for Corps employees who are new to Civil Works or individuals who require an overall understanding of, and the procedural stages involved in, the development of Civil Works projects. This is a 9-hour course with on-demand narrated lessons. No travel or per diem is required.
77 - PCC2: Planning Essentials -- This course enhances the student’s knowledge and awareness of the Corps planning process by providing training on the Six-Step Planning Process and how to integrate engineering analysis, public involvement, and environmental and economic considerations during the development and evaluation of alternative plans for the Corps’ water resources development missions. The roughly 40-hour distributed learning course is held over specific 8-week periods. The course includes live interactive webinars, with the rest of the time spent on narrated lessons, reading assignments, and application assignments. No travel or per diem is required.

3.3 Mentoring
In addition to working with their supervisor, entry level planners should take advantage of the assistance offered by mentors. A mentor is a person willing and able to devote time to discuss and review your career plans with you and to guide and direct you in career planning or professional development. A mentor serves as a sounding board to assist in clarifying career plans, balancing work-life commitments, and other challenges. A mentor may be selected informally, such as someone you know has a good perspective of the Corps mission and how your organization fits into the broader goals and objectives that transcend day-to-day routine operations. Alternatively, you can select a mentor from a formal mentoring program offered by your District. Whether informal or formal, a mentor is an advocate who provides encouragement and career guidance. For more information on your District’s mentor program, talk with your supervisor.

In addition to the kind of individual mentoring discussed above, the PCoP established the Planning Mentor Program in FY18 to offer study-, or execution-focused mentoring. The Program was initiated with the goal of driving a culture of risk management within the Corps and assisting Districts in successfully delivering studies. These Planning Mentors are available to coach and mentor planners on SMART and risk-informed planning principles and procedures. Planning Mentors are a useful resource to planners, empowering them (and other PDT members) to make risk-informed decisions. They can offer support through early rapid iterations and risk analyses, applying the methodologies in the Planning Manual Part II: Risk-Informed Planning. Other examples of Planning Mentor assignments include: helping PDTs think through risk buy-down options to successfully identify the TSP, reviewing Risk Register entries, supporting public meetings, and assisting with re-formulation strategies based on stakeholder concerns. For more information on how to utilize Corps personnel in the Planning Mentor Program, talk with your supervisor.

3.4 Leadership Training
The Army Civilian Education System (CES) is a progressive and sequential leader development program that provides enhanced leader development and education opportunities for Army civilians throughout their careers. CES provides self-development and institutional training to develop leadership attributes through distance learning (dL) and resident training. Planners at the GS-5/7 level are expected to take the CES Foundation Course and CES Basic Course. For more information, visit https://usacac.army.mil/organizations/cace/amsc/cesSchedule.

Each District has a Leadership Development Program (LDP). The key elements of the LDP include an analysis of one’s leadership style, structured leadership training, field trips and site visits, participation on team projects, strengths coaching sessions, and a mentoring relationship with a senior leader. The structure of the LDP varies across the Corps; some offices have multiple progressive levels of LDP, while
others offer a separate LDP for supervisors. The LDP is often a year-long program involving self-
discovery, team-building with peers, and mentoring. More information on the LDP can be found in Appendix G.

3.5 On-the-job Training
The best on-the-job training is that received through completing job-related tasks on multiple projects. Receiving and learning from feedback provided by supervisors, coaches, DQC review, and ATR are extremely important. Knowledge and experience is gained by leading efforts on smaller projects and supporting senior staff on complex projects.

Other on-the-job training opportunities available to GS-5/7 planners include but are not limited to:

- Shadowing journey-level or senior planners
- Participating in your District’s LDP
- Participating in professional organizations
- Attending District Project Review Board meetings (with supervisor approval) for exposure and understanding of District business processes.

Shadowing is a concept that links a less experienced planner with a more advanced planner or a senior leader. A planner may be assigned to shadow such a person during designated events or meetings. The planner and the person he or she is shadowing will have pre- and post-event discussions to identify and reflect upon observations, interactions, and outcomes of the shadowing. Each Planning Chief is encouraged to engage one or more of his or her planners to “shadow” during the year.

3.6 Self-Development
Sub-CoP-specific resources are listed in Appendix A. Resources for self-development of all sub-CoPs include:

- IWR’s Planning Primer
- IWR’s Planning Manual Part I
- IWR’s Planning Manual Part II
- Planning Guidance Notebook, ER 1105-2-100
- Continuing Authorities Program (CAP), EP 1105-2-58
- Final feasibility reports recently completed by your District
- National PCoP webinars are held biweekly and are designed to share information, emerging policy, or national planning concerns. They are held from 2pm to 3pm Eastern time biweekly.
This is a wonderful opportunity to learn from national subject matter experts, as well as to ask questions. Reach out to your supervisor to ensure you are on the email distribution list.

- *Good to Great* by Jim Collins
- *StrengthsFinder 2.0* by Tom Rath

It is also beneficial to be an active member in a professional organization in your field. Not only are they a valuable resource for knowledge-building and continuing education, but they can provide opportunities for networking and collaboration, including annual conferences. The following list includes just a few of the many organizations available:

- American Anthropological Association
- American Economic Association
- American Fisheries Society
- American Institute of Biological Sciences
- American Society of Civil Engineers
- Archeological Institute of America
- Ecological Society of America
- National Society of Professional Engineers
- Society for American Archeology

It is important for planners to stay informed on updates to relevant legislation, policy, and guidance, because such information may affect how a study is conducted. Links to Civil Works legislation and Corps implementation guidance can be found [here](#).
Chapter 4 Journey-level Planner Development (Generally GS-9/11)

4.1 Expectations and Responsibilities
Journey-level Planners typically have a few years of experience under their belt and are growing in their breadth and depth of planning processes and requirements. The typical expectations listed below are a summary of the duties contained within 5 U.S.C. 5104, Basis for grading positions. The typical responsibilities have been taken from example position descriptions for GS-9/11 planning personnel.

Typical Expectations:
• Perform, under general supervision, work requiring fundamental knowledge of a special and complex subject matter.
• With considerable latitude for the exercise of independent judgment, perform moderately difficult and responsible work, requiring—
  • Professional, scientific, or technical training equivalent to that represented by graduation from a college or university of recognized standing; and
  • Considerable additional professional, scientific, or technical training or experience which has demonstrated capacity for sound independent work

Typical Responsibilities:
• Knowledge of planning
• Knowledge of regulations and processes related to your sub-CoP
• Working effectively with a team in the development of decision documents
• Building and maintaining effective working relationships with a variety of entities both internal and external to the employing agency
• Making recommendations using a planning process, policy guidance interpretation, water resource plan development, and decision document preparation

4.2 Technical Training
At the GS-9/11 level, in addition to the courses listed in Chapter 3, the following PROSPECT courses are beneficial to all planners, regardless of sub-CoP. (Courses recommended for specific sub-CoPs can be found in Appendix A). More information on these courses can be found in the Purple Book on the ULC’s website, https://ulc.usace.army.mil.

49 – Continuing Authorities Program. This course develops the skill sets of Planners (as well as Project Managers and other PDT members) in essential CAP knowledge, managing CAP projects, timely decision-making, scaling business processes to match complexity of the project, and developing and maintaining relationships. Given the unique constraints of the CAP Program, it’s essential that practitioners are well-trained and familiar with the latest guidance.

164 – Water and the Watershed. This course provides participants with an understanding of the history of Corps watershed policy and regulation, the conceptual, technical, and institutional tools available for watershed planning and management and the physical nature and role of water in the watershed.

280 - Ecosystem Restoration. The restoration and protection of environmental resources in our Nation's ecosystems is a central mission in the Corps of Engineers Civil Works program. This course provides an interdisciplinary perspective on ecosystem restoration, protection, and management. Students learn the
principles and vocabulary of selected disciplines outside their own and become familiar with relevant
case studies and issues in planning and conducting ecosystem restoration projects. At the end of the
course, students have a more holistic understanding of ecosystems and the requirements for
successfully restoring, protecting, and managing them.

299 - Cultural Resources. This course provides students with a broad-based understanding of the
color and quality of cultural resources, a working knowledge of the identification and assessment
procedures applied to those resources, and a review of tribal policy principles that impact agency
cultural resources management. The course is designed for planners, environmental resources
managers, student managers, project managers, and others who participate in the management of
cultural resources and interact with Indian tribes.

406 – Plan Formulation and Evaluation Capstone (PCC3). This is the third and final course in the Planning
Core Curriculum. It is designed to enhance the student’s planning knowledge, critical thinking ability,
communication skills, and capability to use planning tools and techniques to successfully lead a study to
a quality decision document. Through case studies and participatory activities, the course provides the
opportunity for planners with some training and experience to apply the critical thinking and decision
making skills necessary to be a successful planner. This 36-hour face-to-face course builds on the
knowledge and skills students gained in the prior two courses and on the job. Only 20 percent of time is
spent in lecture, with the majority of the time spent in exercises and facilitated discussions.

407 – Public Involvement and Team Building in Planning. Corps planners typically work in multi-
disciplinary teams, often involving project sponsors, other Federal and state agencies, and occasionally
stakeholder groups or private individuals. These teams in turn often consult with a broader public,
identifying and addressing public concerns as the agencies proceed through the planning process. This
environment requires skills for successfully designing and conducting processes that effectively draw
together the different partners and stakeholders throughout the planning process, resulting in decisions
that enjoy broad public support.

408 – Environmental Considerations in Civil Works. This class surveys environmental topics needed for
compliance for Corps Civil Works projects. Participants learn to recognize the basis and key components
of NEPA documents consistent with applicable environmental laws, regulations and procedures
necessary to conduct Civil Works planning, design, construction and operations. The course includes a
field trip and class exercises to demonstrate and apply course learnings.

Additionally, while not a PROSPECT course, the Economics sub-COP currently offers a biennial, tuition-
free course titled, “Economic Analyses for Economists and Planners.” For information on the next
scheduled session, contact your MSC’s Senior Economist.

4.3 Mentoring
GS-9/11 planners will greatly benefit from having a mentor (or mentors) who can provide guidance in
terms of technical and career development. A mentor is a person willing and able to devote time to
discuss and review your career plans with you and to guide and direct you in career planning or
professional development. A mentor serves as a sounding board to assist in clarifying career plans,
balancing work-life commitments, and other challenges. A mentor may be selected informally, such as
someone you know has a good perspective of the Corps mission and how your organization fits into the
broader goals and objectives that transcend day-to-day routine operations. Alternatively, you may select
a mentor from a formal mentoring program offered by your District. Whether informal or formal, a mentor is an advocate who provides encouragement and career guidance. In addition, you may also wish to mentor GS-5/7 staff in areas where you have sufficient experience. For more information on your District’s mentor program, talk with your supervisor.

The PCoP’s Planning Mentor Program was initiated in FY18, with the goal of driving a culture of risk management within the Corps and assisting Districts in successfully delivering studies. These Planning Mentors are available to coach and mentor planners on SMART and risk-informed planning principles and procedures. Planning Mentors are a useful resource to planners, empowering them (and other PDT members) to make risk-informed decisions. They can offer support through early rapid iterations and risk analyses, applying the methodologies in the Planning Manual Part II: Risk Informed Planning. Other examples of Planning Mentor assignments include: helping PDTs think through risk buy-down options to successfully identify the TSP, reviewing Risk Register entries, supporting public meetings, and assisting with re-formulation strategies based on stakeholder concerns. For more information on how to utilize Corps personnel in the Planning Mentor Program, talk with your supervisor.

4.4 Leadership Training
The Army Civilian Education System (CES) is a progressive and sequential leader development program that provides enhanced leader development and education opportunities for Army civilians throughout their careers. CES provides self-development and institutional training to develop leadership attributes through distance learning (dL) and resident training. Planners at the GS-9 level are expected to take the CES Foundation Course and CES Basic Course. Planners at the GS-11 level are expected to take the CES Foundation Course and CES Intermediate Course. For more information, visit: https://usacac.army.mil/organizations/cace/amsc/cesSchedule.

Each District has a Leadership Development Program (LDP). The key elements of the LDP include an analysis of one’s leadership style, structured leadership training, field trips and site visits, participation on team projects, strengths coaching sessions, and a mentoring relationship with a senior leader. The structure of the LDP varies across the Corps; some offices have multiple progressive levels of LDP, while others offer a separate LDP for supervisors. The LDP is often a year-long program involving self-discovery, team-building with peers and mentoring. More information on the LDP can be found in Appendix G.
The HQUSACE-sponsored Emerging Leaders Program is available for individuals (typically GS-11/12) who have exhibited leadership potential and seek opportunities to develop and refine their leadership skills. Participants in this program are given the opportunity to observe the leadership styles of their peers and Corps senior leaders. There are opportunities for formal mentoring and shadowing, to attend the annual Senior Leaders/Emerging Leaders Conference, and to serve on HQUSACE committees and teams. Often participants are required to complete a 120-day detail outside their organization. Participation requires the preparation of technical reports on various events and researching assigned topics. Some organizations encourage completion of an LDP prior to applying to the Emerging Leaders Program. For more information, talk with your supervisor.

4.5 On-the-job Training
The best on-the-job training is that received through completing job-related tasks on multiple projects. Receiving and learning from feedback provided by supervisors, coaches, DQC review and ATR are extremely important. Knowledge and experience is gained by leading efforts on smaller projects and supporting senior staff on complex projects.

Other on-the-job training opportunities available to GS-9/11 planners include but are not limited to:

- Serving as lead for less complex studies
- Shadowing senior planners
- Participating in your District’s LDP
- Participating in professional organizations
- Completing short cross-district developmental assignments and training in engineering, regulatory, real estate, operations, project management, etc.
- Attending District Project Review Board meetings (with supervisor approval) for exposure and understanding of District business processes.
4.6 Self-Development
Sub-CoP-specific resources are listed in Appendix A. In addition to the recommended reading contained in Chapter 3.6, it is recommended that the GS-9/11 planner, regardless of sub-CoP, also review:

- USACE Business Process, ER 5-1-11
- IWR’s Principles of Risk Analysis for Water Resources
- Who Moved My Cheese? By Spencer Johnson
- Learning to Lead by Ron Williams
- Developing the Leader Within You by John Maxwell

It is also beneficial to be an active member in a professional organization in your field. Not only are they a valuable resource for knowledge-building and continuing education, but they can provide opportunities for networking and collaboration, including annual conferences. The following list includes just a few of the many organizations available:

- American Anthropological Association
- American Economic Association
- American Fisheries Society
- American Institute of Biological Sciences
- American Society of Civil Engineers
- Archeological Institute of America
- Ecological Society of America
- National Society of Professional Engineers
- Society for American Archeology

It is important for planners to stay informed on updates to relevant legislation, policy, and guidance, because such information may affect how a study is conducted. Links to Civil Works legislation and Corps implementation guidance can be found here.
Chapter 5. Advanced Planner Development (Generally GS-12/13)

5.1 Expectations and Responsibilities
Advanced Planners typically have several years of experience. With a strong technical background at this point, they are expected to turn their focus to honing their leadership skills and mentoring those less experienced. The typical expectations listed below are a summary of the duties contained within 5 U.S.C. 5104, Basis for grading positions. The typical responsibilities have been taken from example position descriptions for GS-12/13 planning personnel.

Typical Expectations:
- Perform, with minimal supervision, work requiring fundamental knowledge of a special and complex subject matter.
- With considerable latitude for the exercise of independent judgment, perform very difficult and responsible work, requiring—
  - Professional, scientific, or technical training equivalent to that represented by graduation from a college or university of recognized standing; and
  - Considerable additional professional, scientific, or technical training or experience that has demonstrated capacity for sound independent work
- Leader of self and teams; mentor to staff
- Ability to review the work of others for quality control purposes

Typical Responsibilities:
- Knowledge of planning.
- Knowledge of regulations and processes related to your sub-CoP
- Working effectively leading a team in the development of decision documents.
- Building and maintaining effective working relationships with a variety of entities both internal and external to the employing agency.
- Making recommendations using a planning process, policy guidance interpretation, water resource plan development, and decision document preparation.
- Leading and working effectively with a team in the development of decision documents.

5.2 Technical Training and Certifications
For GS-12 and GS-13 level planning staff, the following PROSPECT courses are recommended. More information on these courses can be found in the ULC’s website, https://ulc.usace.army.mil. Sub-CoP-specific course recommendations can be found in Appendix A.

104 – Risk Communication and Public Participation. The course is designed to teach participants to better communicate risk, understand and engage various publics, and learn to use the public participation planning process. This is an interactive workshop that teaches participants strategic communication, risk communication, and public participation principles and strategies relevant to any issue. Participants learn how to identify missions, goals and objectives; identify and prioritize various publics; develop risk communication messages; determine the most effective methods and tools for conveying these messages; and evaluate the success of risk communication and/or public participation efforts. Participants of the course learn: how to handle hostile individuals and audiences and respond to challenging questions and statements; how to avoid traps; how to select the right public participation techniques; and how to improve and apply nonverbal communication skills.
209 – Risk Analysis for Flood Damage Reduction Projects. This course presents risk assessment methods and concepts, many of which are required by Corps guidance. The objective is to enable participants to readily adapt these methods and concepts to their own studies and projects after successfully completing the course. Policy issues, concepts in statistical analysis, and risk and uncertainty methods used in the evaluation of flood risk management projects are emphasized in the course. Workshops provide participants with the opportunity to apply the course’s concepts using the Hydrologic Engineering Center Flood Damage Reduction Analysis (HEC-FDA) software program.

218 – Civil Design for Planning. The objective of this course is to develop knowledge, skills, and aptitudes regarding the policies, procedures, tools, and techniques for the execution (planning and design) of a Corps Civil Works project. After completing this course, the student should be able to more effectively execute and coordinate a multi-disciplinary Corps Civil Works project. Topics include organization and development of resources required to execute the process, policy, guidance, and various sensitive design concerns within the project planning process (including engineering overview, geotechnical, electrical/mechanical, hydrology and hydraulics, risk-based analysis, value engineering, structural engineering studies, and geographic information systems). Emphasis is placed on navigating the review process and the SMART Planning Process. This course tracks the Corps of Engineers Project Management Business Process from the authorization of the first study to the completion of construction.

349 – Risk Analysis. This course introduces concepts and tools of risk analysis into Corps planning studies and extends these concepts to studies for structural rehabilitation and for management and operations of existing projects. Risk analysis is a decision-making framework that explicitly evaluates the level of risk if no action is taken and recognizes the monetary and non-monetary costs and benefits of reducing risks when making decisions. Risk analysis also deals with uncertainties in models, parameters, and assumptions and acknowledges them in decision making. Risk analysis is an integral component of Corps decision making in all business lines. It affects all technical analysis throughout each step of planning process. Major aspects of risk analysis included in this course are (a) definitions and concepts, (b) probability and statistics; (c) models for risk analysis; (d) non-quantitative methods; (e) event trees and decision trees; (f) Monte carol simulation; (g) using scenarios; (h) benefit-cost uncertainty; (i) risk informed planning; and (j) case studies from various applications to Civil Works. The course includes extensive use of computer exercises as aids to learning including hands-on risk modeling and assessment tools.

Another formal training option is the Notre Dame of Maryland University (NDMU) Risk Management Program. The program consists of six graduate courses conducted entirely online on the NDMU course management system. The courses are taught by NDMU faculty. Course lectures, readings, videos, and background materials are presented in modules typically consisting of a mix of reading and discussion of textbook and professional literature materials; viewing of video lectures or demonstrations; participating in class forums; completing a weekly quiz; and completing individual or group homework assignments. Students are provided with university email and library accounts. More information is available at https://online.ndm.edu/online-degrees/m-s-in-risk-management/.

The Planning Associates (PA) Program is an advanced training opportunity, typically for GS-12/13 employees. Candidates are competitively selected by HQUSACE from a pool of candidates submitted by the Commanders of the eight MSCs, Labs, and FOAs. The PA Program is a two-year program, with course
work split over two fiscal years. The vision of the program is to develop planning leaders who are capable of executing the Corps’ current Planning mission and who are prepared for tomorrow's mission challenges. The goals of the PA Program are to provide an opportunity for planners to develop the knowledge, skills, and abilities to grow into experts in their fields and senior leaders who can influence the Civil Works Program. Detailed information on the PA Program can be found in Appendix F.

There are two important certifications that Corps planners should aspire to: Agency Technical Review (ATR) certification and National Water Resources Certified Planner (WRCP) certification.

Once Planners reach a certain level of expertise in their field, they can be certified to conduct Agency Technical Reviews. ATR certification is available in four categories that coincide with the four sub-CoPs: Plan Formulation, Economics, Environmental, and Cultural Resources. There is a call for applications for ATR certification each year. For more information, see Appendix D.

The National WRCP Program is a framework for developing and sustaining a results oriented, high performing planner workforce. The standard to attain status as a WRCP is high. This certification not only requires candidates to have taken certain training, but also to demonstrate experience, knowledge, and leadership. The WRCP is an individual who has a broad variety of experience and training in the Corps planning processes and is capable of leading the most complex water resources planning efforts, ATRs, and planning task forces throughout the enterprise. By identifying WRCPs, the Corps can help water resource managers match complicated, controversial, and highly visible studies and initiatives with a very capable lead planner, no matter where that planner is located. See Appendix E for more information on this program.

5.3 Mentoring (For Self and Others)
Senior planners at the GS-12/13 level are highly skilled, widely recognized for their advanced or expert level in a particular subject matter or technical skill, and have several years of Corps planning experience. As such, they are expected to serve as mentors for less experienced planners, either formally or informally. For information on your District’s mentoring opportunities, talk with your supervisor.

At the GS-12/13 level, planners can still greatly benefit from having a mentor of their own for technical or career mentorship. The best mentor may or may not be someone in your office. Consider someone at another District, MSC, or even another agency. When speaking with your supervisor about your career goals, ask if he or she has any contacts that might be a good fit.

5.4 Leadership Training
Regional Leadership Development Program – This is a 10-month program led by the MSC with the intent to provide an opportunity for representatives from the MSC’s districts to learn more about the unique Corps functions and missions throughout the region. Regional thinking, leadership and communication are emphasized. To learn more about the program and application process in your MSC, speak with your supervisor.

The Army Civilian Education System (CES) is a progressive and sequential leader development program that provides enhanced leader development and education opportunities for Army civilians throughout their careers. CES provides self-development and institutional training to develop leadership attributes through distance learning (dL) and resident training. At the GS-12 level, it is expected that you will take the CES Foundation Course and CES Intermediate Course. At the GS-13 level (or higher), it is expected
that you will take the CES Foundation Course and CES Advanced Course. For more information, visit https://usacac.army.mil/organizations/cace/amsc/cesSchedule.

The HQUSACE-sponsored Emerging Leaders Program is available for individuals (typically GS-11/12) who have exhibited leadership potential and seek opportunities to develop and refine their leadership skills. Participants in this program are given the opportunity to observe the leadership styles of their peers and Corps senior leadership. There are opportunities for formal mentoring and shadowing, attending the annual Senior Leaders/Emerging Leaders Conference, and to serve on HQUSACE committees and teams. Often participants are required to complete a 120-day detail outside their organization Participation requires the preparation of technical reports on various events and researching assigned topics. Some organizations encourage completion of an LDP prior to applying to the Emerging Leaders Program. For more information, talk with your supervisor.

Career Program 18 Leadership Development Program - The Army groups similar occupational series and functional fields into Career Programs (CPs). CP-18 is for engineers and scientists, and it is the CP for the majority of Corps personnel, including planners. The CP-18 Leadership Development Program is designed to prepare high potential GS-12 and GS-13 employees to serve in leadership positions. Participants are given three years to complete the program. Requirements of this program include formal mentoring and several supervisory and leadership training courses. More information on CP-18 can be found in Appendix C.

For planners in supervisory positions, relevant tools and information can be found in Appendix K.

5.5 On-the-job Training
In addition to experience gained through daily duties, other on-the-job training at the GS-12/13 levels could include, but is not limited to:

- Serving as a lead for complex studies and/or regional or national studies
- Shadowing Regional Technical Specialists, supervisors, and other leaders in your field
- Participating in leadership development programs
- Participating in professional organizations
- Completing short cross-district developmental assignments and training in engineering, regulatory, real estate, operations, project management, etc.
- Attending District Project Review Board meetings (with supervisor approval) for exposure and understanding of District business processes
- Helping with new work development, budget submittals, J-sheets, etc.
- Assisting with Regional or National special projects for your MSC, a PCX, IWR and/or HQUSACE - Special assignments are utilized to advance project success and expand planner competences. Opportunities exist to serve on ad hoc task forces and as a participant or lead on district, regional or national issues. Special assignments are challenging, generally require extra effort, provide exposure for the planning discipline, help to broaden perspectives, and can be personally and professionally rewarding.
- Completing temporary details to a MSC, PCX, IWR and/or HQUSACE
- Shadowing others on DQC and ATR reviews to build competency for ATR certification
- Once ATR certified, seeking out review opportunities as an ATR team member or ATR lead
• Applying to serve as a PCC or other PROSPECT course instructor. For more information on how to become a course instructor, see Appendix I.

5.6 Self-Development
Sub-CoP-specific resources for self-development are listed in Appendix A. In addition to the recommended reading contained in Chapter 3.6 and Chapter 4.6, self-development at the GS-12/13 level could include, but is not limited to, additional academic education, reading, and soft skills development.

Planners may consider the numerous opportunities available to pursue a Master’s Degree in water resources planning or a related field. The Graduate Level (Master’s Degree) Program in Water Resources Planning offered through the Corps provides professional education in theory and practice of water resources planning. Participants in a Corps-sponsored graduate program in water resources planning must meet all requirements, including being accepted and enrolling in a participating university and completing 30 semester hours of course work. The following universities are currently participating in this program: Johns Hopkins, Southern Illinois University, University of Arizona, Washington State University, University of Florida, and Harvard University. Each participant must meet all requirements, including completing one semester of residency at the university. The University of Florida offers its program 100 percent online. More information on advanced educational opportunities can be found at https://www.iwr.usace.army.mil/Missions/Training/Water-Resources-Training/Programs-by-Division/

You can also read planning or leadership books and articles. Harvard Business Review has a wealth of freely available articles. TED Talks are another great resources for self-development. These are freely available on YouTube. Additionally you can attend and/or speak at workshops and conferences, such as the national PCoP workshop that happens biennially and the Floodplain Managers Association (FMA) conference that occurs annually, among others. Talk to your supervisor to look into workshop and conference opportunities that may be right for you.

It is also beneficial to be an active member in a professional organization in your field. Not only are they a valuable resource for knowledge-building and continuing education, but they can provide opportunities for networking and collaboration, including annual conferences. The following list includes just a few of the many organizations available:

• American Anthropological Association
• American Economic Association
• American Fisheries Society
• American Institute of Biological Sciences
• American Society of Civil Engineers
• Archeological Institute of America
• Ecological Society of America
• National Society of Professional Engineers
• Society for American Archeology

It is important for planners to stay informed on updates to relevant legislation, policy, and guidance, because such information may affect how a study is conducted. Links to Civil Works legislation and Corps implementation guidance can be found here.
Chapter 6. Senior Planning Leadership (Generally GS-14/15)

6.1 Expectations and Responsibilities
Those in Senior Planning Leadership positions typically have breadth as well as depth in planning experience and have developed solid leadership and management skills. The typical expectations listed below are a summary of the duties contained within 5 U.S.C. 5104, Basis for grading positions. The typical responsibilities have been taken from example position descriptions for GS-14/15 planning personnel.

Typical Expectations:
- Perform, under general administrative direction, with wide latitude for the exercise of independent judgment, work of exceptional difficulty and responsibility along special technical, supervisory, or administrative lines which has demonstrated leadership and unusual attainments.
- Plan and direct or plan and execute major professional, scientific, technical, administrative, fiscal, or other specialized programs, requiring extended training and experience which has demonstrated leadership and unusual attainments in professional, scientific, or technical research, practice, or administration, or in administrative, fiscal, or other specialized activities.
- Perform consulting or other professional, scientific, technical, administrative, fiscal, or other specialized work of equal importance, difficulty, and responsibility, and requiring comparable qualifications.

Typical Responsibilities:
- Exercise management over assigned programs.
- Coordinate, develop, and provide authoritative interpretations of Corps policy.
- Apply extensive knowledge of effective management principles and practices in conjunction with policies, regulations, and procedures.
- Provide guidance, direction, and assistance in shaping, implementing, and communicating goals within the organization and to external customers.
- Develop standard methods and procedures to be used in managing studies.
- Supervise teams in addition to performing personal duties.
- Maintain effective communication with stakeholders and higher headquarters senior level officials.

6.2 Mentoring (For Self and Others)
Senior planners at the GS-14/15 level are highly skilled, widely recognized for their mastery of a particular subject matter or technical skill and have several years of Corps planning experience. As such, they are expected to serve as mentors for less experienced planners, either formally or informally. For information on your District’s mentoring opportunities, talk with your supervisor.

Even at the GS-14/15 level, planners can still greatly benefit from having a mentor of their own. In this case, the best mentor may not be someone in your office, but rather someone at another District, MSC, or even another agency. When speaking with your supervisor about your career goals, ask if he or she has any contacts that might be a good fit.
6.3 Leadership Training
The Army Civilian Education System (CES) is a progressive and sequential leader development program that provides enhanced leader development and education opportunities for Army civilians throughout their careers. CES provides self-development and institutional training to develop leadership attributes through distance learning (dL) and resident training. At the GS-14/15 level, it is expected that you will take the CES Foundation Course and CES Advanced Course. For more information, visit https://usacac.army.mil/organizations/cace/amsc/cesSchedule.

For planners in supervisory positions, relevant tools and information can be found in Appendix K.

6.4 On-the-job Training
Developmental assignments are available to senior planning leadership in order to expand their KSAs. This may involve being detailed to another functional area in Planning, to another office (including at an MSC or HQUSACE), or a stakeholder agency (i.e. SHPO, USFWS, etc.). In requesting a developmental or rotational assignment, planners should discuss their desires with their supervisor and then have the request included in their IDP. Developmental or rotational assignments are usually most beneficial after a planner has mastered his or her own position. Rotational assignments may be two weeks or up to several months and should be developed in areas that enhance or strengthen a planner’s background or assignments in the MSC, or in working with regional and technical experts.

Those in senior leadership positions may be eligible to serve as instructors for PCC or other Planning-led courses. For more information on how to become a PROSPECT course instructor, refer to Appendix I.

6.5 Self-Development
Sub-CoP-specific resources for self-development can be found in Appendix A. In addition to the recommended readings and resources contained in Chapters 3, 4, and 5, it is recommended that the GS-14/15 planner, regardless of sub-CoP, also review:

- *Primal Leadership: Realizing the Power of Emotional Intelligence* by Daniel Goleman, Richard Boyatzis, Annie McKee
- *Conversational Intelligence: How Great Leaders Build Trust and Get Extraordinary Results* by Judith Glaser
- *Outliers: The Story of Success* by Malcolm Gladwell

It is also beneficial to be an active member in a professional organization in your field. Not only are they a valuable resource for knowledge-building and continuing education, but they can provide opportunities for networking and collaboration, including annual conferences. The following list includes just a few of the many organizations available:

- American Anthropological Association
- American Economic Association
- American Fisheries Society
- American Institute of Biological Sciences
- American Society of Civil Engineers
- Archeological Institute of America
- Ecological Society of America
- National Society of Professional Engineers
- Society for American Archeology
It is important for planners to stay informed on updates to relevant legislation, policy, and guidance, because such information may affect how a study is conducted. Links to Civil Works legislation and Corps implementation guidance can be found here.
Chapter 7. Senior Executive Service

7.1 Senior Executive Service Defined
In an agency covered by the Senior Executive Service (SES), SES positions are classified above GS-15 and include duties involving one or more of the functional criteria (executive or managerial) identified in law.

7.2 How to Apply
The first step is to identify and apply for a specific SES vacancy. Agencies announce their SES vacancies on USAJobs. From there, you may download information on vacancies of interest to you, complete the application procedures, and submit your application to the agency that has the vacancy. The agency submits the executive core qualifications of the person selected to a Qualifications Review Board (QRB) convened by OPM. The QRB must certify all selectees before they can be appointed to the SES.

7.3 Qualifications
OPM has identified five executive core qualifications (ECQs). The executive core qualifications define the competencies needed to build a Federal corporate culture that drives for results, serves customers, and builds successful teams and coalitions within and outside the organization. The ECQs are required for entry to the SES and are used by many departments and agencies in selection, performance management, and leadership development for management and executive positions. The ECQs were designed to assess executive experience and potential, not technical expertise. Successful performance in the SES requires competence in each ECQ.

ECQ1 -- Leading Change
Definition: This core qualification involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this ECQ is the ability to establish an organizational vision and to implement it in a continuously changing environment.

ECQ2 -- Leading People
Definition: This core qualification involves the ability to lead people toward meeting the organization's vision, mission, and goals. Inherent to this ECQ is the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.

ECQ3 -- Results Driven
Definition: This core qualification involves the ability to meet organizational goals and customer expectations. Inherent to this ECQ is the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.

ECQ4 -- Business Acumen
Definition: This core qualification involves the ability to manage human, financial, and information resources strategically.
ECQ5 -- Building Coalitions
Definition: This core qualification involves the ability to build coalitions internally and with other Federal agencies, state and local governments, nonprofit and private sector organizations, foreign governments, or international organizations to achieve common goals.

7.4 Selection Process
Initial career appointments to the Senior Executive Service must be based on merit competition. Following is a summary of the SES Merit Staffing Process:

- Agency chooses a selection method.
- Agency publicly advertises the position through various methods, including placement on the USAJobs (external link) website for a minimum of 14 days. The area of consideration is qualified Federal Employees only (only current Federal civil service employees may apply) or all qualified persons (anyone may apply).
- Candidates submit their applications to the agency.
- Agency rating panel reviews and ranks candidates.
- Agency Executive Resources Board recommends the best qualified candidates to the selecting official.
- Appointing authority makes a choice and certifies that the candidate meets both the technical and ECQs for the position.
- Agency submits candidate's application package to an OPM-administered QRB for certification of executive core qualifications.
- Following QRB certification, agency appoints the candidate to the SES position.

7.5 SES Candidate Development Program
A Senior Executive Service Candidate Development Program (SESCDP) is one succession management tool agencies may use to identify and prepare aspiring senior executive leaders. An SESCDP is designed to develop SES candidates’ competencies in each of the ECQs. Graduates of SESCDPs who are certified by OPM’s QRB may receive an initial career SES appointment without further competition. QRB-certified graduates typically start their SESCDP with experiences normally obtained at the GS-15 level, or equivalent. Note that QRB certification does not guarantee placement in the SES, and SESCDP participation is not required for selection into the Senior Executive Service. All SESCDPs are announced on USAJobs.

For more information on the Senior Executive Service, visit https://www.opm.gov/policy-data-oversight/senior-executive-service/.
Appendices
Appendix A. Career Roadmaps by Sub-Community of Practice

A.1 Cultural Resources
A.2 Economics
A.3 Environmental/Ecosystem Restoration
A.4 Plan Formulation
Appendix B. Knowledge, Skills, & Abilities by Sub-Community of Practice

B.1 Cultural Resources
B.2 Economics
### B.3 Environmental/Ecosystem Restoration

#### Novice
- **Policy**
  - Land Use Planning
  - Coastal Protection
  - Environmental Impact Assessment
  - Water resources policies and authorities
- **Communications**
  - Communication Skills (Baseline oral and written)
  - Technical writing (reports, white papers, etc.)
- **Ecosystem Restoration**
  - Project approval steps (SMART Planning milestones)
  - Social impact evaluation
- **Environmental Compliance**
  - Environmental Operating Principles

#### Apprentice
- **Policy**
  - Land Use Planning
  - Coastal Protection
  - Environmental Impact Assessment
  - Water resources policies and authorities
- **Communications**
  - Communication Skills (Baseline oral and written)
  - Technical writing (reports, white papers, etc.)
- **Ecosystem Restoration**
  - Project approval steps (SMART Planning milestones)
  - Social impact evaluation
- **Environmental Compliance**
  - Environmental Operating Principles

#### Journeyman
- **Policy**
  - Land Use Planning
  - Coastal Protection
  - Environmental Impact Assessment
  - Water resources policies and authorities
- **Communications**
  - Communication Skills (Baseline oral and written)
  - Technical writing (reports, white papers, etc.)
- **Ecosystem Restoration**
  - Project approval steps (SMART Planning milestones)
  - Social impact evaluation
- **Environmental Compliance**
  - Environmental Operating Principles

#### Expert
- **Policy**
  - Land Use Planning
  - Coastal Protection
  - Environmental Impact Assessment
  - Water resources policies and authorities
- **Communications**
  - Communication Skills (Baseline oral and written)
  - Technical writing (reports, white papers, etc.)
- **Ecosystem Restoration**
  - Project approval steps (SMART Planning milestones)
  - Social impact evaluation
- **Environmental Compliance**
  - Environmental Operating Principles
### Novice KSA's

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<th>Category</th>
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<th>Training Method</th>
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<td>Planners' Toolbox, Policy Digest, PGN</td>
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<td>N</td>
<td>Civil Works Dev Proc</td>
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<td>Civil Works Dev Proc</td>
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<td>Intro to Civ Works Development Process, PROSPECT PPA Course</td>
<td>ER 1165-2-208, Project Partnership Kit, DCW Cost Defn Memo 25Aug2011</td>
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<td>LDIP, CES Foundation, PA, OIT, PROSPECT 91, Army Action Officer training, OPM or other formal training</td>
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<td>A</td>
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<td>Speaking &amp; Presentation skills (at briefings, public meetings)</td>
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<td>OJT</td>
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<td>Intro to Civ Works Development Process</td>
<td>SPD QM5 Procedures (addresses requirements before bids can be solicited) Basic understanding how the Corps accomplishes construction for projects.</td>
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**CATEGORY KEY**

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**NOTE:**
1. Items 1-58 are from the original guide. Items 99 are additions.
2. Designation level (e.g., novice, apprentice) applies to level/phase when the particular knowledge or ability is new (N) or upgraded (U).
3. OJT should include mentorship and technical assistance from senior planners as needed to improve basic skills.
<table>
<thead>
<tr>
<th>#</th>
<th>Order on Planners' T&amp;D Guide</th>
<th>Category</th>
<th>Description</th>
<th>Knowledge or Ability (K or A)</th>
<th>New or Upgraded? (N or U)</th>
<th>Training Method</th>
<th>Guidance/Reference/Regulations</th>
<th>Comments</th>
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<td>5</td>
<td>Policy</td>
<td>Policy</td>
<td>Project management business process</td>
<td>K</td>
<td>U</td>
<td>OJT orientation from supervisor</td>
<td>ER 5-1-11</td>
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<td>6</td>
<td>Policy</td>
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<td>Continuing Authority procedures</td>
<td>K</td>
<td>U</td>
<td>Civil Works Dev Proc</td>
<td>ER 1105-2-100, Appendix F</td>
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<td>9</td>
<td>Policy</td>
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<td>Public involvement processes</td>
<td>K</td>
<td>N</td>
<td>PROSPECT 91, PCC7, IWR Public Participation and Risk Communication</td>
<td>PGN App B; IWR Conflict Resolution and Public Participation Center (<a href="http://www.iwr.usace.army.mil/cpc">www.iwr.usace.army.mil/cpc</a>)</td>
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<td>15</td>
<td>Policy</td>
<td>Policy</td>
<td>Cost Apportionment (cost sharing)</td>
<td>KA</td>
<td>N</td>
<td>Civil Works Dev Proc, Planning Essentials, PROSPECT PPA Course</td>
<td>ER 1165-1-31; PGN App E, PGL 62</td>
<td>Locally preferred plans, multi-purpose projects, differs across mission areas</td>
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<td>NEPA process requirements</td>
<td>K</td>
<td>N</td>
<td>PCC3, PROSPECT</td>
<td>ER 200-2-2, PGN App C</td>
<td>Understand overall process and when to consult with a NEPA specialist</td>
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<td>Local cooperation requirements</td>
<td>K</td>
<td>N</td>
<td>OJT, PROSPECT #315, Civil Works Dev Proc</td>
<td>Planner's Toolbox</td>
<td>At each step of the project development process, what are the non-federal sponsor responsibilities?</td>
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<td>Floodplain Management requirements</td>
<td>K</td>
<td>N</td>
<td>OJT, FEMA training courses</td>
<td>PGN, ER 1165-2-26, upcoming Planning Bulletin</td>
<td>Understand analyses needed to comply with EO 11988; Suggested reading: &quot;Living with Nature's Extremes&quot;, &quot;Rising Tide&quot;</td>
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<td>Real Estate rules and requirements (real estate plans, takings analyses, etc.)</td>
<td>K</td>
<td>N</td>
<td>OJT</td>
<td>ER 405-1-2</td>
<td>PF needs to know what to ask RE for</td>
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<td>P&amp;G (or new P&amp;R) Accounts evaluation procedures</td>
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<td>Planning Essentials</td>
<td>PGN, IWR pubs such as OSE &amp; RED Handbooks</td>
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<td>N</td>
<td>OJT, Planner's Toolbox, PCX Guild docs</td>
<td>EC 1165-2-214</td>
<td>Contribute to writing Review Plans; Respond to comments</td>
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<td>Decision documentation preparation, coord &amp; review</td>
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<td>N</td>
<td>OJT, Planning Essentials</td>
<td>Apprentice works with Journeyman to learn these skills</td>
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<td>Policy</td>
<td>Relationships of HQ, ASA(CW), and OMB</td>
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<td>Civil Works Dev Proc</td>
<td>Awareness of roles and relationships</td>
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<td>Budget EC 11-2-206 for FY16</td>
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<td>Minimal knowledge needed to understand basic process; continuous upgrading needed</td>
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<td>U</td>
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<td>Minimal knowledge needed to understand basic process; continuous upgrading needed</td>
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<td>MSC/HQ Developmental, CW Orientation, Planning Essentials</td>
<td>PGN App H; Planning Bulletins</td>
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<td>Determining the Federal interest</td>
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<td>PGN (Main, App E &amp; F), Planning Manual</td>
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<td>Identifying planning problems &amp; opportunities</td>
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<td>N</td>
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<td>Identifying objectives &amp; constraints</td>
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<td>Inventorying existing conditions</td>
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<td>N</td>
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<td>Forecasting future with and without project conditions</td>
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<td>Screening &amp; evaluating alternatives</td>
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<td>Selection of a plan (NED, NER, LPP)</td>
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<td>Communication skills (baseline oral and written)</td>
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<td>U</td>
<td>LDP, CES Foundation, PA, OJT, PROSPECT 91, Army Action Officer training, OPM or other formal training</td>
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<td>Locally preferred plans, multi-purpose projects, differs across mission areas</td>
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<td>26</td>
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<td>Technical writing (reports, white papers, etc.)</td>
<td>A</td>
<td>U</td>
<td>OJT, OPM or other formal training</td>
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<td>99</td>
<td>Com</td>
<td>Speaking &amp; Presentation skills (at briefings, public meetings)</td>
<td>A</td>
<td>U</td>
<td>LDP, PA, Toastmasters, PROSPECT 91, OPM or other formal training, OJT</td>
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<td>Some specific communications skills can only be acquired on the job, like presentation and communication of decision information, briefing CGs, etc.</td>
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<td>99</td>
<td>Com</td>
<td>Organizing information for briefings &amp; presentations</td>
<td>A</td>
<td>U</td>
<td>OJT, PA, PROSPECT 91</td>
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<td>Some specific communications skills can only be acquired on the job, like presentation and communication of decision information, briefing CGs, etc.</td>
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<td>99</td>
<td>Com</td>
<td>Cultural awareness &amp; sensitivity</td>
<td>K</td>
<td>N</td>
<td>PA, PROSPECT 91, 299, 950</td>
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<td>Dealing with PDT and stakeholders appropriately.</td>
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<td>Interpersonal communication skills (oral, e-mail, correspondence)</td>
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<td>U</td>
<td>OJT, OPM or other formal training</td>
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<td>99</td>
<td>Com</td>
<td>Effective use of virtual communications technology</td>
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<td>OJT, Private-sector training (Netspeed Virtual Teaming course)</td>
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<tr>
<td>17</td>
<td>LM</td>
<td>Coordination with other agencies</td>
<td>A</td>
<td>N</td>
<td>OJT, NCTC Courses</td>
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<td>NCTC = National Conservation Training Center (USFWS)</td>
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<td>27</td>
<td>LM</td>
<td>Team building/management</td>
<td>A</td>
<td>N</td>
<td>PA, PROSPECT 383, CES Courses, LDP, Emerging Leaders</td>
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<td>29</td>
<td>LM</td>
<td>Scheduling</td>
<td>A</td>
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<td>PROSPECT #143</td>
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<td>Ability to inform PM regarding activities and resources required to complete studies.</td>
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<td>Work breakdown structure</td>
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<td>OJT, PROSPECT 143</td>
<td>Knowledge of cost estimating and sequencing of activities.</td>
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<td>LM</td>
<td>Corporate Automated Info Systems (CEFMS, P2, QMS, etc.)</td>
<td>K</td>
<td>N</td>
<td>OJT</td>
<td>Varies by local organization.</td>
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<td>Virtual teaming skills</td>
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<td>99</td>
<td>Econ</td>
<td>NED Analysis (Benefit/cost analysis &amp; optimization)</td>
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<td>Planning Essentials, PCC4, OJT, Academic training</td>
<td>PGN Appendix D &amp; E, NED Manuals</td>
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<td>Engineering economics (time cost of money)</td>
<td>K</td>
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<td>PGN Appendix D &amp; E, Economics Primer (IWR Report 09-R-3)</td>
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<td>34</td>
<td>Econ</td>
<td>Cost effectiveness &amp; Incremental cost analysis</td>
<td>K</td>
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<td>PCC3, PCC4, PROSPECT 348, IWR training upon request</td>
<td>PGN Appendix E, IWR Planning Suite (software, manual, training), IWR Significance Reports</td>
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<td>Planning Manual, PGN App E, IWR Significance Reports</td>
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Discounting, amortization, annualizing, etc.

Assessing uncertainty in analyses, focus on economics, H&H, cost, etc.; Probability of failure analyses, economic benefits uncertainty, etc.

Need to understand differences between NED & RED.

Economic, Environmental, NED, RED, EQ, OSE and other types of benefits, significance.
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<th>Project features/management measures for each mission area</th>
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<td>Project features/management measures for each mission area</td>
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<td>Hydrology and flow frequency analysis</td>
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<td>36</td>
<td>Eng</td>
<td>Hydrology and flow frequency analysis</td>
<td>Planning Essentials, PCCS, PROSPECT #57, Academic training, OJT</td>
<td>Understand basic concepts and tools used by H&amp;H team members.</td>
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<td>Original Order on Planners’ T&amp;D Guide</td>
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<td>Knowledge or Ability (K or A)</td>
<td>New or Upgraded? (N or U)</td>
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<td>Cost Apportionment (cost sharing)</td>
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<td>NEPA process requirements</td>
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<td>Floodplain Management requirements</td>
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<td>Policy</td>
<td>Real Estate rules and requirements (real estate plans, takings analyses, etc.)</td>
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<td>Formulating multipurpose projects (multi-objective planning)</td>
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<td>Policy development &amp; implementation guidance</td>
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<td>Identify policy, technical and legal issues</td>
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<td>Policy</td>
<td>Financial planning, work-in-kind services, partnership with Corps</td>
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<td>NED Analysis (Benefit/cost analysis &amp; optimization)</td>
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<td>N</td>
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<td>41</td>
<td>Env</td>
<td>Habitat evaluation procedures or equivalent process</td>
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<td>U</td>
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<tr>
<td>99</td>
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<td>Shared vision models</td>
<td>K</td>
<td>N</td>
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<tr>
<td>99</td>
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<td>AE contracting procedures</td>
<td>K</td>
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<td>LDP, Emerging Leaders, CES courses, PA, Flippen, OPM or other formal training/developmental assignments, mentoring</td>
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Appendix C. Career Program 18 (CP-18)
The Department of the Army Career Program 18 (CP-18) is an online learning program supports the training & development needs of Engineers, Architects, Facility Managers, Land Surveyors, Electricians and other construction professionals with continued certificate and learning opportunities. CP-18 includes over 100 job series that are similar in occupational description, but widely varied in functional description. CP-18 provides information for the careerist to identify potential career advancement to become highly developed and seasoned effectively, while gaining expertise for attaining career goals. CP-18 combines the leadership, management, scientific, technical and functional training needed for the development of career programs with the relationships already established in the engineers and scientists (resources and construction) category.

C.1 Professional Development Model
The Professional Development Model (PDM) provides a standardized framework and all-inclusive career enhancing information to Civilians, supervisors, and personnel managers for the professional development of Department of Army Civilian employees. The PDM serves as the professional reference for a successful DA Civilian career while providing information and guidance on assignments, competencies, leader development, education, and training. A PDM is available for each job series within CP-18 by accessing the Army Career Tracker Portal at https://actnow.army.mil/communities/community/civilian-cp18.

C.2 Online Training Courses
CP-18 also offers free online training courses for USACE personnel. To request enrollment in the CP-18 eLearning program, go to http://www.enterprisetraining.com/ArmyEngSci/ and request access using your Corps email address. Once you are enrolled, you can review the course catalog and enroll in the course(s) of your choice. As a member of the CP-18 workforce you have access to 40 hours of free training, which can be used for accruing professional development hours for various certifications.

C.3 Position Classifications and Standards

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<td>0170 Series</td>
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<td>Archeologist</td>
<td>0193</td>
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<tr>
<td>Mathematics and Statistics</td>
<td>1501</td>
<td>1500 Series</td>
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Appendix D. Agency Technical Review Certification

Once Planners reach a certain level of expertise in their field, they can be certified to conduct Agency Technical Reviews. ATR certification is available in four categories that coincide with the four sub-CoPs: Plan Formulation, Economics, Environmental, and Cultural Resources. All USACE personnel who want to be considered for ATR certification must submit a qualifications statement. There is a call for applications for ATR certification each year. The following links provide information on each sub-CoP’s certification process.

Certification for Plan Formulation Sub-CoP Members

Certification for Economics Sub-CoP Members

Certification for Environmental Sub-CoP Members

Certification for Cultural Resources Sub-CoP Members
Appendix E. Water Resources Certified Planner Program

The National WRCP Program is a framework for developing and sustaining a results oriented, high performing planner workforce. The standard to attain status as a WRCP is high. This certification not only requires candidates to have taken certain training, but also to demonstrate experience, knowledge, and leadership. The WRCP is an individual who has a broad variety of experience and training in the Corps planning processes and is capable of leading the most complex water resources planning efforts, ATRs, and planning task forces throughout the enterprise. By identifying WRCPs, the Corps can help water resource managers match complicated, controversial, and highly visible studies and initiatives with a very capable lead planner, no matter where that planner is located.

Following is a list of resources on the WRCP Program:

- National Water Resources Planning Professional Certification, Planning Community of Practice (PCoP)
- Water Resources Certified Planner Program webinar (22 April 2016)
- Water Resources Certified Planner Program page on the Planning Community Toolbox
Appendix F. Planning Associates Program

F.1 Qualifications
The current Planning Associates Program Handbook, which outlines program goals, objectives, and expectations, can be found here.

F.2 Application and Approval Process

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: 2021 Planning Associates (PA) Program Announcement and Application Instructions

Purpose: To announce to the Planning Community of Practice the call for nominations of the 2021 Planning Associates Program (starting in FY20).

1. General: The PA Program is an advanced training opportunity in water resources problems and challenges. Candidates are competitively selected by Headquarters, U.S. Army Corps of Engineers (HQUSACE), from a pool of candidates submitted by the Commanders of the eight Major Subordinate Commands (MSC), Labs and Field Operating Agencies (FOAs). The PA Program has transitioned to a two-year program. Course work will be split over two fiscal years with the intent of reducing the impact to District-level workload and personal life. Details are in the attached application.

2. Program Vision and Goals: The Planning Associates Program will develop planning leaders who are capable of executing today’s USACE Planning mission and are prepared for tomorrow’s mission challenges. The goals of the PA Program are to provide an opportunity for journey-level planners to develop knowledge, skills, and abilities that will help them grow into expert planners, and to develop future planning leaders who can influence the Civil Works Program, including study execution, planning processes, and development and application of policy.

3. Training: The PA Program provides quality, intensive training in USACE Civil Works Planning and leadership development. The curriculum is a rigorous, comprehensive program that covers team building, leadership training, water resources laws and policies and experiential training in USACE Civil Works business programs.

4. Course Length: As mentioned earlier, the program has transitioned to a two-year program. TDY time away from home office and home life was greatly reduced beginning this FY, with some course content delivered virtually. Most likely, the longest continual TDY will be two weeks.

5. Benefits: The PA’s home offices will receive immediate benefit from the PA’s experiences by way of back briefs. These back briefs will transmit the latest information on policies and procedures employed in other offices USACE-wide.
CECW-P
SUBJECT: 2021 Planning Associates (PA) Program Announcement and Application Instructions

6. Resourcing: Central funding resources will cover most of the costs for this program, including labor effective rate (see Exhibit 2), which will be used while on TDY for normal duty hours. It is estimated that the PA Program will cover 650 hours, over the two-year period, of the selected applicant’s labor.

7. Eligibility. The typical PA class is a demographically diverse, multi-disciplinary team of high potential GS-09 to GS-13 USACE employees with 5-15 years of federal planning experience, that would most benefit from participating in the program. Well qualified non-planners are also encouraged to apply. Successful applicants must demonstrate a passion for planning, a record of accomplishment in the planning function, and a desire to use what they will learn in future career activities. The applicants must have completed PCC 1-3 or PCC 1, 2 and 6 from prior years.

8. Submission of Nominations: The MSC, HQ, Labs and FOAs will transmit an ADOBE pdf file version of their endorsed application packages by electronic mail to the PA Program Manager and principal point of contact, Joy Muncy, CEIWR-GW, joy.d.muncy@usace.army.mil, 703-428-6009, no later than 9 August 2019. The application package must consist of the following:

   a. A resume in the format required by the applicant’s Civilian Personnel Office;

   b. Typed, dated, and signed responses to the PA Program Nominee Application Questions (Exhibit 3);

   c. Complete (Exhibit 4) in regards to what Planning Core Curriculum (PCC) Courses the applicant has completed and when

   d. The PA Program Participation Agreement (Exhibit 5), which will be signed and dated, without deviation, by the nominee, supervisor, and home office commander;

   e. Endorsement letters signed by the MSC Commander and the home office commander attesting to the fitness of each nominee to participate in the program.

9. Selection of Participants. The nominations by MSC, HQ, Labs and FOAs and the final selections by this office will be based in part on the criteria outlined in Exhibit 4. At this point, final decisions on FY20 funding levels for PA Program activities have not been made. In the event sufficient funding has not been provided for this program as I have represented it, I will notify you immediately.
CECW-P
SUBJECT: 2021 Planning Associates (PA) Program Announcement and Application Instructions

10. I urge you to take advantage of this opportunity for personal, professional, and organization growth and to enhance the USACE professional capability.

JAMES C. DALTON, P.E.
Director of Civil Works

5 Encls
1. Exhibit 1, Program Information and Course Schedule
2. Exhibit 2, Resource Responsibilities
3. Exhibit 3, Nominee Application Questions
4. Exhibit 4, Planning Core Curriculum Courses Taken
5. Exhibit 5, Participation Agreements

DISTRIBUTION:
COMMANDERS:
GREAT LAKES AND OHIO RIVER DIVISION (CELRD)
MISSISSIPPI VALLEY DIVISION (CEMVD)
NORTH ATLANTIC DIVISION (CENAD)
NORTHWESTERN DIVISION (CEWWD)
PACIFIC OCEAN DIVISION (CEPOD)
SOUTH ATLANTIC DIVISION (CESAD)
SOUTH PACIFIC DIVISION (CESPD)
SOUTHWESTERN DIVISION (CESWD)
GREAT LAKES REGIONAL HEADQUARTERS
BUFFALO DISTRICT (CELERB)
CHICAGO DISTRICT (CELRC)
REGIONAL OFFICE MISSOURI RIVER
DETROIT DISTRICT (CELRE)
HUNTINGTON DISTRICT (CELRH)
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MEMPHIS DISTRICT (CEMVAM)
NEW ORLEANS DISTRICT (CEMVN)
ROCK ISLAND DISTRICT (CEMVR)
ST. LOUIS DISTRICT (CEMVS)
ST. PAUL DISTRICT (CEMVP)
VICKSBURG DISTRICT (CEMVK)
DISTRIBUTION: (CONT)
BALTIMORE DISTRICT (CENAB)
NEW YORK DISTRICT (CENAN)
(CONT)
EXHIBIT 1
APPLICATION FOR PLANNING ASSOCIATES PROGRAM CLASS OF 2021
PROGRAM INFORMATION, COURSE DESCRIPTIONS, AND COURSE SCHEDULE

A. PROGRAM INFORMATION

The PA Program and its graduates have been at the forefront of Planning Modernization and will continue to be so in the future. The PAs will be involved with case studies, individual and group projects, written and verbal communications, presentation techniques, and critical thinking. In addition, the PAs will have numerous networking opportunities with leaders in districts, MSCs, HQUSACE, and other Army, administration, congressional, and public and private water resource interest groups.

Although the Program is being adjusted to reduce TDY time and minimize impacts to District-level workload and personal life, the PA Program will continue to require stamina and flexibility by the participants, their families, and their home office staff. While TDY periods are not anticipated to be longer than two weeks at a time, the PA TDY periods are rigorous; often going more than 12 hours a day (to include in-class and outside classwork), and may require weekend work. In addition to the course workload, the PAs are also working on their required individual and team products.

**PA Commitments.** While in the PA Program, the PA will commit to attending each and every scheduled training session on time, fully participate in all exercises and experiential training, complete any homework and other assignments, contribute to development of team products and participate in post graduate activities. The PA work has priority over home office tasks and some PA work may need to be accomplished at the home office. The PA will conduct oneself in a manner that will bring credit to oneself, the PA Program and the USACE.

**Travel Requirements.** Since the transitioning of the PA Refresh Program started in FY19, it is now a two-year program. Course work will be split over two fiscal years and TDY periods are not anticipated to be longer than two weeks at a time. To the extent possible, course sessions will be scheduled to minimize TDY sessions coinciding with holidays, but logistics and circumstances inevitably result in not being home for some holidays. There may be a small number of TDY days on non-federally recognized secular or religious holidays. Reasonable accommodations will be provided for religious observances while the PAs are on TDY to attend services on non-PA class time.

**Rating Criteria.** Rating criteria will involve a review of the applicant’s resume to assess experience, performance, and technical and leadership excellence potential; a review of the nominee’s application questions (Exhibit 3); and an interview with a team of HQ personnel and PA Management either in person or by virtual webinar/teleconference.

**Resourcing.** See Exhibit 2.
B. COURSE DESCRIPTIONS

PA ORIENTATION
This session provides an opportunity for the newly selected PAs and the PA management team including course owners to introduce themselves. The class Charter will begin development with a facilitated session to review the PA's needs and expectations, and, with the program management team, develop the final list of needs and expectations that will be addressed during the program. There will also be time to discuss the required readings for this session, and the PAs will be asked to complete several instruments in preparation for the PA Team Building Session.

TEAM BUILDING, TEAM LEADERSHIP, EFFECTIVE COMMUNICATION
This session contains several modules:

Team Building. Basic training on how teams work and the fundamental skills needed to work effectively in a team-oriented environment. This training examines how to apply basic team processes and tools to foster commitment, increase trust, empower people, and create synergy for accomplishing organizational goals.

Leadership. This module focuses on critical competencies, including conflict management, influencing/negotiating, interpersonal skills, leveraging diversity, problem solving, vision, and creating a team identity, which fosters cooperation and commitment.

Facilitated Logistical Planning Session. Using the skills learned in the Team Building module, the class will complete the Class charter and develop work team norms and logos.

Communication. Presentations and Briefings. This training focuses on enhancing presentation and briefing skills. The goal of the training is to have the PAs master the skills to present information in a clear, concise manner that can be applied, when appropriate, at the workplace.

WASHINGTON, DC EXPERIENCE
The Washington, DC Experience provides an introduction to the Washington-level people and processes involved in the Corps water resources programs. This 2-part course includes formal training, individual discussions, and many networking opportunities. Course training also covers current issues in the Administration and Congress as well as perspectives on the authorization and appropriations processes. Office visits are scheduled to meet with staff and senior leaders in the Corps Headquarters, the Office of the Assistant Secretary of the Army (Civil Works), the Office of Management and Budget, and the Congress (both House and Senate).

BUSINESS PROGRAM TRAINING
Business program training is the heart of the PA program. Formulating solutions to water resources challenges across different mission areas drive the Corps of Engineers planning process, and therefore training experiences in these skills are key areas of learning.
PA programs will receive formal training to achieve a broader national perspective of Civil Works mission areas and in-depth knowledge of the three key mission areas: Navigation, Flood Risk Management, and Ecosystem Restoration. Business-line specific courses will cover history, policy, and formulation and evaluation analyses. Experiential training will involve assignments in technical analyses as well as formulation and evaluation procedures. Courses will include case studies and project site visits. Opportunities will also be provided to visit or discuss other business program activities in the host MSC. The business program courses are: Flood Risk Management/Coastal Storm Risk Management; Deep Draft Navigation/Inland Navigation/Small Boat Harbor; and Ecosystem Restoration/Integrated Water Resources Management. Other topics may be incorporated into these courses or covered by webinars such as Cultural Resources, Tribal Affairs, Intergovernmental Coordination, Endangered Species Act, Hydropower, Water Supply, and Recreation.

CAPSTONE PRESENTATION DRY RUN AND MIDTERM TEST
The Capstone Presentation Dry Run is a showcase preview of the PA's individual or class assigned project. During the session, each PA will receive feedback on style and content from their mentors, peers and PA Management. The purpose of the Dry Run is to rehearse and refine the assigned Individual or Class Project before the presentation during the Awards Activities. The Dry Run will likely be completed via webinar. Around this time, a Midterm test will be given to the PAs.

APPLICATION ASSESSMENT
The Application Assessment is another individual component of the Program which provides an opportunity for the PA to gain more hands-on experience, while providing back to the planning community. The PA will learn by doing and applying the concepts, leadership skills, and communication skills experienced throughout the PA Program to real-world problem solving by way of Community of Practice engagement. The assignment is intended to be a task requiring critical thinking and experience towards implementation. This assessment will start in the PA’s Year 2 of the Program.

FINAL TEST AND AWARD ACTIVITIES
Activities include final dry run of the Capstones, presentation of the Capstones, final test, and Awards Ceremony. The final test will be administered prior to Award Activities.

C. FY2021 REQUIRED PA TASKS & PRODUCTS (subject to change):

Required Tasks:
- PA Handbook
- PA Vision Statement and Logo
- Reviews of required readings for class discussion, if any assigned
- A list of questions (one from each PA, depending on number of PAs in class) to the course owners and program manager before each course, that the PAs want answered during the course session. If auditors are taking course, those will be included
- Course Evaluation, due at the end of each course to the program manager
• Any course work assigned from each course, due at Course Owners’ discretion
• Preparation of individual or class Capstone for presentation during Awards Week
• Completion of Application Assessment prior to Awards Week
• Final Program Evaluation
• Pre-test, Midterm and Final Test

Required Activities:
• Continued service through 31 August 2022
• Capstone Project: Provides an opportunity for PAs to actively synthesize, integrate, and apply the knowledge and skills acquired throughout the Program to analyze a hot topic or issue begging for a creative solution
• Application Assessment: Such as; a Plan Formulation Application that would support a project in a review capacity or participate on a PDT, or a Theoretical Application like serving as an instructor for a PROSPECT or PA Course, or develop a course, or implement a PA Capstone Project (not funded by PA Program)
• 6-month Post-Program Evaluation
<table>
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EXHIBIT 2
PLANNING ASSOCIATES PROGRAM FY2021
RESOURCE RESPONSIBILITIES

A. CENTRALLY FUNDED RESPONSIBILITIES

Labor. Funds will cover labor at the effective rate, which is the base labor to cover allocations for fringe benefits, which include Government contributions and To fund leave. PAs on official TDY and attending PA webinars will not burden labor with either G&A or Department Overhead.

Travel. Travel between home office and TDY locations. You need to be in compliance with the rules as outlined in the Joint Travel Regulation (JTR), dated 1 Apr 2019. The JTR use of DTMO (Defense Travel Management Office aka Carlson, Sato, CTO, TMC) Section 0102 para C1., states that official travel arrangement purchased through a CTO not under contract to the government is not reimbursable except at locations where there is no CTO contract. For example, if Carlson is more than Orbitz and all others, there is still a City Pair Program which is MANDATORY, the Government has a contract for the rates/routes. If there is a flight available through the City Pair Program, it has to be used. For further information, please check the above mentioned JTR. Travel compensatory time (TCT) is authorized for required travel outside normal duty hours. Travel costs to home or other locations not related to official PA TDY during intervening weekend periods will not be centrally funded and will be the responsibility of the PA. If a PA must travel for home office business while on travel during the PA Program, travel and labor for that home office business trip will be the responsibility of the PA’s home office. If a PA course is completed, for example, on a Thursday, then Friday is the official travel home day for the PA where TCT is not necessary unless trip is over 8 hours. If the PA decides to take leave on that Friday, for example, at course location and travel home on the weekend, per diem will not be paid for weekend and TCT should not be allowed as Friday was designated as the original travel day.

Per Diem while on official TDY. Standard Per Diem rate will apply. Actual expense, unless specifically authorized in writing in advance by the PA Program Manager, will not be centrally funded.

B. HOME OFFICE FUNDED

Each PA will be provided with a laptop with the current MS OFFICE Suite; high speed and dial-in (wireless/air card, if possible) remote networking capability; a DVD/R drive; and 2.0 USB port.

Digital camera (may be part of BB/Iphone) to record PA activities that will be used for Capstone and Annual presentations at the Awards Ceremony as well as other PA activities throughout the year.
Provide the use of a BB/IPhone in order for the PA to check on home office projects and activities due to, in some cases, a laptop unable to make an internet connection while on TDY.

Labor (approx. 60 hours) and supplies sufficient to permit the PA to complete homework assignments, virtual team requirements, logistical tasks such as making travel and lodging reservations, teleconferences, emails regarding the PA Program and preparing travel orders, and submitting vouchers.

Compensatory leave for weekend or other non-duty hours will be based on PA’s home office policy and at home office expense.

The home office will provide for shipping bulky course materials (which should be minimal, if any) back to the office. This prevents added baggage handling for the PA as well as avoiding extra baggage charges.

The PA is expected to complete as much as possible, of the above tasks, while on PA TDY to cut down using home office time.
EXHIBIT 3

PLANNING ASSOCIATES PROGRAM FY2021
NOMINEE APPLICATION QUESTIONS

a. Professionally, what is your most significant accomplishment and why is the world a better place for you having done it?

b. How would participating in the PA program impact your professional performance in 5 years?

c. What do you want your legacy to be as a result of your career in the Corps of Engineers?

d. Describe your passion for planning.

e. What two topics do you feel are the greatest challenges in planning, and why? What are your recommendations to address these challenges?

Print Name: __________________________________________

Signature: __________________________________________ Date: ______________
EXHIBIT 4
PLANNING ASSOCIATES PROGRAM FY2021
PLANNING CORE CURRICULUM COURSES TAKEN

<table>
<thead>
<tr>
<th>PCC Course</th>
<th>Date Course Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mandatory Courses</strong>*</td>
<td></td>
</tr>
<tr>
<td>PCC1: USACE Civil Works Project Development Process</td>
<td></td>
</tr>
<tr>
<td>PCC2: Planning Essentials</td>
<td></td>
</tr>
<tr>
<td>PCC3: Plan Formulation and Evaluation Capstone or</td>
<td></td>
</tr>
<tr>
<td>PCC6: Plan Formulation</td>
<td></td>
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<tr>
<td><strong>Other Related Courses (NOT Mandatory)</strong></td>
<td></td>
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<tr>
<td>Environmental Considerations in Planning</td>
<td></td>
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<tr>
<td>Economic Analysis for Water Resource Planning</td>
<td></td>
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<tr>
<td>Hydrology and Hydraulic Considerations in Planning</td>
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<tr>
<td>Public Involvement and Team Building in Planning</td>
<td></td>
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<tr>
<td>Risk Analysis for Flood Damage Reduction Projects</td>
<td></td>
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<tr>
<td>Risk Analysis – WRP&amp;M</td>
<td></td>
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<tr>
<td>Risk Communication and Public Participation</td>
<td></td>
</tr>
<tr>
<td><strong>OTHER – Please list</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Mandatory courses include PCC1, 2, and 3 or PCC 1, 2, and 6.*
EXHIBIT 5
PLANNING ASSOCIATES PROGRAM FY2021
PARTICIPATION AGREEMENTS

NOMINEE AGREEMENT:

I agree to attend each and every scheduled training session on time; fully participate in all exercises and experiential training; prepare myself for sessions by homework and other assignments; contribute to development of team products; and to participate in post graduate activities.

I understand that Planning Associates work has priority over home office tasks, and that some Planning Associates Program work may need to be accomplished at the home office. I will coordinate with my Immediate Supervisor to ensure my workload is reduced to a manageable level during the course of the PA Program.

I understand the program requires personal and family sacrifice, including rigorous training days, some weekend and evening course-related activities, and some weekends away from home. I also understand that some course assignments are not known at this time and will be scheduled as opportunities arise.

I will conduct myself in a manner that will bring credit to me and the Corps of Engineers. I understand that unexcused absences or failure to comply with these requirements will be reported to my supervisor and Commander, recorded in my DPMAP evaluation, and may result in my dismissal from the program.

Print Name: ________________________________

Nominee’s Signature: ______________________ Date: ______________
IMMEDIATE SUPERVISOR AGREEMENT:

I agree to assure that the PA will be available to attend all sessions and to fulfill all assignments for the Planning Associates Program. I will include participation in the program in the PA’s DMAP Objectives, and understand that I may solicit input from the PA Management team on the PA’s program performance.

I understand that Planning Associates work has priority over home office tasks. The PA’s home office workload will be reduced to allow for prioritization of PA travel and PA-Program assignments. I encourage a “work/life” balance for the PA while they participate in the Program and will reallocate home office resources as available and applicable to further prioritize PA work.

I understand and that some Planning Associates Program work may need to be accomplished at the home office and the home office will cover the labor. This work will include such activities as read ahead and homework assignments, production of PA work products, preparation of travel orders and vouchers, participation in pre-session briefs and virtual team teleconferences, and related logistical tasks.

I will assure sufficient resources are available for the PA to accomplish these tasks (such as laptop, BB/iPhone/digital camera) and further assure that no undue influence or pressure is put on the PA if a conflict arises between the PA's responsibilities and other home office tasks.

I also will assure that the terms of this participation agreement will be enforced.

Print Name: ____________________________

Nominee’s Immediate Supervisor Signature: ____________________________

Date: _______________
COMMANDER AGREEMENT:

If selected, I fully support the commitments of my nominee and his/her supervisor, and assure that my Command will do everything possible to sustain a successful, rewarding assignment in the Planning Associates Program.

I understand that Planning Associates work has priority over home office tasks and the PA’s home office workload will be reduced to allow for prioritization of PA travel and PA-Program assignments. This workload reduction will be coordinated with the PA and his/her immediate supervisor.

Commander’s Signature: _________________________  Date: ________________
EXHIBIT 6

PLANNING ASSOCIATES PROGRAM FY2021
RATING CRITERIA

The following rating criteria will be considered by HQU SACE to assist in the selection of the participants in the 2021 PA Program.

Resume (0 - 40 points): The applicants resume will be evaluated and rated on the candidate’s experience, performance, and technical and leadership excellence potential.

0 = Very limited breadth of planning skills, little evidence of having produced planning products, little or no training in planning function activities, less than outstanding performance appraisals, few awards or special recognitions, no evidence of outside interests or activities.

40 = High level of achievement as a journeyman level employee, has a great interest in acquiring a breadth of planning skills; has produced or contributed to planning products of a quality indicative of the potential for future technical excellence or professional leadership; has achieved a knowledge level equivalent to having taken the listed Planning courses (Exhibit 4); outstanding performance appraisals; evidence of awards, special recognitions, or outside interests or activities that signal leadership potential.

Nominee Application Questions (0 - 40 points): A score of 0 - 10 will be given for each response. The ratings will be based on the candidate’s vision of his or her current and future, and how this program ties into that vision. The ratings will reflect both the quality of the content as well as the quality of its articulation.

Target Class Membership and Immediate Post-Program Contributions (0 - 20 points):

0 = Less than 5 years of current Planning experience; GS08 or lower grade level; not a District employee; level of experience, knowledge and skills insufficient to absorb and integrate the advanced level of training in a manner that would be of immediate benefit to the home office.

20 = 5-10 years current Planning experience; GS09-13; level of experience, knowledge, and skills that would enable the nominee to absorb the advance training in a manner that would be of immediate significant benefit to the home office.

0 - 10 = More than 10 years current Planning experience; GS14 or higher grade level; not a District employee; level of experience, knowledge, and skills that are at a level equivalent to the program and therefore would not be of significant benefit to the home office. If the applicant’s past work was focused on producing excellent work in one business program at a single district, some points may be considered for that applicant.

Interview. Each candidate may undergo an interview by the PA Management team, either in person or by phone and virtual webinar.
Appendix G. Leadership Development Program

The Leadership Development Program (LDP) is a multi-tiered district-run program available to all permanent Federal employees. The amount of levels, duration, and scope is dependent upon the district in which you are located. For more information on your District’s LDP program, see your District’s intranet training page. Links are below.

Alaska District
Albuquerque District
Baltimore District
Buffalo District
Charleston District
Chicago District
Detroit District
ERDC
Europe District
Fort Worth District
Galveston District
Huntington District
Honolulu District
Jacksonville District
Japan Engineer District
Kansas City District
Little Rock District
Los Angeles District
Louisville District – See your supervisor
Memphis District – See your supervisor
Mobile District
Nashville District
New England District
New Orleans District
New York District
Norfolk District
Omaha District
Philadelphia District
Pittsburgh District
Portland District
Rock Island District
Sacramento District
San Francisco District
Savannah District
Seattle District
St. Louis District
St. Paul District
Transatlantic Afghanistan District
Tulsa District
Vicksburg District
Walla Walla District
Wilmington District
Appendix H. Developmental Opportunities

Developmental assignments build knowledge, skills, and abilities by providing employees experiences not normally encountered within the office to which they are assigned. Such assignments can provide exposure to the issues and challenges unique to a different community of practice. Developmental assignments also provide opportunities for supervisory experience or collaboration with other Department of Defense or Federal agencies. Such experiences broaden the perspective and knowledge base of the employee, while allowing the Corps to benefit from shared best practices.

A *rotational assignment* is generally short in duration, has no set learning objectives, and exposes someone to a new competency. Sometimes this can include shadowing assignments. Rotational assignments are beneficial to the host office when it may need temporary assistance during a period of heavy workload or to fill a temporary vacancy.

An *developmental assignment* is at least 30 days in duration and has set learning objectives to obtain verifiable competencies, tasks, or knowledge. Career programs use developmental assignments of no more than 90-120 days in duration.

A *detail* is a formal appointment to another job for a set duration for either mission accomplishment or to obtain a new competency or skill. The increase in competencies, skills, and abilities may lead to future capabilities for the organization as well as foster individual career development. Assignments of less than 120 days are counted as short-term, while assignments in excess of 120 days are counted as long-term training and subject to open competition.

Planners should consider whether they are willing to take on a temporary assignment within another office or District, at their MSC or HQUSACE, or even at another agency, in order to diversify their competencies and increase their proficiency levels. There may very well be temporary positions in other geographic locations not available to them locally.

### H.1 Opportunities at Your District

**Project Manager.** Project Managers are an important part of a PDT. While their responsibilities can vary from District to District, they typically prepare project schedules and identify funding needs. Through active monitoring of project progress and costs, they ensure the PDT meets its commitments to the vertical team as well as to the non-Federal sponsor. Project Managers collaborate with the Lead Planner and the rest of the PDT to ensure that the District’s products meet the non-Federal sponsor’s expectations. These details are typically available to current GS-11s and GS-12s.

**Plan Formulator.** If you are a member of the Economics, Environmental, or Cultural Resources sub-CoP, you are encouraged to apply for detail opportunities to serve as a Plan Formulator. Plan Formulators are responsible for guiding the PDT through the Corps planning process, from the execution of the Feasibility Cost Sharing Agreement to the signing of the Chief of Engineers Report. They are also responsible for ensuring the application of risk-informed decision making principles. These details are typically available to current GS-11s and GS-12s.

**Supervisor.** Do you have several years of experience working in the PCoP? Consider applying for a detail as a supervisor within your District’s Planning organization. Taking on a GS-13 or GS-14 supervisory position within Planning typically involves reviewing incoming directives, regulations, and technical
correspondence, conferring with heads of other organizational segments to coordinate all phases of planning work with other functions, and offering support and direction to your staff.

H.2 Opportunities at Your Division

**Senior Economist.** Are you the go-to Economist in your District? Consider a detail at your MSC. MSC Senior Economists are responsible for ensuring economic evaluations conducted as part of a planning study are technically sound and make it through the Corps’ rigorous review process successfully. They provide guidance and support to the District PDT, particularly the study economist. These details are typically available to current GS-12s and GS-13s.

**Senior Environmental Resources Specialist/Senior Cultural Resources Specialist.** Biologists, Ecologists, and Archeologists at the MSC level provide support to the Districts in matters of environmental compliance. They ensure environmental resources personnel assigned to a feasibility study are following all legal requirements under the National Environmental Policy Act (NEPA) and other federal environmental compliance requirements such as Section 7 of the Endangered Species Act (ESA), and Section 106 of the National Historic Preservation Act (NHPA). These details are typically available to current GS-12s and GS-13s.

**Senior Plan Formulator.** Plan Formulators at the MSC provide support to the District PDT in matters of risk-informed planning, uncertainty analysis, and the feasibility report review process. MSC Plan Formulators sometimes serve as the lead of the Policy & Legal Compliance Review Team. These details are typically available to current GS-12s and GS-13s.

**MSC Planning & Policy Chief.** Your MSC Planning & Policy Chief directs and provides oversight of the delivery of the Civil Works Planning program within their MSC. They are also responsible for supporting training and workforce development programs for their people. They develop, defend, and manage their MSC’s annual Investigations appropriations budget in collaboration with their District Planning Chiefs as well as HQUSACE. These details are typically open to current GS-14s and GS-15s.

**National Technical Expert.** Do you have a wealth of knowledge in a particular business line? Consider doing a detail as a National Technical Expert at one of the Corps’ Planning Centers of Expertise (PCXs). PCXs provide peer review, planning model certification, training, technical services, policy development support, and other services to the Planning community and the Corps. PCXs have been established for Coastal Storm Risk Management, Flood Risk Management, Inland Navigation, Deep Draft Navigation, Small Boat Harbors, Ecosystem Restoration, and Water Management and Reallocation. These positions are typically available to current GS-13s and GS-14s.

**Program Manager.** As a Program Manager within your MSC’s Programs Directorate, you will gain experience directing and controlling activities in the development, defense, and execution of your MSC’s Civil Works budget. A detail to Programs is a great way for planners to increase their knowledge of the Civil Works budget process and how projects are prioritized and funded. Under the authority of the Programs Director, you will formulate and implement initiatives concerning program development and execution across the MSC. These details are typically available to current GS-13s and GS-14s.

H.3 Opportunities at HQUSACE

**Regional Integration Team.** As a member of a Regional Integration Team (RIT), you would be responsible for the management of Civil Works planning activities on the studies within your region. The regions are organized as follows: NWD and POD, SAD and SPD, SWD and MVD, and NAD and LRD. Duties
include providing expert advice to field staff on issues pertaining to the conduct of Civil Works planning studies, review of the progress of study milestones, and coordination of HQUUSACE staff comments on Chief of Engineers reports. The RIT Planner prepares for and fully participates in briefings and other meetings with the Director of Civil Works, the Chief of Engineers, the Assistance Secretary of the Army for Civil Works (ASA(CW)) and their respective staffs on planning and policy issues and other technical and programmatic matters. These details are typically available to current GS13s and GS14s.

**Office of Water Project Review.** As a member of either the Plan Formulation, Environmental, or Economics Team within the Office of Water Project Review (OWPR), you would be responsible for supporting field offices through consultation to assist in producing policy compliant decision documents. OWPR staff perform policy compliance reviews of decision documents for projects requiring Congressional authorization or approval by the ASA(CW), for modification of existing authorizations, and for other studies of complex water resource problems across the United States. These details are typically available to current GS13s and GS14s.

**Planning and Business Development Branch.** The Planning and Business Development Branch consists of water resources program managers and planners who are responsible for developing and supporting the Civil Works Planning Program and the PCoP by fostering planning expertise on USACE water resources projects and addressing the development and training needs of planning personnel. Support of the PCoP is central to this branch; the Planning and Business Development Branch Chief serves as the Deputy for the PCoP. These details are typically available to current GS13s and GS14s.

**Senior Policy Advisor.** As a Senior Policy Advisor in the Planning and Policy Division, you will serve as the nationally recognized program and policy expert with responsibility for development and functions related to specific water resources programs and activities in support of Civil Works Investigations Program. You will advise the Chief and Deputy Chief of the Planning and Policy Division of opportunities for improved utilization of existing programs and authorities and develop implementation frameworks for these opportunities. Additionally, you will use your knowledge of Administration and Congressional initiatives to identify opportunities for partnering with other Federal agencies. These positions require direct coordination with the staff of the Office of the ASA(CW), the Office of Management and Budget (OMB). These details are typically available to current GS-14s and GS-15s who have a wide and deep knowledge within the field of water resources development and policy.

**Endowed Chair for Regional Integration Team (RIT).** Endowed Chairs are chosen by their MSC and serve in their respective RIT at HQUUSACE in four-month increments. The detaillee’s associated labor and travel expenses are typically split between his or her home office and HQUUSACE. Duties include serving as the action officer on regional correspondence and taskers, and assisting the vertical team as needed with planning and programs actions. Bringing a perspective unique to their District, Endowed Chairs are a valuable asset to the RIT. These details are typically available to current GS-12s and GS-13s. For more information on how you can become an Endowed Chair, talk with your District Planning Chief, as the selection process can vary by District. It is also important to express your interest in this detail in your Individual Development Plan (IDP). Refer back to Chapter 2.5 for information on IDP.
H.4 Opportunities Outside the Corps

House and Senate Appropriations Subcommittees for Energy and Water Development. Headquarters employees currently within the Directorate of Civil Works can apply for developmental opportunities on the Appropriations Subcommittee for Energy and Water Development in either the House or the Senate. These details offer a unique and challenging opportunity for Corps employees to gain invaluable experience in a demanding environment. These assignments typically last 180 days, with a possibility of extension. Each position requires a self-starter with strong communications skills to assist in the Committee's work, focusing almost exclusively on Corps of Engineers Civil Works issues. Primary duties include assisting permanent professional staff with developing and drafting appropriations bill priorities for committee membership. Detailees work directly for senior Committee staff and participate in meetings with Members of Congress, Congressional staff Members, and stakeholder groups, all in support of the Committee and its priorities.

House and Senate Authorizing Committees. Headquarters employees currently within the Directorate of Civil Works can apply for developmental opportunities on the Senate Environment and Public Works Committee, or the House Committee on Transportation and Infrastructure. These assignments typically last 180 days, with a possibility of extension. Each position requires a self-starter with strong communications skills to assist in the Committee's work, focusing almost exclusively on Corps of Engineers Civil Works issues. Primary duties include assisting permanent professional staff with developing and drafting Water Resources Development Act (WRDA) priorities for committee membership. WRDAs are crucial because Corps projects are typically individually formulated, developed, and authorized. Detailees work directly for senior Committee staff and participate in meetings with Members of Congress, Congressional staff Members, and stakeholder groups, all in support of the Committee and its priorities.

Office of the Assistant Secretary of the Army (Civil Works). As a planning and policy expert at the Office of the ASA(CW), you will have the opportunity to make project recommendations and develop planning implementation procedures through coordination and cooperation with the Corps, stakeholders, Congressional Members and their staff, and congressional committees, and the Office of Management and Budget. An important part of an assignment to this office includes the preparation of review reports and oral briefings to defend positions before the ASA(CW), for decision. These details are typically available to current GS14s and GS15s.

H.5 Volunteer Opportunities

Outside Continental United States (OCONUS) Deployments. Overseas deployments have significant financial benefits. They can also be one of the most rewarding professional and personal experiences of an employee's career. USACE candidates requesting reassignment at their current grade level will contact their Deployment Coordination Administrator (DCA). The employee should complete a Request for Deployment (RFD). The DCA will post the employee’s resume and approved RFD on the DCA SharePoint site for the Afghanistan Recruitment Cell (ARC) to review. USACE employees wishing to be considered for promotion should apply under the vacancy announcements on USAJOBS. Visit the USACE Deployments page for full details.

If interested in volunteering, contact the appropriate point of contact below for more information.

- NAD, SAD, LRD, or HNC: Contact Valerie Conerway, Valerie.b.conerway@usace.army.mil
- SWD, MVD, NWD, or ERDC: Contact Julie Bentley, Julie.a.bentley@usace.army.mil
- POD, SPD or Civil Response: Contact Nanette Nicolas at Nanette.C.Nicolas@usace.army.mil
ECW, FEST, and National: Contact Carlton Phelps at carlton.b.phelps@usace.army.mil
Transatlantic Division and all others: Adam Loveless, at adam.a.loveless@usace.army.mil

**USACE-Managed Recreation Areas.** As the steward of almost 12 million acres of land and water nationwide, USACE offers many volunteer opportunities in recreation and natural resources management. Some of these volunteer opportunities include trail maintenance, serving as a campground host, building wildlife habitats, presenting educational programs, writing and editing material for publication, developing computer programs, giving out information at a visitor center, photography, building and maintaining archery ranges, and giving tours of dam sites. All volunteer opportunities at USACE-managed recreation areas are posted to the federal interagency website, [www.volunteer.gov](http://www.volunteer.gov). For more information or questions, call toll free at 1-800-VOL-TEER (865-8337) or email volunteer.gov@usace.army.mil.
Appendix I. Course Instruction

I.1 Instructor Qualifications
Instructor qualifications are often course-dependent. A list of instructor responsibilities and qualifications is sent out with each advertisement. In general, an instructor is expected to have strong interpersonal skills and experience in applying risk-informed planning principles. Prior teaching experience is desirable but not required. In addition, each applicant is typically asked to agree to a three-year teaching commitment. A link to the application on the ULC website can be found here.

I.2 Instructor Application and Approval Process

Course Instructor Application and Approval Process
Last Updated Oct 2019

1. References.
   a. Proponent-Sponsored Engineer Corps Training (PROSPECT) Instructor/Facilitator Handbook, 30 MAY 2019
   b. PROSPECT Instructor/Facilitator Application

2. Applicability.
   This selection process is applicable to PROSPECT and other USACE-led training courses that focus primarily on work under the purview of the Planning Community of Practice (PCoP) and the four Sub CoPs – Plan Formulation, Economics, Environmental, and Cultural Resources. This includes, but is not limited to, the following courses: Planning Essentials (077), Plan Formulation and Evaluation Capstone (406), Environmental Considerations in Civil Works (408), Public Involvement and Team Building in Planning (407), Economic Analyses for Economists and Planners, Ecosystem Restoration (280), Water and the Watershed (164), Cultural Resources (299), and Environmental Impact Assessment (169).

3. Purpose.
   The purpose of this process is to increase the transparency, fairness, and equity of instructor assignments for planning training courses. The uniform process outlined below is to be followed whenever a need for new instructors is identified.

   a. Solicitation of Applicants
      The process of instructor selection generally begins when a need is identified by either the Headquarters Course Proponent or the Lead Instructor. In some instances, the Planning Workforce Development Committee (PWDC) may identify a need for a new instructor or to cycle out existing instructors. Once the need is identified, the Headquarters Course Proponent, in consultation with the Lead Instructor, will develop a list of qualifications for the new instructor(s) and draft an email describing the course, instructor discipline(s) needed, and other specific information relevant to potential applicants. This file will be sent to the PWDC chair or co-chairs for review. Upon concurrence of the chair or co-chairs, the Headquarters Course Proponent will email the file to the PCoP Deputy, cc’ing the chair or co-chairs on this email. The PCoP Deputy will distribute the request to the PCoP along with a pdf copy of the application and a due date for submittals (typically 30 days). Applicants will submit their applications through the USACE Learning Center (ULC) website. The ULC Course Manager will evaluate the application for completeness and send it on to the Headquarters Course Proponent for review.

   b. Review of Applicants
      The Headquarters Course Proponent and Lead Instructor will assemble a panel of qualified individuals to review applications. The panel may consist of a mix of current course instructors, members of the PWDC, and subject matter experts to include non-Planning
personnel. This panel will establish an agreed upon method of selecting applicants which may include scoring matrices, checklists, narrative reviews, or other methods deemed appropriate. A sample scoring matrix is attached to give selection panels an idea of the methods that might be used to evaluate candidates, but the panel is free to develop its own objective evaluation process. The panel will review the applications provided and check references in order to evaluate each applicant. Back-up selections should be made in the event that selectee(s) are no longer available.

c. Instructor Selection
Once the evaluation is complete, the panel will seek to reach consensus on instructor selection and back-ups. In the event that consensus cannot be reached, the Headquarters Course Proponent and/or Lead Instructor will make the decision informed by the opinions of the panel. The Headquarters Course Proponent will forward the recommendation(s) to the PWDC chair or co-chairs for consideration by the PWDC. If needed, a meeting will be held between the PWDC and the Headquarters Course Proponent and/or Lead Instructor to discuss the applicants. If the PWDC and Headquarters Course Proponent / Lead Instructor cannot reach agreement on instructor selection, the PCoP Deputy will be engaged to make the final decision.

d. Instructor Notification
Once instructor selection is completed, the Headquarters Course Proponent will inform the newly selected instructor(s) of the assignment and seek concurrence that they are still interested and available to make the commitment. If a selectee is no longer available, then the agreed upon back-ups will be contacted. Once a selectee has confirmed interest and availability, the PCoP Deputy will inform the remaining applicants that they were not selected.

e. Emergency Selection
In the event that an instructor is unavailable for a training session that is less than six months away, and no other member of the current instructor team for the course can fill in, an emergency selection procedure will be initiated. The Headquarters Course Proponent and/or Lead Instructor will informally seek out qualified candidates and submit a recommendation to PWDC chair or co-chairs with a narrative description of their qualifications. Previous instructors and back-up candidates should be strongly considered in these situations. If the PWDC chair or co-chairs do not endorse the candidate, other options will be discussed with the Headquarters Course Proponent and/or Lead Instructor to find a suitable candidate. Any instructor selected using the emergency selection procedure will be limited to teaching that specific selection and will not join the standing instructor team.

f. Other Exceptions
The PWDC will entertain the appointment of specific individuals into instructor roles outside of the typical application process if a case can be made that an individual has unique or highly specialized expertise that is necessary to effectively achieve the learning objectives of the course.

5. Time Limits
Instructors must commit to a minimum term of three years, with a target of teaching a single course for five to seven years. After seven years, instructors must cycle out to provide opportunities for others in the PCoP. Exceptions to this rule will be considered by the PWDC in instances were no applicants are received to fulfill vacant instructor positions or where an instructor has unique or highly specialized expertise that is unlikely to be found elsewhere. At the end of each Fiscal Year, each course instructor must provide his or her Headquarters Course Proponent an update on the total number of years and sessions he or she has taught. Headquarters Course Proponents are then responsible for submitting this information to the PWDC chair or co-chairs for compilation.
I.3 Resources for Instructors

Effective Adult Learning: A Toolkit for Teaching Adults. The Northwest Center for Public Health Practice collaborated with the Network for Public Health Law to create a toolkit that outlines the principles of adult education for those who lead trainings, from conference workshops to seminars. It goes over how to define your learning objectives, develop training content, and facilitate effectively, as well as tools and templates to help you create better training experiences.

From Chalkboard to Keyboard: Transitioning to the Virtual Classroom. This eBook, by Cynthia Clay, President and CEO of NetSpeed Learning Solutions, contains a variety of virtual learning techniques. Whether you are just entering the world of virtual learning or you simply want some new ideas to improve your webinar delivery, you will find some good tips to support your delivery of engaging, interactive web training.

The Army Distributed Learning Guide. This pamphlet provides guidance on all aspects of the nomination and management of distributed learning (DL) products. It explains the planning involved in the analysis, design, development, delivery, and evaluation process of DL products. It also goes over the various roles involved in the management of DL development and in the application of the continuous adaptive learning model utilizing the Army learning policy, which follows the analysis, design, development, implementation and evaluation (ADDIE) process, for developing DL courseware and content.

PROSPECT Instructors' Toolbox. This page found on ULC’s website includes links to various resources, checklists, and templates for PROSPECT instructors, including the PROSPECT Instructor Handbook, lesson plan templates, student standards of conduct, and test administration procedures.

ULC Training Development Guide. This pamphlet provides procedures for the management of institutional training and education, and supports the United States Army Training and Doctrine Command (TRADOC) campaign of learning policy and systems. It applies to all units and activities conducting institutional training and education and for Army soldiers, civilians, and contractor personnel implementing the ADDIE process for training development of individual and collective training for the Corps.
Appendix J. Relevant Tools & Software

J.1 Planner Database
The Corps Planner Database is a hub to identify and find planners in each district and Planning sub-CoP, gather Community statistics, record training obtained and identify training needs, and track ATR and WRCP certifications. For first time access to the Planner Database, see your supervisor. After registering, Planners can log in with their USACE Email and Planner Database password. Email planningonline@usace.army.mil with any questions or concerns.

J.2 IWR-APT
IWR’s Assistance to Planning Teams (IWR-APT) is an online software program designed to help PDTs create, edit, analyze, and manage their study materials, including tools like the Risk Register and deliverables required in advance of milestone meetings. IWR-APT encourages collaboration, transparency, accountability, consistency, quality products, and sharing lessons learned. The tool is accessible to all those registered in the Corps Planner Database. Planners can log in with their USACE email and Planner Database password. Email planningonline@usace.army.mil with any questions or concerns.

J.3 Planning Assistance Library
The Planning Assistance Library can help planners find or contribute specific study resources by project, business line, or geographical location. This is a reliable means of keeping track of critical PDT resources. Planning offices manage their own internal and external multi-media collections, and content is shared with the USACE Digital Library. Planners can log in with their USACE email and Planner Database password. Email planningonline@usace.army.mil with any questions or concerns.

J.4 Planning Community Toolbox
The Planning Community Toolbox includes resources and links for Corps Planners and their partners to deliver the Civil Works Planning program. Explore the Toolbox to find out more about the people and processes that steer the Planning program. There is a wealth of information for planners and PDTs, including policy, guidance, tools, and training resources. No login is required. Visit the Contact Us page for any questions or concerns.

J.5 Sub-CoP SharePoint Sites
The Plan Formulation, Economics, Environmental, and Cultural Resources sub-CoPs each have a SharePoint site that includes useful resources such as relevant regulations and guidance, training materials, and tools. Each SharePoint site is moderated by the Sub-CoP Lead.
Appendix K. Resources for Planning Supervisors

According to the Army’s leadership doctrinal manual, Field Manual (FM) 6-22, Army leadership is “the process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improve the organization.”

K.1 Mandatory Training for Supervisors

In general, training will be requested via TED (Total Employee Development System), but may be administered on another platform.

1. Fiscal Law – This course is required once upon selection as a permanent supervisor, and a yearly refresher is required every year thereafter. It is a fully online course that takes up to 40 hours.

2. Supervisor Development Course – This course is required once upon selection as a permanent supervisor, and then a refresher is required every three years, thereafter. It is a fully online course that takes up to 40 hours. Register on CHRTAS.

3. Acquisitions 101 – This course is a fully online course that takes up to 40 hours to complete that is required in order to received supervisory level approval functions in CEFMS for things like travel orders, travel vouchers, PR&Cs, time and attendance, etc.

4. Telework for Supervisors – Supervisors have to take the individual telework training that all staff who telework must take, and also must take this course in order for any staff under them to be allowed to telework. This course is available online and takes approximately 1-2 hours.

5. Ethics – All staff must take annual ethics training. Once you become a supervisor, you must take the Ethics training for supervisors course, which is different than that the non-supervisory staff take. This is generally given in-person.

6. Civilian Education System (CES) – Basic, Intermediate and Advanced. Supervisors must complete the CES education system course(s) consummate to their grade level. For most supervisors, this means completion of CES Advanced, which includes pre-requisites, an online portion that takes up to 40 hours, as well as an in-residence portion that is generally for three weeks. Space is limited in all of the in-residence portions of the courses. More information is available at the links above. For these courses, you register in CHRTAS and take the training in ALMS.

7. Equal Employment Opportunity (EEO)-203B, Annual
   b. In the Quick Course Search box on the left-hand side of the screen, enter the course number (EEO-203A or B) and click “Search.”
   c. When the course info appears, click the “register” box for the course you want to take, then click the “I agree” box. You will be asked to log in with your CAC.
   d. Fill out the application completely and click the “Submit” box.
   e. You will then see a box that indicates that you will be notified by email that you have been accepted and provide follow-on instructions.

8. No Fear for Supervisors - This course is given via ALMS; register through TED or CHRTAS.
9. Facilities Engineering Courses and Certification – All Planning Supervisors are expected to complete the Facilities Engineering (FE) courses, FE 201 and 302, and become FE Certified. FE 201 is a fully online course that takes up to 40 hours. FE 302 is an in-person course that is roughly 36 hours in length. Once passing all the required courses, you have to apply for FE Certification. After receiving FE Certification, continuing education must occur to maintain the certification. For more information, visit, classes must be requested on ATRRS and preliminary classes FE, FE(II) are completed here.

10. Army CPOL Portal (DCPDS) Supervisor’s Access: Request a “Manager Tab” on Army Civilian Personnel On-Line (ACPOL). This is needed for Supervisor’s access to the Defense Performance Management Appraisal Program (DPMAP) ‘My Performance’ tool, and it allows you to view important employment information, such as pay and leave, position description, training & development, emergency contacts, Requests for Personnel Action, and Notifications of Personnel Action and for your employees. Log into the CHRA website: http://www.chra.army.mil/a_char/tools/gps/view.asp?ID=134 for the DD Form 2875 and New User Request Form. Click on the following link under “General Instructions” for filling out the forms and the submittal process. CPOL Access Quick Start Guide Request assistance from Labor Management Employee Relations CPAC representative to prepare your forms & ensure you have the correct CPOL access for all of your employees.
K.2 Recruitment
When advertising positions in the PCoP, please consider including the job series listed below.

### Job Series for MSC/District Planning Chief Vacancies

<table>
<thead>
<tr>
<th>MSC/District Planning Chief</th>
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<tbody>
<tr>
<td>Community Planner</td>
<td>20</td>
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<tr>
<td>Outdoor Recreation Planner</td>
<td>23</td>
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<tr>
<td>Social Scientist</td>
<td>101</td>
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<tr>
<td>Economist</td>
<td>110</td>
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<tr>
<td>Geographer</td>
<td>150</td>
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<tr>
<td>Historian</td>
<td>170</td>
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<tr>
<td>Archeologist</td>
<td>193</td>
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<tr>
<td>Biologist</td>
<td>401</td>
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<td>General Engineer</td>
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<td>Landscape Architect</td>
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<td>Architecture</td>
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<td>Civil Engineering</td>
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<td>General Physical Science</td>
<td>1301</td>
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### Job Series for Environmental Branch/Section/MSC Lead Vacancies

<table>
<thead>
<tr>
<th>Environmental Branch/Section Chief, MSC Environmental Lead</th>
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<tbody>
<tr>
<td>Community Planner</td>
<td>20</td>
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<td>General Physical Science</td>
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### Job Series for Plan Formulator and HQ Vacancies

<table>
<thead>
<tr>
<th>Plan Formulation Formulator, Branch/Section Chief and MSC Plan Formulation Lead, HQ RIT, HQ PCoP</th>
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</thead>
<tbody>
<tr>
<td>Community Planner</td>
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<tr>
<td>Outdoor Recreation Planner</td>
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<td>General Physical Science</td>
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### Job Series for District Environmental Specialist Vacancies

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<tbody>
<tr>
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<td>Geographer</td>
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<tr>
<td>Biologist</td>
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<tr>
<td>Landscape Architect</td>
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<td>General Physical Science</td>
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</table>
K.3 HR Info

Fasclass is a database that can be used to find applicable position descriptions. There is a PowerPoint available that shows how to use it.

Table of penalties for various offences. This is the primary guide for understanding what is considered inappropriate behavior and the penalties for such behavior. Specifically, it is a list of the infractions committed most frequently by agency employees, along with a suggested range of penalties for each.

Direct Hire authority. Direct Hire Authority (DHA) is a special appointing (hiring) authority that the Office of Personnel Management (OPM) can grant to Federal Agencies when the Agency can present documentary evidence that all other HR flexibilities have been used and haven’t been effective.

HR Vignettes – A series of videos related to various HR topics

Hiring and Retention Incentives - This regulation defines hiring and retention incentives available for the U.S. Army Corps of Engineers (USACE) recruitment and retention of applicable positions covered under the General Schedule (GS), Defense Civilian Intelligence Personnel System (DCIPS) and positions in the Laboratory Personnel Demonstration Project (Lab Demo).

K.4 Supervisory Quality Assurance

OPM Supervisory Guide. The Supervisory Qualification Guide prescribes general guidance when determining requirements for supervisory positions. While not mandatory, use of this Guide is strongly recommended.

Supervisors are expected to quality assure (QA) all the work leaving their section, in addition to conducting coaching and over-the-shoulder review of staff’s technical work along the way. After ensuring the work is technically sound, complies with all policies and guidelines, addresses all review comments received, and is complete, the supervisor can sign off on the DQC certification form and/or the routing form (i.e. the Staff Action Summary (SAS) form). It is a best practice for the DQC to be done by someone that is not the Supervisor so that the DQC and Supervisory QA reviews are separate and independent.

K.5 Coaching

Coaching is arguably one of the most important daily tasks of a Supervisor. If your job involves leading others, the implications are clear: the most important thing you can do each day is to help your team members experience progress at meaningful work… Regular communication around development — having coaching conversations — is essential. In fact, according to recent research, the single most important managerial competency that separates highly effective managers from average ones is coaching. There are five key elements to successful coaching: 1) Listen deeply; 2) Ask, don’t tell; 3) Create and sustain a developmental alliance; 4) Focus on moving forward positively; and 5) Build accountability. For more detail, read the article from Harvard Business Review 2014, https://hbr.org/2014/07/you-cant-be-a-great-manager-if-youre-not-a-good-coach.

K.6 Counseling

Counseling or a counseling session is a one-on-one employee-supervisor meeting that occurs if and when there is a pattern of poor performance. Most performance problems can be resolved through effective communication between supervisors and their employees. A counseling session is an opportunity to review and clarify expectations, and discuss performance problems. This step will provide

Other online resources:

- [http://www.whatishumanresource.com/performance-counseling](http://www.whatishumanresource.com/performance-counseling);
- [https://www.geneseo.edu/hr/counseling-improve-performance](https://www.geneseo.edu/hr/counseling-improve-performance);
- [Coaching, Counseling, and Mentoring Guide](#).

### K.7 Retention and Recognition

#### Retention

There are several key categories of hiring and retention incentives available the supervisors: 1) Student Loan Repayment; 2) Credit for Prior Non-Federal Work Experience and Certain Military Service for Determining Annual Leave Accrual Rate; 3) Recruitment, Relocation, Retention and Enhanced Retention Incentives; and 4) Superior Qualifications Appointment and Special Needs Pay-Setting Authority. For detailed information, please reference: Hiring and Retention Incentives, Engineer Regulation 690-1-1217.

The approval authority for these incentives varies, and may be delegated to the District level. Refer to CEHR memorandum dated 03 April 2017, Subject Delegation of Civilian Human Resources Authorities and Issuance of U.S. Army Corps of Engineers Delegated Authorities Matrix (version 01-2017).

There are other means of improving retention in less formal ways. Here are some additional (non-USACE) resources

- [https://hbr.org/2020/01/a-better-way-to-develop-and-retain-top-talent](https://hbr.org/2020/01/a-better-way-to-develop-and-retain-top-talent);
- [https://www.forbes.com/sites/steveolenski/2015/03/03/7-tips-to-better-employee-retention/#7381dc93452b](https://www.forbes.com/sites/steveolenski/2015/03/03/7-tips-to-better-employee-retention/#7381dc93452b);
- [https://wheniwork.com/blog/7-great-employee-retention-strategies](https://wheniwork.com/blog/7-great-employee-retention-strategies);

#### Recognition

**Federal Length of Service Awards**

These awards are given to employees who reach career milestones of federal service starting at five years and being awards every five years: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50.

**Honorary awards**

These awards are for recognition of outstanding performance and achievement usually accompanied by a medal, certificate, plaque, or other item that can be worn or displayed. AR 672-20 is the basis for these awards.
Performance Awards

DA Form 1256 will be used to process these awards: on-the-spot (OTS), special act, quality step increase (QSI), and the time off award (TOA). In addition to completion of Part 1 of DA form 1256, these awards are presented annually and require two levels of approval: from the Awards Board, chaired by the DPM, and the district Commander. The Awards Board will meet annually to approve or disapprove the award requests. Approved requests will be sent to the Commander for final approval.

On-the-Spot

The OTS cash award is a small SASA ($50 to $500) which may be given by a supervisor for day to day accomplishments of subordinate employees. Processing of the OTS awards will be accomplished as expeditiously as possible.

Quality Step Increase

The purpose of a QSI is to recognize excellence in performance by granting an accelerated step increase. A QSI is a permanent salary increase for GS employees only, and careful consideration should be given before granting a QSI. QSIs must be limited to those cases where exceptional performance has extended over a significant period of time and is expected to continue into the future.

Eligibility requirements:

a. Currently be paid below step 10 of his or her grade.

b. Have a most recent rating of record of Level 5 (Outstanding).

c. Have demonstrated sustained performance of high quality for a significant period of time.

d. Have not received a QSI (or QSI-equivalent under a personnel system other than the general schedule) within the preceding 52 consecutive calendar weeks.

Time off Award

Employees may be granted up to 80 hours of time off during a leave year without charge to leave or loss of pay as an award for achievements or performance contributing to the Army mission. The TOA may be used alone or in combination with monetary or nonmonetary awards to recognize the same kinds of employee contributions. Contributions must directly support the Army mission or result in benefits to the Government. The extent of the contribution will be considered when determining the amount of time off that is approved.
Retirement Awards

Eligibility for retirement will be communicated through CPAC. The award must be ordered at least 10 business days prior to retirement presentation/ceremony date.

Employee recognition is based upon the premise that acknowledging positive work behaviors and excellent performance results in better overall employee performance. By recognizing staff for their successes, this creates benefits that positively impact mission results. Employee recognition also plays a key role in employee retention.

Here is a resource for additional information on Federal employee recognition: https://govleaders.org/employee-recognition.htm.

Full 672-20 Awards regulations can be found here.

K.8 Property Management
Property Hand Receipt (PHR)
Supervisors are issued a PHR Account which lists all USACE equipment under their responsibility. This list will include equipment that is being used by the account holder and employees under their supervision. Equipment may include, but are not limited to: laptops, computer monitors, VOIP phones, external hard drives, etc. For inquiries on what is on your PHR Account contact your local Supply Specialist (or equivalent). The PHR Account holder is financially liable for any missing or damaged equipment that is listed on their PHR, unless otherwise documented by an Interim-Hand Receipt ENG Form 4866 (further explained below).

Property Control Receipt ENG Form 4900
The Property Control Receipt ENG Form 4900 is used to keep record of equipment transfers from one PHR Account to another PHR Account. Multiple items may be transferred at one time if they will be going to the same “Gaining Hand Receipt Holder”. A new ENG 4900 must be completed for different recipients. Also, a new ENG 4900 must be completed if transferring on different dates. Be sure to keep records of equipment transfers otherwise you may be held liable for any damaged or missing property. To obtain this form, contact your local admin.

Interim-Hand Receipt ENG Form 4866
Supervisors may elect to submit an ENG Form 4866 which will transfer liability of the property listed from the Supervisor to the Supervisee. Property transferred using this form will still appear on the Supervisor’s PHR Account and the Supervisor will still need to scan said property, but the Interim person will be financially liable for any damaged or missing property. Be sure to keep records of equipment transfers otherwise you may be held liable for any damaged or missing property. To obtain this form, contact your local admin.

Annual audit/Inventory
The PHR Account Holder will be contacted by the local Supply Specialist (or equivalent) annually for an audit. The PHR Account Holder and will be given a list of what is on their PHR and will be responsible for scanning each item’s USACE barcode. Best practices suggests completing an Interim-Hand Receipt ENG Form 4866 to formally shift the responsibility of the equipment from the account holder to their team member. The responsible party will be held liable for any damaged or missing items.
Tools for hand receipts
Hand receipt holder handbook
A Hand receipt holder’s guide to property management
AR 735-5 Property Accountability Policies
Using unit supply system 710-2-1

K.9 Recommended Reading
Walk Awhile In My Shoes, Eric Harvey
Encouraging the Heart, Barry Posner and James Kouzes
5 Minutes to Stress Relief, Lauren Miller
The One Minute Manager, Kenneth Blanchard and Spencer Johnson
The 21 Irrefutable Laws of Leadership, John Maxwell
Don’t Bring It To Work, Sylvia Lafair
How To Win Friends And Influence People, by Dale Carnegie