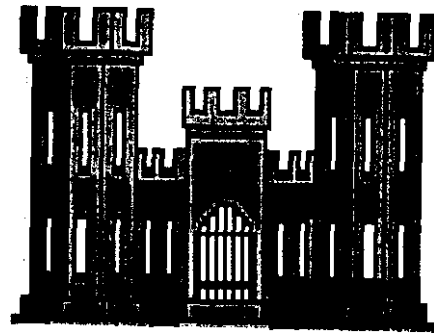


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U.S. Army Corps of Engineers

REAL ESTATE CAREER
PROGRAM HANDBOOK



DEPARTMENT OF THE ARMY
U.S. Army Corps of Engineers
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Civilian Personnel
CORPS OF ENGINEERS REAL ESTATE
CAREER PROGRAM HANDBOOK

1. Purpose.

a. To provide a guide for real estate careerists on such matters as the career program registration forms, referral lists, and training plans.

b. To provide (i) an overview of the Corps of Engineers Real Estate Career Program, (ii) an explanation of roles (iii) instructions on completing the program registration forms; (iv) instruction and guidance on requesting referral lists; and (v) the Real Estate Training, Education, and Development System (RETEDS) for realty specialists and appraisers along with suggested training plans.

c. To implement the policies, responsibilities, and requirements for the administration and management of the Real Estate Career Program contained in ER-690-1-955, Corps of Engineers Real Estate Career Program.

2. Applicability. This pamphlet applies to HQUSACE, major subordinate commands, districts, and field operating activities having real estate responsibilities.

3. Distribution: This pamphlet is approved for public release. Distribution is unlimited.

FOR THE COMMANDER



OTIS WILLIAMS
Colonel, Corps of Engineers
Chief of staff

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SECTION I

WHAT IS THE REAL ESTATE CAREER PROGRAM and HOW DOES IT WORK?

CAREER PROGRAM OBJECTIVES The main objective of the U.S. Army Corps of Engineers, Real Estate Career Program is to provide trained, highly qualified personnel for future technical and managerial positions to meet current and future staffing requirements. The real estate mission in the Corps of Engineers involves four major functional areas: planning, acquisition, appraisal, and management and disposal. The Corps of Engineers has real estate missions for the Department of the Army, the Department of the Air Force and other Federal and non-Federal agencies as assigned.

COVERAGE - The Real Estate Career Program covers competitive service positions with the U.S. Army Corps of Engineers in Series 1170 (Realty Specialist) and Series 1171 (Appraiser). Employees not currently serving in those positions, but otherwise qualified, may register in the program. This would also include employees in the excepted service who possess personal competitive status. For example, Series 905 (Attorney) is in the excepted service. An employee in that series who possess personal competitive status may register in the career program.

THE PROCESS - The HQUSACE Human Resource Office maintains an inventory of career records for real estate employees, and other eligible employees, GS - 11 and above interested in and eligible for referred to GS- 12 through GS- 15 vacancies in series 1170 (Realty Specialist) and 1171 (Appraiser). Registration in the career program is a prerequisite for referral to vacancies in those grades to be filled using the HQ central inventory. In order to register in the program you must complete the following forms:

- ENG Form 4897-R, Real Estate Career Program Appraisal
- DA Form 2302-R, Civilian Qualification Record
- DA Form 4338-R, Civilian Career Program Availability Statement

Note: If you are a non-Army candidate you may submit a current SF- 171, Application for Federal Employment or Resume (instead of the DA Form 2302-R, Qualification Record), You must also submit a copy of your most recent SF-50, Notification of Personnel Action (*in order to verify current Federal employment or reinstatement eligibility*)

CAREER PROGRAM RATING PANEL

The Real Estate Directorate (CERE) and the Human Resources Directorate (CEHR-C) HQUSACE jointly convene the Corps-wide Real Estate Rating panel. CEHR assembles pages 4-8 of your career package for the Real Estate Panel to review and rate your written accomplishments. The raters may be trained to rate all abilities; however, raters will usually specialize in only one ability. Since each of the five abilities is rated independently by two panelists, your descriptions of accomplishments maybe rated by up to ten separate panelist. The panel assigns a rating to the five categories of Ability Accomplishment Statements on a scale of 1 (low) to 5 (high).

Accomplishment ratings are based on the panelist's application of a detailed rating guide. The rating guide lists the factors that the panelists will consider for each ability provides examples of accomplishments for each rating level; and provides explanations as to why those accomplishments deserve the ratings indicated. It is important to mention at this point that an overall average panel rating of less than 5 does not mean that you will not be referred as a highly qualified candidate for positions. The panel rating is only one of three ratings used in ranking employees for referral.

The rating panel does not see or rate your entire career package submission, but rates only your written accomplishment statements. The knowledge ratings assigned by you, your supervisor and reviewer are not seen or reviewed by the panel. The supervisor's evaluation of the employee's abilities is also a separate part of the package not seen or reviewed by the panel.

After the panel has convened, and ratings determined, the information is coded into the HQUSACE CEHR-C data base. All of the ratings (self ratings and supervisor/reviewer ratings on knowledges and abilities, pages 2 and 3, panel ratings on accomplishment - abilities 1-5 (pages 4-8), and supervisor and reviewer rated abilities (page 9, elements 1-8) are entered into the computer. Once the information is entered, feedback is mailed to you for your information/files. It is very important that you review your printout for any errors or discrepancies , mark the changes, arrd re-submit to HQUSACE CEHR-C. *It affects your referral consideration.*

If you are not satisfied with your accomplishment statement ratings you may request a reconsideration of those ratings. Instructions on how to request a reconsideration is provided in the feedback letter that accompanies your printout. If you request a reconsideration, the accomplishment statement(s) resubmitted will be rated by panelists other than those who made the initial rating(s). Thehigher of the rating(s) will be recorded.

The Real Estate Career Program Panel also makes up the Real Estate Advisory Board, The Advisory Board convenes at least annually, The Board looks at the career program system and makes recommendations on how to improve it.

HOW AND WHEN TO APPLY

The Real Estate career program panels are held twice each year. The Annual Panel is normally held in June, and the Mid-year Panel is normally held in January. You must submit "as a minimum" a No Change Submission at each Annual Panel.

ANNUAL PANEL

Everyone must submit something during the annual panel. You may elect to submit:

- A New Submission
- A No Change Submission
- A Change to the Knowledges- Ratings (1-54)
- A Change to the Employees Statements of Accomplishment - Abilities (1-5).

NEW SUBMISSION

You should submit a new package if you are not currently in the inventory, have been promoted since the last panel, or wish to have your entire package re-evaluated. Remember, you must submit the entire package.

NO CHANGE SUBMISSION

You need to complete pages 1 and 2 (page two requires your signature and the signature of the civilian personnel activity center representative), Mark No Change, and complete items 2 through 9 on page 1. A no charge submission requires supervisory concurrence.

CHANGE TO KNOWLEDGE - RATINGS (1 -54)

You may change some or all knowledge ratings for the Annual Panel. You must complete pages 1,2, and 3. If you are only changing some of the ratings then you need only complete the areas that are being changed, leaving the other elements blank.

Complete all of the element ratings if you decide to submit all new ratings, You must also submit page 9 (Supervisors Element Ratings. Abilities). Page nine must be signed by both the supervisor and reviewer. Again, the abilities need only be completed by the supervisor and reviewer if there is a change.

CHANGE TO EMPLOYEE'S STATEMENTS OF ACCOMPLISHMENT - ABILITIES (1-5)

As with the Element-Knowledges 1-54, you may change from one to all five Accomplishment Statements and submit them for the Annual Panel. Submitting a change will not lower your existing score. The highest rating will always prevail,

MID-YEAR PANEL

This panel is held to accommodate candidates who are not currently in the referral system because of time-in-grade requirements, outside applicants, or new employees who are eligible for consideration in the real estate career referral program. Otherwise you are not allowed to submit a package if you are currently in the system.

PROCESSING REFERRAL REQUESTS

Referral lists are used to fill vacant Real Estate Career Program positions GS- 12 through GS- 15. Selecting officials may choose any candidate on the competitive referral list. The requesting official fills out ENG Form 4917-R, Request for Career Referral List, and assigns importance points (or weights).

Importance points (weights) are assigned to each job related knowledge and ability. There are 54 knowledges that he/she can request. The first nine basic knowledges must be weighted for all positions. Knowledges 49-54 must be weighted for all supervisory positions. All other knowledges are completed based on the "type" of position.

For instance, if the position is an acquisition position, the requesting official may request some or all of knowledges 10-20. However, they are not limited to just completing knowledges relating to the acquisition function.

The circled knowledges and abilities are multiplied by 2 to determine the total points to be distributed among the respective knowledges and abilities.

The selecting official weights the knowledges and abilities selected on a scale of 1 to 3 (3 for most important and 1 for those of least importance). The weights assigned indicate the relative importance of each in distinguishing high quality performance by an employee.

The weights assigned do not equate to the employee's ratings. The weighted knowledges and abilities assigned by the requesting official plus your accomplishment abilities average (1-5 rated by panel) and your self and supervisory ratings are calculated by a computer program.

This process produces the referral score that you will have for this particular position. Your referral score will differ from vacancy to vacancy because of the different weights assigned to the various knowledge and abilities requested by the selecting official. The referral lists are always issued in alphabetical order, not score order. The selecting official does not see the score you received for that position. However, the selecting official will be given a copy of your career package for **use in the** evaluation process.



Note: See Table 1 for example of Referral Score Computation.

Table 1

This figure assumes 2 knowledge and 2 abilities

	Self	Supv/Rev	2 Raters	Average	Wt from Sel offi/l
Knowledge 1	5	4	n/a	n/a	1
Knowledge 2	3	3	n/a	n/a	3
Ability 1	n/a	3	4,3	4+3+2=2.5	2
Ability 4	n/a	5	4,2	4+2+2=3	3

	Step 1		Step 2	
Knowledge 1	5+4=9	x	1=9	(weight x knowledge)
Knowledge 2	2+3=6	x	3=18	
Ability 1	3+2.5=5.5	x	2=11	
Ability 4	5+3=8	x	3=24	
Step 3	Step 4		Step 5	
9+18=27	13.50		31.00	
11+24=35	+17.50		x2.50	
	31.00		77.50	Referral Score

Notes:

1. Mean of weighted knowledge
2. Mean of weighted abilities

(1) Step 1. A sum is calculated for each knowledge self-rating plus supervisor/reviewer rating. A sum is calculated for each ability supervisor/reviewer rating plus average of accomplishment rating.

(2) Step 2. Each of the above-calculated sum is multiplied by the importance weight for that knowledge or ability,

(3) Step 3. The mean of the weighted knowledge and the mean of the abilities are summed,

(4) Step 4. The mean of the knowledge and the mean of the abilities are summed.

(5) Step 5. The sum in step 4 is multiplied by a constant of 2.5 to yield the referral score. This step converts referral scores to a scale where the highest score approximates 100 points; it does not change an employee's relative ranking on a 119.4 Referral Score referral list.

ROLES AND RESPONSIBILITIES

THE REAL ESTATE CAREER PROGRAM MANAGER
IS THE CHIEF, REAL ESTATE DIVISION

THE REAL ESTATE CAREER PROGRAM MANAGER
(CPM) serves as the principal counselor to supervisors on career
program matters. A CPM provides information on career matters,
realistic goal settings, opportunities within the command and other
commands, and training and developmental activities, The Career
Program Manager:

Acts as advisor

Serves as resource person for supervisor

Monitors training of interns, Realty Specialists, & Appraisers

Recommends training for performance and progression

THE CHIEF OF REAL ESTATE AT DIVISION/
DISTRICT LEVEL is responsible for assuming that interns receive
training in accordance with the Master Intern Training Plan and that
other careerists are afforded training and development assignments as
defined in Section III of this pamphlet.

SUPERVISORS, as leaders, have a responsibility to provide career
counseling to help employees develop to their highest potential.
Career counseling logically leads to development of a career plan that
includes short and long-range career goals and the actions needed to
achieve them.



Career planning is the responsibility shared by you (the employee),
your supervisor, the CPM and the Training Office. A realistic, well-
conceived career plan should be flexible enough to accommodate
changed or unexpected development opportunities and to recognize
multiple ways (where several exist) of arriving at your goals.
Supervisors are responsible for:

Providing information to employees

Providing training and development opportunities

Helping employees develop career development plans and IDP

Consulting with employees to review training
needs and performance

CIVILIAN PERSONNEL ADVISORY CENTERS (CPAC) are responsible for the effective administration of the Real Estate Career Program in these **primary areas:**



- Processing career program forms
- Processing requests for referral lists
- Processing appointment documents and ensuring compliance with regulatory administrative and procedural requirements
- Processing promotion rosters, and ensuring regulatory processes.
- Assisting supervisors/managers with training needs and requirements, and processing requests.
- Providing program support and technical assistance on career management actions taken in support of EEO goals.
- Ensuring use of available recruitment sources including those that produce qualified minorities, women and disabled persons.
- Advising on various recruitment strategies to achieve the goal of the Real Estate Career Intern Program.

YOU ARE RESPONSIBLE to a significant degree for your own career development, coordination, and planning. However, you may need advice and assistance from your supervisor and management to formulate your career plans to be consistent with your functional needs. Involving supervisors and career program managers in career planning can ensure that your career development is consistent with both functional and individual interests and needs. You need to be sure that you:



- Keep your career program package current
- Take time to write good accomplishment statements
- Actively review training and development plans and carry them out, and;
- Pursue outside training and developmental assignments

MENTOR(S)/MENTORING

It is frequently advantageous to select a mentor from a formal mentoring program, if your activity has such a formal program. You can also select someone informally, such as a person who 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. If a formal mentoring program is not available for you to use, your supervisor or Career Programming Manager (CPM) can provide the name(s) of possible mentors.

A mentor is a person (or persons) willing and able to devote time to discuss and review your career plans with you and to guide and direct you in career planning. This person is usually a supervisor or manager who knows your background (or with whom you are willing to share this information) and who also knows or can surmise where you fit most comfortably in your organization.

A mentor may serve as a sounding board in order for you to clarify your career plans in your own mind. Then you will be able to incorporate your personal and family requirements more cohesively with your work situation,

You will want to review your options for a mentor and decide whether to discuss your career desires and needs with:

A person in another function where you may have an interest in being reassigned.

A person who does mentoring for a number of employees and has an excellent overview of all types of training, educational and developmental avenues,

An individual who is a personal friend and can guide you in your career and personal development.

SECTION I I

CAREER REFERRAL PROCEDURES

REAL ESTATE CAREER PROGRAM APPRAISAL, ENG FORM 4897-R

Page 1 of this form is mostly administrative. This is where you provide your name, address, telephone number, performance rating and grades and types of positions for which you are qualified, You also indicate whether this is an initial (new) submission, no change, change to element knowledge, or change to accomplishment- abilities. This form is also used whenever you need to make any administrative changes, i.e., change of grade, location, name, etc.

Page 2 of this form is used for your signature and date signed. Your signature verifies that the information you furnished is correct,

Pages 2 and 3 of this form are where you, the supervisor and the reviewer till in the Element Ratings Knowledge Line 1-54, You should review the definitions and helpful hints in this pamphlet before completing this part of the form,

Pages 4 through 8 are the Employee's Statement of Accomplishments - Abilities. These are very important and should be prepared carefully. The accomplishment abilities are rated by a panel of real estate subject matter experts as mentioned in detail on page 3, The panel members do not remain the same. You should always anticipate that there could be a variance in your ratings from panel to panel.

You should not put important information in your DA Form 2302 and assume that it will be considered when the rating is being done by the panel. having critical or important information out of your accomplishment-ability statement only hurts your overall rating.

Page 9 is the Supervisor's Element Rating - Abilities 1-8. These are completed by your supervisor.

Your supervisor forwards the package to the reviewer who is the next higher level supervisor. Either the rater or the reviewer must be in the real estate career field (series 1170 or 1171), This requirement may necessitate review of some appraisals at a higher level of command, i.e., division/HQUSACE. For example, a district Chief of Real Estate is normally rated by the Commmander/Deputy Commander of the district, The reviewer will be the Chief of Real Estate at the division. A branch chief at district level is rated by the Chief, Real Estate Division at the district level. The reviewer maybe a non-real estate employee at the local level (it is permissible and procedurally correct if both the rater and the reviewer are real estate employees).

The reviewer completes his/her portion of ENG Form 4897-R and returns the package to the supervisor. If the reviewer and supervisor are geographically separate, the form should be handled in the most reliable and timey manner possible. The reviewer's rating prevails where there is a disagreement between employees and supervisor or supervisor and reviewer.

For example: If you rate yourself a 4, your supervisor rates you a 3, and the reviewer rates you a 4, a line is drawn through the supervisor's rating and the 3 is replaced with a 4. The rating will therefore be 444. If the reviewer concurs with the supervisor's rating, then the reviewer will leave his/her block blank. The rating will therefore be 433. The supervisor submits the package to the CPAC serving your geographical area.

The CPAC insures that the package is complete, consolidates district input and forwards all packages to CDR HQUSACE, Attn: CEHR-C, 20 Massachusetts Avenue, N.W., Washington, D.C. 20314-1000.

INSTRUCTIONS FOR EMPLOYEES ON HOW TO COMPLETE FORM 4897-R

PART I - EMPLOYEE



Item I - Check the type of submission:

New - means the submission is your first submission or that it will replace in total any old submissions. A careerist can submit a new package anytime there is an annual screening panel. Rules for a midyear panel submission are on page 6.

Reconsideration - means that you are resubmitting the same Statement of Accomplishments-Abilities that were rated by the last panel for re-rating by different panel members.

No Change - means that you desire to make no changes to your active application on file at HQUSACE (CEHR).

Administrative - is used to update various administrative information in your package, i.e. ,change of address, phone numbers, name changes, etc.

Change to Knowledges (1 - 54) - means that you desire to make changes to your knowledge ratings. Please do not submit the previous knowledge ratings already on file if you are changing only portions of your element ratings. You need only submit the entire set of 1-54 knowledges when you are changing all 54 knowledges.

Change to Employee Statements of Accomplishment-Abilities (1 -5) - means you wish to submit new accomplishment statements. You can submit just the statements you have revised. Do not include accomplishments previously rated. If a newly submitted accomplishment results in a lower rating than the previous one, the lower rating will not be used as part of the scoring process. The higher rating average on that ability will be retained.

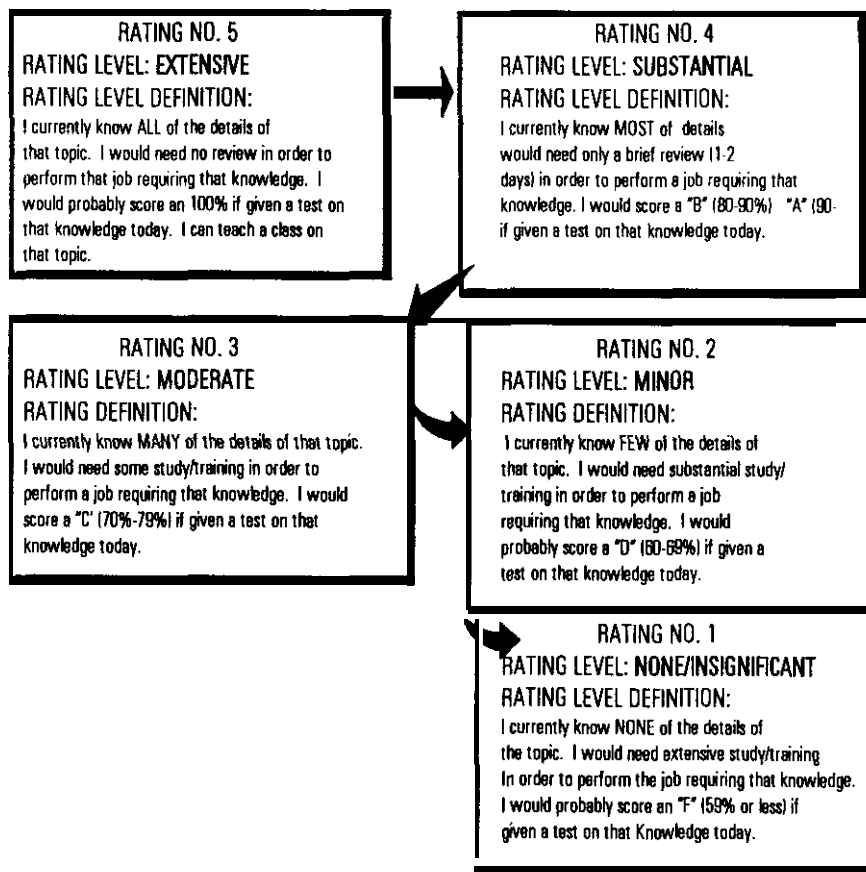
Items 2-9- are self explanatory,

Item 10- Check the box(s) under the columns headed “supervisory, non-supervisory” corresponding to the job(s) desired.

Items 11 and 12- are considered self explanatory.

PART 11 - ELEMENT RATINGS - KNOWLEDGES

This part contains a listing of knowledges identified as essential to Real Estate Career Program positions. Using the rating scale and the five descriptions below, write the number for the level you consider most true of yourself in all 54 knowledges under the column headed “E,” employee, The columns headed “S and R must be completed by your supervisor and the reviewer respectively.



PART III

EMPLOYEE STATEMENT OF ACCOMPLISHMENTS - ABILITIES 1 THROUGH 5

Be sure to write in your Social Security Number (SSN) at the top of each page. Please do not write/type in your name.

Using only the space available on pages 4 through 8, prepare one or two descriptions of accomplishments which you feel best reflect each ability. You may draw from both your work experience and any other activity which you believe will demonstrate a high level of each ability. Each accomplishment must include the following (YOU CANNOT LEAVE ANY OF THESE ITEMS BLANK):

A description of the problem to be solved or the objective to be achieved.

A description of what was done and when (giving approximate dates). Education or training course work must be described in terms of accomplishments. Credit will not be given for passive exposure to instruction.

A statement of the outcome, result, or success of the accomplishment. If the accomplishment relates to a graded education or training experience, include the grade received.

The name, address, and telephone number of someone who can verify the information. Indicate whether the person was a supervisor, co-worker, committee chairman, etc. It is permissible to list more than one person as a verifier. An accomplishment that cannot be verified is unacceptable. In the rare circumstances that none of the individuals are available (e.g., deceased, retired, etc.), written information may serve as verification. The written information can be an explanation of what was done.

The description of your accomplishment must be specific in order to be rated. Do not use vague statements such as "I established open lines of communication". For example: "I setup afternoon gripe sessions, established work teams that alternated with assignments and wrote extensive memos to keep everyone informed of decisions" tells how communication was fostered.

Describe specifically what you did, not what your subordinates or team members were responsible for. Statements such as "I directed the team that I led...", "I was in charge of..", do not describe behavior that can be evaluated and, therefore, will be rated low. You will not receive credit for your subordinates' accomplishments, but rather for the things that you personally did to accomplish the projector goal. For example, suppose you are a supervisor, but because of your ability to plan and organize (i.e., both you and your subordinates' work) the rate at which actions were processed by your employees was improved. Merely stating that the group you supervised increased productivity does not sufficiently reflect how your ability to plan, organize and direct brought about the desired results. Therefore, you should describe what you did to bring about the change.

For example, you might write, “I changed the sequence of internal processing steps (eliminating two steps in the process) and obtained *needed* duplicating equipment. Then, to make employees familiar with the new procedures, I wrote an SOP and presented four formal training sessions. As a result, the sequence of internal processing was refined and the rate at which actions were processed by my employees increased.”

Another supervisor might describe having directed the development of an SOP presentation of training sessions. If you were a member of a work group, tell the percentage of the projector accomplishment for which you were personally responsible.

You may use receipt of an award as part of the outcome section, but only if you describe what you have done to achieve the award and the results of your actions that brought about the award.

Common abbreviations are acceptable, but do not use acronyms and abbreviations which would not be understood outside your installation.

FACTORS THAT WILL BE CONSIDERED IN EVALUATING ACCOMPLISHMENTS

Below is a general summary of factors that accomplishment raters consider. This summary DOES NOT include everything they might consider, and each factor may not be applicable to each accomplishment addressed. However, considering these factors while preparing your accomplishments may help to better describe what actually was accomplished.

These factors are as follows:

COMPLEXITY

This factor refers to the complexity of the problem to be solved; the project on which you were working; the organization which you directed, etc. Complexity might be described in terms of the number and diversity of individuals/organizations involved in a problem or project, difficulty in defining the problem; resource problems and how you overcame them; the changes involved in solving the problem, the extent to which clear and precise guidance/regulations exist which are relevant and helpful to the topic, and the variety of issues involved in the problem or project.

SCOPE

This factor could be relevant to problems, projects or programs on which you worked. Scope might be demonstrated in a number of ways, such as cost involved, duration of the project/program, or level of individual organizations affected.

CONTROVERSY

It is often difficult to deal with a problem or meet objectives in a project or program etc., when the subject matter is controversial. A controversial topic may require special actions on your part. There are a number of reasons why a topic maybe controversial, such as the program, project or assignment may involve a great financial commnitment, the topic maybe one which tends to provoke disagreements especially by the general public or congressional interest, or there may exist a great deal of misunderstanding or lack of knowledge concerning the important issues involved in the topic by those affected.

CONSEQUENCE OF ERROR

While some assignments, project etc., are the focus of much attention if successful but go relatively unnoticed if not, others may have very serious consequences if the work done is not effective. Therefore, when the consequences of failure or error are very negative, you might have to approach the problem in a special way. Negative consequences might be expressed in embarrassment to the organization, angered employees or customers, etc.

CREATIVITY

This factor involves the extent to which you had to be Creative in solving a problem or carrying out a project (e.g., there were few or not appropriate standards or sources available to aid you in your particular task, or perhaps you felt you could develop a more effective way of completing the task than had been previously done), The factor might be evaluated in terms of how appropriate your idea was for the problem at hand, or how well the plan of action synthesized workable tasks into solutions without detrimental impact on organization or other employees. Innovative ideas to streamline process or to save resources are also creativity factors.

TIMELINESS

This factor refers to the extent to which solutions to problems were found or objectives were met within time frames acceptable by those people affected.

NATURE OF THE RESULT

This factor may refer to both the acceptance of your work, ideas, changes, etc., by those individuals affected, as well as the impact that your actions has on the organizations (organization may refer to your office, MACOM, functional group, etc.). The results maybe expressed in a great variety of ways, such as time or money saved, improvement in quality of work, adoption of your recommendations by other groups, or changes in operating procedures.

Although one project can apply to several abilities, YOU CANNOT refer to other ability pages where you wrote about it. If you do, that ability cannot be rated and you will receive a rating of “zero” for that ability. Each accomplishment rater will evaluate only the accomplishments on the page for that one ability. Therefore, if you feel that a project demonstrated accomplishments in more than one ability, you must write about it on each ability page in a way that relates it specifically to each ability separately.

For example, an accomplishment dealing with “improvement of morale in the work unit” is one that could involve a number of different abilities, First, the ability to analyze might be relevant if the reason for low morale was due to friction among employees, and you assumed the role of mediator, persuading employees to make efforts to work with one another more effectively. Additionally, the ability to innovate may be relevant if you initiated some entirely new program with the specific purpose of improving employee morale. It is important to describe the way that the accomplishment fits the ability for which you intended it and whether what you described indicates possession of that ability, Remember the accomplishment panelist will read nothing into the description. Link your accomplishments to the ability being rated.

Be sure to describe accomplishments you feel are at the highest level, and use those that are as recent as possible. You need not write two accomplishments for each ability unless you choose. The accomplishment panelists will rate each accomplishment separately and the accomplishment for each ability which receives the highest average rating will be used as the final rating. You must use the sheets provided or authorized forms software. DO NOT attach additional sheets, or use photo reductions of your narrative to obtain more space. Doing this could result in your receiving a rating of “zero” for that ability.

INSTRUCTIONS FOR COMPLETING DA FORM 2302-R, CIVILIAN CAREER PROGRAM QUALIFICATION RECORD

The DA Form 2302-R is the basic form used by DA employees to describe their qualifications. It is a source document for candidate evacuation, competitive rating procedures, and development of referral lists. Although this form is not used in conjunction with the five accomplishment-ability ratings by the panel, it is however a part of your employment package that is sent to a selecting official when you are referred for a vacancy. You should ensure that the form contains experience that reflects exposure to any knowledge on which you rated yourself a 3 or higher,

The description of duties is not a justification of the ratings, but merely a simple description of the incident or experience which resulted in the knowledge. It's also important to keep it current. The DA Form 2302 can be revised and submitted at anytime. You do not need to wait for a mid-year or annual panel to update this form. If you change positions you should update your DA Form 2302 on file in both your servicing Human Resource Office and HQUSACE. This also applies to phone numbers that change. Remember the DA Form 2302-R stands by itself and will not be used as a part of the rating process for accomplishment ability ratings 1-5.

NAME

Self-Explanatory

DSN NUMBER

Enter your Defense Switch Network (DSN) number (formally FTS number). If you do not have a DSN number, leave it blank,

SOCIAL SECURITY NUMBER

Self-Explanatory

CAREER PROGRAM CODE

The Career Program Number for Real Estate is 55

EMPLOYING OFFICE MAIL ADDRESS

Enter your office mailing address, Be sure to include your office symbol.

COMMERCIAL NUMBER AND AREA CODE

Self-explanatory

SON or POI

This is the acronym for Submitting Office Number (SON), or Personnel Office Identifier (POI). If you do not know the number, it may be obtained from your servicing Civilian Personnel Activity Center.

MACOM

Enter the acronym or abbreviation for your HQUSACE/ MSC / District/Laboratory, etc.

NAME OF IMMEDIATE SUPERVISOR

Self-Exclamatory.

MESSAGE ADDRESS AND OFFICE SYMBOL

Enter your activity's message address, include your office symbol.

AUTOVON/DSN AND COMMERCIAL NUMBER OF IMMEDIATE SUPERVISOR

Enter commercial number if no autovon/DSN.

DATE

Enter the date that you prepared this form. The date is used to determine your most recent submission.

ITEM INSTRUCTIONS FOR PART I: Follow the general instructions printed on the form. Account for continuous time when preparing entries for part I. Use a separate experience blink to describe temporary promotion, temporary reassignment, or detail.

FROM

This entry is overprinted as PRESENT for your current position, For past positions, enter the month and year to show when the employment period ended.

TO

Use four digits to enter the month and year of your appointment to the position (e.g., enter 0484 for April 1984).

SERIES

Enter the standard civil service occupational series (no more than four digits). Enter "0000" when the listed position is military service or outside Federal Government employment.

GRADE

For positions in the Federal Government, you must enter the pay plan and grade. For positions outside the Federal Government YOU should enter the salary. For example, enter "36200" for an annual salary of \$36,200.

POSITION TITLE

Enter the official position title as shown on your SF-50, Notification of Personnel Action. Use abbreviations if required. You should use descriptive titles for positions held in military service or outside Federal Government employment.

If the present position is temporary promotion or detail, identify it as such, in parenthesis, after the position title in this block. For example, enter "Editor" (TEMP PROM).

ORGANIZATIONAL TITLE (If Supervisory)

This applies to the employee's present position only. Enter the organizational title assigned to the present position if the position is supervisory. For example, "Chief Appraisal Branch." Non-supervisory employees should leave this item blank.

EMPLOYING OFFICE AND LOCATIONS

Enter the name of your employing office and the location of employment (for past positions). You can use authorized DA and standard abbreviations, as required.

DESCRIPTION OF WORK

Enter a narrative statement that describes your major duties and responsibilities. Describe work in terms of functional knowledge, skills, and abilities demonstrated. The narrative information must be limited to the space provided. You may also include the performance rating level assigned and the period covered by the ratings. If included, end the narrative statement with the performance rating level information.

The entry for your present location should describe your current assignment, even though the position may be a temporary or a detail. Include the number of days the temporary promotion or detail will last.

ITEMS OF INSTRUCTION FOR PART II -

EDUCATION: List each principal instance of formal education beyond high school. A single entry maybe used to show all work leading, to a college degree; identify the awarding, school and location. Postgraduate studies may be reported by separate line entries. Enter the information in columns provided.

IDENTIFY DEGREES AWARDED

For example, enter "BA," "BS," "MS," or Ph.d." When a degree does not apply to a line entry, enter NNN.

MAJOR SUBJECT STUDIED

In most cases, this is the subject matter areas for which the degree was awarded. Enter any minor subject in parentheses. For example, "Accounting (Computer Systems)."

PART III - EDUCATION, TRAINING AND SELF DEVELOPMENT

Enter the information in the columns provided. List the dates of attendance and the total number of calendar days for completion. You should make your own decisions regarding the number of line entries needed to list the requested information, If necessary, entries can be continued in part IV. Do not attach additional sheets.

ITEM INSTRUCTIONS FOR PART IV - AWARDS AND RECOGNITION:



Enter information in columns provided.

Entries should provide information pertaining to recognition for performance, merit awards, acts of service, and other significant awards or pertinent official recognition.

You should make your own decision regarding the number of line entries needed to list the requested information. If necessary entries may be continued in part III.

INSTRUCTIONS FOR COMPLETING DA FORM 4338-R, CIVILIAN CAREER PROGRAM GEOGRAPHICAL AVAILABILITY STATEMENT

This form is designed to document your availability for career referral consideration and is just as important as all of the other documents. Use this form to indicate all of the geographical locations in which you are interested. You need to ensure that HQUSACE CEHR-C has accurate/current geographical information at all times. You will only be referred to the locations that you have indicated on this form. This form can be updated at any time. It's important to indicate the grade levels in which you are interested.

For example, if you are currently a GS- 13 and interested in promotions and lateral positions, your geographic form should be marked same grade and higher grade. The data base searches for a match, so if you are interested in positions at the same grade, but you've only marked higher grade you will not be considered for positions at the same grade. You should therefore indicate your same grade availability.

ITEM 1

Enter "Real Estate"

ITEM 2

Enter the career program code for Real Estate - "55"

ITEM 3

Enter the year, month and day.

ITEM 4 thru 9

This is self-explanatory.

ITEM 10

Enter an X opposite those locations at which a job will be accepted if offered. Additional instructions are on the last page of this form. Stated availability is interpreted literally. If you enter availability interest for a location, you are expected to be available when contacted and to accept a job when offered,

You must enter the grade level considerations desired at selected locations. Enter X in LG when available at a lower grade. Enter X in SG column if available at current grade. Enter an X in HG column if available for promotion. If you are eligible for repromotion consideration, you should determine your referral interest on the basis of your current grade and the highest grade held. Also you may consult a supervisor or your servicing CPAC if assistance is needed.

Be sure to enter availability for your current employing location if referral there is desired. Availability for same grade (SG) does not imply availability for high grade (HG). Indicating availability for HG does not imply availability for SG. Remember, an "X" is required in each column for which availability is requested.

Availability for all locations within a given State (including Washington, DC) or a foreign country is shown by entering an X in the appropriate columns opposite the name of the State or foreign country.

ITEM 11 thru 14

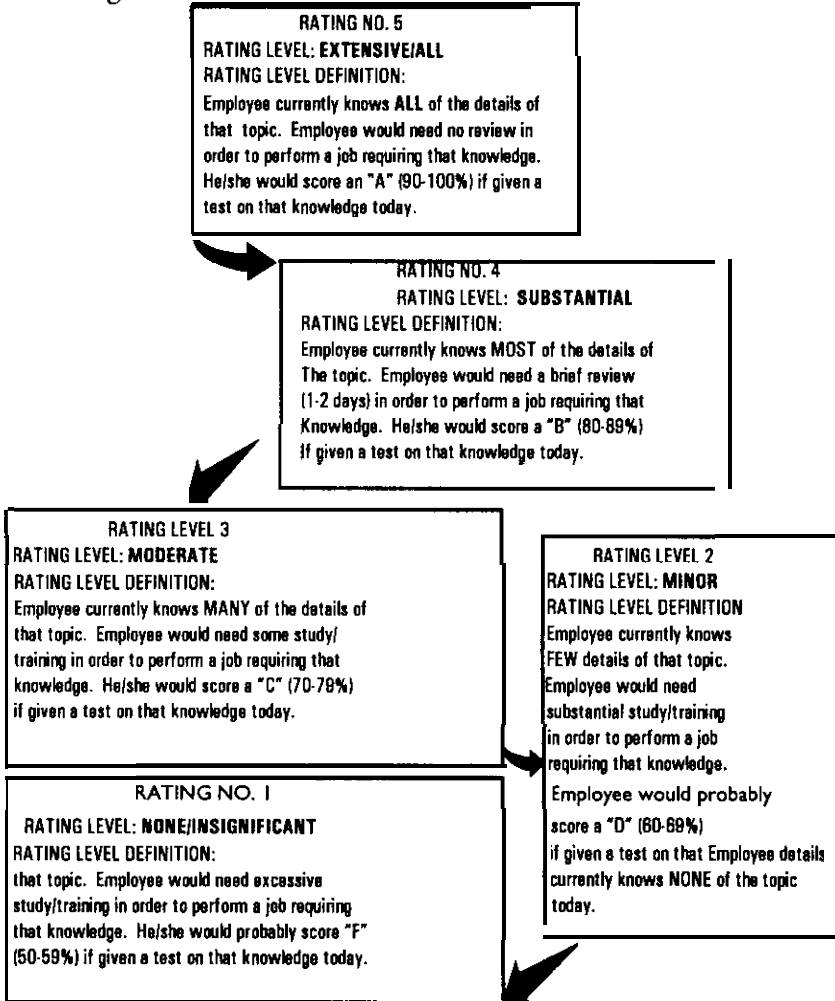
Self-Explanatory.

INSTRUCTIONS FOR SUPERVISORS -- COMPLETING THE ENG FORM 4897-R

PART II - ELEMENT RATINGS - KNOWLEDGES

You, the supervisor, will rate the knowledge elements in part II under the column headed "S ." To do this, use the element rating scale, rating levels, and rating level definitions below. Generally, you should consider what work you have observed the employee accomplish and the amount of study or training the employee would require before he or she could step into a job requiring that knowledge and perform at the full performance level from the start, If *you* have not observed sufficient performance to rate a given knowledge, you should obtain information on past performance from the employee, other supervisors, or other employees, Do not ask others what specific rating the employee should receive. Only ask them about the employee's exposure to knowledge and the types of tasks he or she carried out. You must exercise independent judgement concerning the level of knowledge rating the employee should be assigned using all information available. Keep a record of the information you have obtained and who provided it or where you found it.

Using the rating scale and five descriptions below, write the number for the level you consider most true of the employee in each box for each knowledge under the column headed "S".



PART IV-SUPERVISOR'S ELEMENT RATING-ABILITIES (PAGE 9, ELEMENTS I-8)

Write in the employees name and social security number

In this part you are not rating the employee against an absolute standard, but are comparing the employee's ability against that of other employees at the same grade whom you have observed during your career. Do not limit your comparison to only those employees in your current organization, but think back about other employees you have worked with or have worked for you. Use the following rating scale and enter the number you decide is correct in the "S" column in Part IV.

CR	1	2	3	4
Cannot Rate	Lowest	Below Average	Above Average	Highest
(Bottom 5%)		(Bottom 25%)		(Top 25%)

Ratings on abilities must be based on personally observed performance that demonstrates the ability. Use "CR (cannot rate) in the block if you have not seen the ability demonstrated personally. Do not discuss the ability ratings you assigned until the entire appraisal package has been forwarded to the person conducting the administrative review in the CPAC.

When you have completed Part W, sign the appraisal and forward the package to the reviewer.

INSTRUCTIONS FOR REVIEWERS

CAREER ADVISORY PANEL (CAP)

The Real Estate Career Advisory Panel will meet and review ratings given by the employee and the supervisor before the reviewer rates.

Districts will form a CAP consisting of Real Estate Branch Chiefs and the Chiefs and Assistant Chiefs of Real Estate to provide information to the reviewer. The CAP reviews all the ratings given by the employee and the supervisor and will advise the reviewer of any information, based on the experience or observation of CAP members, which could aid the reviewer in making his or her ratings. The CAP does not assign ratings,

The CAP will also review the job series requested by the employee in Block 10.



PART V - REVIEWER

Review the ratings assigned by the first line supervisor in Parts II&IV and discuss with the supervisor any you feel requires discussion. Do not direct the supervisor to change any ratings.

Use the rating scales and instructions in Parts II & IV to decide whether the supervisory ratings are appropriate,

If you agree with the supervisor ratings, do not write anything in the reviewer, "R" columns of Parts II & IV. Check Block I in Part V and sign and date the appraisal.

If you disagree with a supervisor's rating, then:

- (1) Draw a line through the supervisors rating (in the supervisory column) with which you disagree
- (2) Write your rating in the "R" column
- (3) Check block 2 in Part V
- (4) Write the knowledge(s) and/or ability(ies) number(s) and the basis for the change(s) in the space provided
- (5) Sign and date the appraisal.

Return the form to the supervisor, If you are geographically separated from the supervisor, be sure the form is returned in the most reliable and timely manner available,


REQUEST FOR CAREER REFERRAL LIST


ENG FORM 4917-R REQUEST FOR CAREER REFERRAL LIST - The Real Estate Career Program, is used by selecting officials, along with DA Form 2302-2-R, Civilian Career Program Referral Record to request a referral list from CEHR-C.


ENG FORM 4917-R



To be completed by the selecting official, assisted by the CPAC.

 Can be reproduced locally, head to head, on 8 1/2 X 11 inch paper

 To be retained by HQUSACE (CEHR-C) to permit reconstruction of each referral action,

 The selecting official has the option to request a list of "promotable" candidates only, "lateral/change to lower grade" only, or both.

PROMOTABLE REFERRALS are candidates requesting promotion.

LATERAL REFERRALS include all candidates in the inventory who are qualified and seeking reassignment. This type of list provides a greater choice of candidates seeking developmental reassignments.

ALL AVAILABLE QUALIFIED CANDIDATES requesting a change to a lower grade (CLG) will be considered when a lateral list is provided.

AU candidates entitled to priority consideration or special consideration for repromotion will be referred separately and ahead of competitive referrals.

THE SELECTING OFFICIAL AND REQUESTING CPAC **must determine the relative** importance of the knowledge and abilities for high quality job performance in the scientific position to be filled, This may require dicussion of the knowledges and abilities with Subject Matter Expert(s) (SME) knowledgeable of that specific position or a similar position.

IMPORTANCE POINTS (or weights) are assigned to each job-related knowledge and ability. Importance points will be used by HQUSACE CEHR-C to weight each employee's knowledge and ability raw scores. To assign points:

Determine the knowledge and abilities required for the job to be filled. The first 9 basic knowledges must be weighted for all positions. Knowledge numbered 49 thru 54 must be weighted for all supervisory positions. Circle each knowledge and ability required

Multiply the number of circled knowledges and abilities by 2 to determine the total points to be distributed among the respective knowledges and abilities.

Assign points 1 thru 3 to indicate importance

1 Point - For knowledges and abilities that are of least importance in distinguishing high quality from average performance in the specific position to be filled.

2 Points - For knowledges and abilities with more importance in distinguishing high quality from average performance in the specific position to be filled.

3 Points - For knowledges and abilities that are most important in distinguishing high quality from average performance in the specific position to be filled.

Assign no less than 1 point and no more than 3 points for each circled knowledge and ability. Every circled knowledge and ability must be assigned point(s). The computation portion of the form is to ensure that the total number of points is equal to the number of circled knowledges and abilities x 2. A supplemental referral list may be requested when there are fewer than three promotable candidates available. A new DA Form 2302-2-R, and ENG Form 4917-R must be submitted.

ITEM INSTRUCTION FOR PREPARING ENG FORM 4917-R

SECTION A. REQUEST FOR VACANCY

Entries in this section are completed by the CPAC with information from the requesting official.

ITEM 1

Enter the name and mailing address of the requesting activity. This is where the referral list will be mailed.

ITEM 2

Enter your local request number.

ITEM 3a

Enter the position, position title, and the series and grade of the vacancy,

ITEM 3b

If Chief, Real Estate Division, or project manager position, enter appropriate title. Otherwise enter the functional area of the position, i.e., Planning & Control, Acquisition, Appraisal, and Management & Disposal.

ITEM 4

Indicate the type of list requested (only one type of lateral list may be requested).

SECTION B. KNOWLEDGES, and SECTION C. ABILITIES

Entries in Sections B and C are completed by the selecting official.

The selecting official and the CPAC identify the appropriate job category and knowledges and abilities required; determine the importance of each knowledge and ability, and assign importance weights (1-3). The weights assigned indicate the relative importance of each in distinguishing high quality performance from average performance by an employee. The weights assigned do not equate to an employee's rating.

Each job category has a group of "Core" knowledges and abilities which resulted from a detailed analysis of jobs in the career program. Possession of these "core" knowledges and abilities is required to successfully perform the duties of all positions within the job category. "Core" knowledge and abilities must, as a minimum, be used in requesting a referral list. Knowledge ratings 1 through 9 must be used for all positions. Knowledge ratings 42-49 must be used for all supervisory positions.

SECTION D

Entries in Section D are completed by the selecting official.

SECTION III

REAL ESTATE TRAINING, EDUCATION, AND REAL DEVELOPMENT SYSTEM (RETEDS)

OBJECTIVE

The objective of training and development is to develop real estate professionals and leaders who will acquire a broad general knowledge of Army operations, a specific knowledge of real estate functions, and technical competence in specialized real estate occupational areas. In order to be of the most benefit to the Corps and to ensure career progression, individuals must eventually master a number of related skills. The amount of training afforded to you must be carefully planned to assure the greatest immediate and long range benefits. The Real Estate Training, Education, and Development System (RETEDS) is broad, permitting adaptation and implementation consistent with varying needs of individuals and organizations.

Guidance for implementing RETEDS in the Corps of Engineers is outlined herein. The plan blends the leadership, management, and functional training needed by high potential civilians aspiring to higher positions in the career program. It makes maximum use of structures and relationships already established in the Real Estate Career Program and described in ER 690-1-955. This plan pertains to all Department of the Army civilians eligible for coverage under the Real Estate Career Program.

RETEDS also defines the blend of technical, supervisory, managerial, and leadership training at the appropriate intern or upward mobility (GS 5-9), intermediate or management (GS 11- 12), and Executive (GS/GM 13-15) stages of a real estate professional's career. The Master Intern Training Plan (MITP) is described in detail in ER 690-1-955, Appendix A. RETEDS provides the structure for assuring that high potential civilians receive the training and development necessary to fill key positions and that the Corps receives maximum productivity with our existing resources.

Specifically, it assures that high potential, motivated professionals who aspire to top positions will:

Have opportunities to strengthen their technical knowledge, experience and operations management capability,

Have opportunities to strengthen their policy development capability.

Have opportunities to strengthen their managerial and leadership skills.

Have a road map to the more complex on-the-job experiences and training.

STRUCTURE

Real estate and appraisal professionals generally work in four major functional areas: planning and control, acquisition, appraisal, and management and disposal. These functional areas are defined in ER 690-1-955. This plan uses existing line management, career program management, and human resource management organizations in the operation of the program. The Director of Real Estate's HQUSACE representative, with the assistance of the Advisory Board, will guide the operation and advise the director on needed changes. The chairman may, as needed, set up task forces to accomplish detailed planning and evaluation.

Each district will evaluate training and development needs and budget for locally required training requirements. To reach your desired position, you must make choices; your chances of reaching this position will be affected by your training and development decisions and actions.

The information provided in this Section will help you select and plan for the necessary training needed for progression within the real estate community.

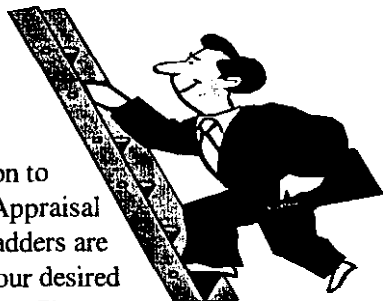
In addition to attending government-sponsored training, you must be committed to self-development and education and pursue self-development activities outside the training discussed in this section. The real estate activities of the Corps of Engineers are unique in that no identical counterpart exists in private industry. The range, scope and complexity of work calls for the development of individual skills not generally required in any other organization concerned with real property activities. You are expected to devote a reasonable amount of time to study, reading, and self-improvement activities, and should be encouraged to participate in appropriate professional societies and associations.

Although the supervisor is a principal advisor and guide, the reviewer and the Career Program Manager (CPM) -- normally the Chief of Real Estate-- are advisory resources to which the supervisor can refer you for advice outside his or her own area of expertise. In addition, each district may appoint an independent advisor to counsel those of you who need additional help in establishing career goals. The advice and counsel of senior personnel can be of immeasurable value in developing your individual plan, whether based on the relatively immediate goal of improving your performance, or on a long-range plan calling for course of study leading to professional degrees.

Individual Development Plan (IDP). Those who target advanced positions as a goal will, with the assistance of your supervisor, prepare an Individual Development Plan (IDP) in accordance with a career ladder and development plan. The IDP must identify all activities necessary to reach the desired goal; it is not intended to be accomplished in one year. The IDP must be approved by the CPM. Appendix A illustrates the information which should be recorded for the IDP. Career ladders and development plans provided in Appendices B and C will aid advisors in their duties. DA Pamphlet 690-43 (A Supervisor's Guide to Career Development and Counseling for Career Program Employees) is an excellent guide to develop this plan.

CAREER LADDERS

Career ladders shown in Appendix B are recommended career paths for progression to advanced positions in Realty Specialist/Appraisal and Realty Officer areas. These career ladders are NOT considered the only way to reach your desired position, but they are the most likely way. These ladders provide for crossing between the 1170 (realty specialist) and 1171 (appraisal) job series, however, it should be noted that it is difficult in practice above the GS-09 level. In particular, the 1171 job series requires specific educational and experience to be qualified at higher grade levels.



These configurations show possible cross-functional moves based upon appropriate training and experience and similarities in basic technical skills and interrelationship of the missions (i.e., certain functional areas interact to carry out the mission). Lateral assignments for cross-training within a given job series are possible. Cross-training between the four main functional areas of real estate is highly recommended to rise to more advanced positions.

While it is not mandatory that you agree to accept transfers of employment on a Corp-wide basis, it is essential that you understand and appreciate the importance of varied assignments as an integral part of the total career development process. The duties of some positions, particularly those at senior grade levels, can best be performed by employees who have had a variety of work experience at lower echelons or in certain geographical locations. To this end, you should consider yourself an employee of the Corps rather than an employee of a particular organizational entity. Career progression may, in measure, be dependent upon your willingness to accept rotational or new assignments that offer developmental opportunities, crossing geographic and functional lines.

COMPETENCIES (Knowledges and Abilities)

Senior incumbents in each functional area identified the knowledges and abilities i.e., competencies required for top performance in the positions.

Competencies are shown in Appendix A of this Pamphlet. Competencies identified are generic and indicate that, given technical experience, careerists in the 1170 series can cross functions if they meet the qualifications for the requisite job series. The career ladders in Appendix B further illustrate this fact.

You must acquire the first 9 knowledges listed. When a referral list is requested by the selecting official, it is mandatory that knowledges 1-9 be rated. Knowledges 49-54 are completed by the selecting official if the position is supervisory. Therefore, if you are aspiring to be in a supervisory/executive position, you need to acquire knowledges 49-54 as well.

Technical and functional competencies required may vary widely within the 1170 and 1171 job series and there is a mandatory requirement for on-the-job experience in line management within the 1171 series. It is highly recommended that anyone aspiring to a Chief, Real Estate Division position have multi-functional experience.

Appendix A identifies important general knowledge and abilities for real estate careerists. For example, some general knowledges needed for acquisition positions are:

Knowledge of regulations, policies practices and procedures governing acquisition of real property and related functions. Primarily AR 405-10, AFR 87-1. and ER 405 1-12 (10)

Knowledge of PL91-646 (12)

Knowledge of policies and requirements for project cooperation agreements (17)

Ability to develop new or revised policies, methods, procedures, programs, or solutions to problems (g)

Each knowledge has a number in parentheses at the end of the description. This number corresponds to the knowledge listed in Part II of the career program registration form. Each ability has a letter in parentheses at the end of the description. These same knowledge numbers (and ability letters) are also listed in Appendix D in the column headed Knowledge - Abilities to indicate what knowledge(s) and ability(ies) each course will address.

Remember, however, that knowledges are obtained through job experience as well as formal training and the courses teach the knowledges at varying levels of complexity.

CAREER DEVELOPMENT PLANS

The generic career development plans in Appendix C show the training and developmental assignments, which, along with longer term assignments to positions in the career ladders (Appendix B), provide the competencies necessary for maximum effectiveness in the advanced positions. Levels at which activities are shown are considered appropriate, but are not to be construed as the only levels at which an activity may occur, There is a common pattern of emphasis on strengthened training in supervisory, management, leadership, communications, and resource management skills, in both the 1170 and 1171 series.

Developmental assignments are specifically shown in the Career Development Plans, (Appendix C). Some are identified as mandatory to obtain the necessary competencies for certain advanced positions, A common requirement for candidates for these positions in all functions is extensive management experience in the function far beyond that which can be gained by a temporary developmental assignment.

MASTER TRAINING PLAN



The Master Training Plan is Appendix D. Where a specific source for a course is not listed on one of these tables, it should be understood that the course title is generic and that there are multiple sources. The cost of training-- tuition, travel and per diem--must be locally funded and provided within a Real Estate district or division's annual training budget. Definitions of the categories of training used areas follows:

Mandatory, Priority I -- This is vital training required for successful performance on the job (i.e., you cannot perform the duties of the position successfully without it), or to meet certain certification mandated by higher authority (OMB, USACE, OPM, or law). It must be completed within specified time frames before or after entry into the position or it will have an adverse affect on mission accomplishment. In the Real Estate career program this training is usually required for individuals initially selected into supervisory positions, or individuals in the GS- 1171 job series. The Real Estate Civilian Career Program Master Training Plan identifies this training with a "P1. "

Mandatory, Priority II -- This category covers important training that you should have for effective performance-- training that directly affects the quality of mission accomplishment. Although this training should be completed within a specified time period, it may be deferred due to lack of funding. The Real Estate Civilian Career program Master Training Plan identifies this training with a "P2."

Recommended--This category covers training that would be beneficial for the systematic replacement of skilled employees through career management as well as performance enhancement. The Real Estate Civilian Career Program Master Training Plan identifies this training with an "R."

Competitive Training -- Includes training for which you will be competitively selected (both short-term and long-term training) to develop you for positions with greater responsibilities in your career field, Competition involved allows all eligible employees to compete so that those with the highest potential for advancement receive the training, For short-term training, this category would include executive development programs less than 120 days, For long-term training, this category includes Army-wide programs such as senior service colleges, university programs, and developmental assignments over 120 days. The Real Estate Civilian Career Program Master Training Plan identifies this training with a "C,"

FLEXIBILITY AND MOBILITY



Lateral assignments will be used extensively to meet the objectives of the career program. Your desire and willingness to be flexible in lateral assignments will be an added advantage when you are considered as a candidate for promotion.

Another consideration is mobility. Geographic mobility involves a move to a different city for job purposes, and “occupational mobility” involves a job change (e.g., appraiser to realty specialist, or realty specialist to appraiser). Occupational mobility may not involve geographic mobility. It’s important to remember that the required managerial and leadership training and developmental opportunities often may not be available at your current duty station. The Corps expects you to demonstrate a willingness to accept training and developmental assignments in different functional and geographical areas in order to attain the requisite training, development and experience qualifications for advanced positions.

Because of the Corps investment in training and developing you, the Corp expects you to demonstrate a willingness to be referred to other positions outside your own geographical area. While it is not mandatory that you agree to accept transfers of employment on a Corps-wide basis, it is essential that you understand and appreciate the importance of varied assignments as an integral part of the total career development process. The duties of some positions, particularly those at senior grade levels, can best be performed by employees who have had a variety of work experience at different echelons or in different geographical locations.

DETAILS, DEVELOPMENTAL & ROTATIONAL ASSIGNMENTS

In order to expand your knowledge, skills and abilities you should welcome a detail to another position in your own or another work area when a person is on extended leave or assignment to another position. You can also enhance your career by filling in on other employee’s jobs during vacation time. Your supervisor can provide you with information regarding details.

Developmental/rotational assignments within each district are normally for a 1- year- period, however, there are 6-month to 4-year rotations. Employees who are offered rotational assignments have voluntarily indicated an interest in such assignments. Career Program Managers (CPM) and supervisors usually rotate persons by an exchange with another branch or functional office, or to back-fill behind someone on long term-training (LTT) or other temporary vacancies. If the job experience requirement is critical to the employee or the functional chief, a developmental/rotational assignment can be initiated without an exchange. Your supervisor can give you information on developmental or rotational assignments.

REALITY CHECK

In planning your career goals, you should continually make “reality checks” to assure that you have the required knowledges, skills, and abilities to prepare and qualify for the position in which you are interested. Remember, you play a major role in establishing your career goals and planning the way in which to achieve them. The supervisor can mentor and advise you and to make certain that you understand your responsibilities in this area. The reviewer, the CPM, and your selected mentor are available for advising also.



SUMMARY

This document and its appendices provide written guidance to help in the planning process. Career choices made at the intermediate level are significant to progression to advanced positions. Self development activities such as pursuing professional registration, off duty education, professional society activities, and outside reading are also important and are the careerist’s responsibility. Self development activities are very important and should be encouraged by your supervisor. By doing so, it shows the commitment you have made to improve your ability while concurrently being a more marketable person for the Corps of Engineers.

4 Appendices

- A. Knowledges, Skills, and Abilities (KSA’s)
- B. Career Ladder
- C. Career Development Plan
- D. Master Training Plan

KNOWLEDGES, AND ABILITIES

1. BASIC KNOWLEDGES (PART II OF ENG FORM 4897-R)

Knowledge of Federal, State, and local realty laws, practices, regulations and procedures (1)

Knowledge of real estate contracts (2)

Knowledge of real estate conveyances (3)

Knowledge of land title and curative procedure (4)

Knowledge of legal descriptions, plats and technical drawings (5)

Knowledge of the appraisal process and approaches (6)

Knowledge of estates or interests in real estate (7)

Knowledge of the organizational structure and inter-relationships of elements of the Army Air Force, Corps of Engineers (8)

Knowledge of environmental and cultural laws and regulations (9)

2. ACQUISITION

Knowledge of regulations, policies practices and procedures governing acquisition of real property and related functions primarily AR 405-10, AFI 32-9001, and ER 405-1-12 (10)

Knowledge of regulations and policies in connection with the planning procedures for real estate acquisition.(11)

Knowledge of laws, guidelines, and procedures regarding DERP and FUDS (12)

Knowledge of requirements of Title III, PL91-646, in dealing with landowners (13)

Knowledge of benefits available under Title II, PL 91-646 (14)

Knowledge of regulations, policies and procedures regarding the leasing of real property (15)

Knowledge of condemnation process (16)

Knowledge of policies and requirements for project cooperation agreements (17)

Knowledge of procedures for relocation of facilities (18)

Knowledge of closing procedures (19)

Knowledge of the administration of the Homeowners Assistance Program including the disposal of houses (20)

3. MANAGEMENT AND DISPOSAL

Knowledge of regulations pertaining to management of real property (AR, AFR, DAR, DOD1, FPMR, and ER 405-1-12) (21)

Knowledge of regulations pertaining to disposal of real property (AR, AFR, DAR, DOD1, FPMR and ER 405- 1-12) (22)

Knowledge of outgranting procedures, processing and documentation (23)

Knowledge of disposal procedures, processing and documentation (24)

Knowledge of utilization and compliance inspection procedures, processes and documentation (25)

Knowledge of timber management practices (26)

Knowledge of base realignment and closure procedures, policies and regulations (27)

Knowledge of land management practices (*forestry, agronomy, etc.*) (28)

Knowledge of wildlife management practices and techniques (29)

Knowledge of recreation and natural resource planning and management practices (*park management, resorts and marina operations*) (30)

4. APPRAISAL

Knowledge of the regulations governing the appraisal process, e.g., Army and Department of Justice regulations (31)

Knowledge of appraisal practices, principles, approaches, methods and techniques (32)

Knowledge of natural resource valuation including minerals, water, water rights, etc. (33)

Knowledge of timber appraising (34)

Knowledge of lesser interests appraising, including easements, leasing, etc. (35)

Knowledge of industrial appraising (36)

Knowledge of rural (*farm, ranch, orchard*) appraising (37)

Knowledge of urban (*residential, apartment, commercial*) appraising (38)

Knowledge of the methods and techniques of gross appraisals for planning documents (39)

Knowledge of real estate finance practices and the general economic principles including highest and best use analysis (40)

Knowledge of condemnation procedures in Federal courts (41)

5. PLANNING AND CONTROL

Knowledge of regulations, policies, and procedures governing acquisition planning and related functions primarily, AR 405-10, AFI 32-9001 and ER 405-1-12 (42)

Knowledge of regulations, policies and procedures governing programming, budgeting and management of funds for real estate requirements (43)

Knowledge of the regulations and procedures governing real estate audits and the documentation thereof (44)

Knowledge of cartography for real estate mapping including CADD (45)

Knowledge of the procedures governing the preparation, establishment, retention, management and disposition of real estate records (46)

Knowledge of methods and procedures governing real property accountability and reconciliation (47)

Knowledge of application of automated systems (48)

6. ADMINISTRATIVE

Knowledge of the federal position management policy and principles (49)

Knowledge of Federal performance appraisal policy and its application to incentive awards, training, and adverse personnel actions (50)

Knowledge of equal employment and affirmative action regulations, policies and objectives (51)

Knowledge of real estate programming procedures and scheduling techniques (manpower, budgeting and funding) (52)

Knowledge of basic economic principles as they apply to the real estate profession and related activities (53)

Knowledge of organizational policies, program goals, and priorities (54)

7. LEADERSHIP/MANAGERIAL ABILITIES (PART IV OF ENG FORM 4897-R)

Ability to assign or delegate work and to monitor the work of others (a)

Ability to establish objectives, requirements, priorities, and deadlines in order to determine the course of action for work (b)

Ability to interact with others in a one-on-one or group situation

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Ability to obtain information, define problems, identify relationships, evaluate quality, assess impacts, and make conclusions/recommendations; includes the ability to determine quality of projects, programs, or performance by comparison against regulations or objectives (d)

Ability to develop new or revised policies, methods, procedures, programs, or solutions to problems (g)

Ability to independently originate action. (one who demonstrates this ability is often called a self-starter) (h)

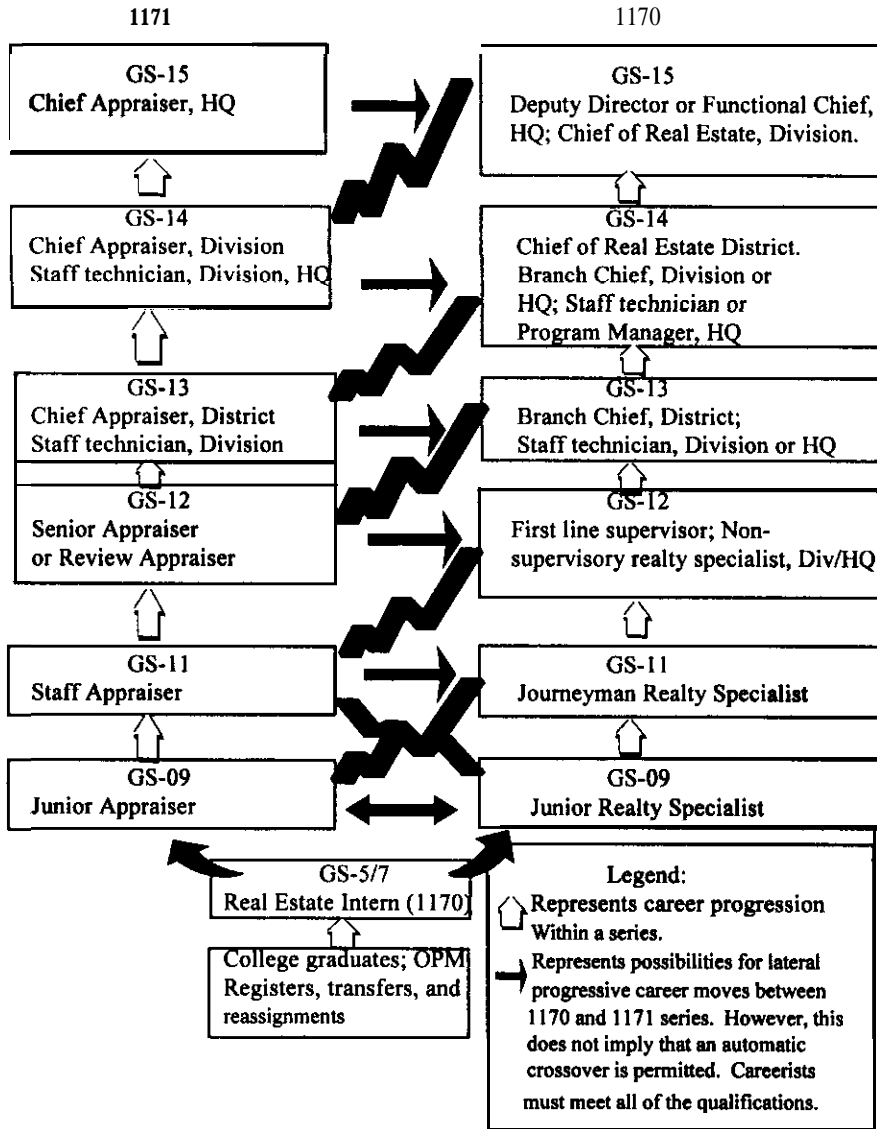
GENERAL/TECHNICAL

Ability to brief, instruct, explain, advise, or persuade on real estate matters (e)

Ability to express clear and specific ideas in writing (e.g., reports, information papers, memoranda, and manuals) (f)

CAREER LADDER

For Realty Specialists (1170) and Appraisers (1171)



Appendix C

CAREER DEVELOPMENT PLAN

GRADE 5/7/9 INTERNS REALTY SPECIALIST/APPRAISERS

FORMAL CLASSROOM	ON-THE-JOB/DEVELOPMENTAL ASSIGNMENT
<p>REALTY SPECIALIST:</p> <p>One or more Prospect Course</p> <ul style="list-style-type: none"> - Planning & Control - Acquisition - Management & Disposal - Appraisal & Leasing - Relocation Assistance <p>Techniques of Negotiation Real Estate Principles & Practices Real Estate Laws</p> <p>APPRAISERS:</p> <ul style="list-style-type: none"> -Appraisal Principles -Appraisal Procedures -Prospect Acquisition Course -Appraisal & Leasing -Standards of Professional Practice -Basic and Advanced Capitalization -Basic Valuation <p>BOTH:</p> <ul style="list-style-type: none"> -Basic Environmental Courses -Effective Communications -Computer Application as appropriate, i.e., -Word Processing - Spreadsheets - Windows - REMIS 	<p>INTERNS:</p> <p>Rotational on the job assignments in all functional areas of Real Estate</p> <ul style="list-style-type: none"> Planning & Control Acquisition Appraisal Management & Disposal <p>PLUS</p> <p>Other organizational elements, i.e., planning, programs/project management, natural resource management as available</p> <p>OFF SITE NON-DUTY HOURS:</p> <ul style="list-style-type: none"> -Real Estate Law (usually available at local colleges/universities/continuing education. - Real Estate Sales (at 5/7 level - offers basic real estate information) - Asset Management - Real Estate Financing

CAREER DEVELOPMENT PLAN

GRADE GS-11 - REALTY SPECIALISTS/APPRAISERS

FORMAL CLASSROOM	FORMAL CLASSROOM	ON THE JOB/ DEVELOPMENTAL
<p>REALTY SPECIALIST:</p> <p>Continue Real Estate Prospect courses listed previously including:</p> <p>Condemnation</p> <p>Internal ROW Courses (RWA) to include:</p> <p>Principles of Real Estate Acquisition</p> <p>Relocation Assistance</p> <p>Land Title</p> <p>Legal Aspects of Easements</p> <p>Property Descriptions</p> <p>Federal Real Property Leasing</p> <p>Techniques of Negotiating</p> <p>Federal Real Property Leasing</p> <p>Federal Space Management Policies & Procedures</p> <p>It is recommended that Realty Specialist at the GS-11 level take Appraisal Principles and Procedures</p> <p>Basic Project Mgmt Training</p>	<p>APPRAISERS:</p> <p>Narrative Report Writing</p> <ul style="list-style-type: none"> - Eminent Domain - Real Estate Acquisition - Advanced Rural Appraisal - Advanced Rural Case Studies (as mission requires) - Case Studies in Pre-Valuation - Standards of Professional Practice - Appraising easements - Natural Resources Valuation 	<ul style="list-style-type: none"> - Participate in Professional Societies - Professional Registration <p>Assignments between functional areas of real estate recommended</p> <ul style="list-style-type: none"> - Serves as Acting Section Chief or Team Leader on intermittent basis. - Participate in local formal leadership programs ("Bridge to Leadership") which require an established number of non-duty hours of self study. <hr/> <p>BOTH:</p> <ul style="list-style-type: none"> - Environmental Laws & Regulations - Presentation or Briefing Skills - Report Writing or Technical Writing - LEAD (Leadership, Education & Development) - Middle Management Institute - Basic Contracting Course

CAREER DEVELOPMENT PLAN

GRADE GS-12- REALTY SPECIALIST/APPRAISERS

FORMAL CLASSROOM	FORMAL CLASSROOM	ON THE JOB/ DEVELOPMENTAL
<p>REALTY SPECIALIST</p> <p>Continues technical course listed at GS-11 level, as appropriate</p> <p>courses offered by:</p> <ul style="list-style-type: none"> -Prospect Courses -IRWA Courses -Management Concepts -etc. <p>Federal Real Property lease Law</p>	<p>APPRAISAL</p> <p>Continue technical course listed at GS-11 level, as appropriate</p> <p>Courses offered by:</p> <ul style="list-style-type: none"> -Case Studies - IRWA Courses -etc. - Advanced Ranch Appraisal - Advanced Appraisal Review (as mission requires) 	<p>Professional Registration</p> <p>Participation in Professional Societies</p> <p>Experience in Planning, Programming, and Budget Development</p> <p>Supervisory experience (generally at section levels) or serving as a senior realty specialist or Team Leader)</p>
<p>BOTH:</p> <ul style="list-style-type: none"> - Seminar for New Managers - Middle Management Institute - Environmental Training - Supervision & Group Performance - Communications Skills - Quality Management - Continued Contracting Courses - Computer Applications - Presentation/Briefing Skills - Army Management Staff College 		<p>Serve as Acting Branch Chief on intermittent basis</p> <p>Detail to Division or HQUSACE</p> <p>CREST participation (optional)</p> <p>Required continuing appraisal education to maintain state certification</p>

CAREER DEVELOPMENT PLAN

GRADE GS-13- REALTY SPECIALIST/APPRAISERS

FORMAL CLASSROOM	FORMAL CLASSROOM	ON THE JOB/ DEVELOPMENTAL
<p>REALTY SPECIALIST</p> <ul style="list-style-type: none"> - Technical refresher course Of all kinds as needed 	<p>APPRAISER</p> <ul style="list-style-type: none"> - Real Estate Investment Analysis - Quantitative Methods 	<ul style="list-style-type: none"> - Participation in Professional Societies - Professional Registration - Supervisory experience of Branch level - Serve as Deputy Chief or Acting Chief on intermittent basis - Staff Technician at Division or HQ level - CREST participation (optional)
<p>BOTH:</p> <ul style="list-style-type: none"> - Personnel Management for Executives - Personnel Management for Executives II - Management Development Seminar - Environmental Policy Issues - Army Management Staff College - Organization Leadership for Executives 		

CAREER DEVELOPMENT PLAN

GRADE GS-14/15 - REALTY SPECIALISTS/OFFICERS/APPRAISERS

NORMAL CLASSROOM	ON THE JOB/DEVELOPMENTAL
<p>Technical//Functional Training as needed</p> <p>PME II</p> <p>Organizational Leadership for Executives</p> <p>Executive Development Seminar</p> <p>Natural Resource Seminar</p> <p>Managerial Competencies</p>	<p>Real Estate Chief at District Level</p> <p>Functional Branch Chief at Division or HQ level</p> <p>Functional section chief or real estate program manager at HQ level</p> <p>Professional Registration</p> <p>Participation in Professional Studies</p> <p>Serve in non-real estate leadership positions</p>

Appendix D

REAL ESTATE CIVILIAN CAREER PROGRAM MASTER TRAINING PLAN

1170	1171	COURSE	KNOWLEDGE - ABILITIES THAT THE COURSE MAY ENHANCE	INTERN LEVEL		INTERMEDIATE LEVEL			MANAGEMENT LEVEL			SOURCE	
				5	7	9	11	12	13	14	15		
1	P2	P1	REAL ESTATE APPRAISAL PRINCIPLES	6,32	X	X	X						APPRAISAL INSTITUTE
2	P2	P1	APPRAISAL PROCEDURES	6,32,53	X	X	X						APPRAISAL INSTITUTE
3	P2	P2	REAL ESTATE ACQUISITION	2,3,4,5,7,10,11,13,14,15,16,17,18,19	X	X	X	X					PROSPECT
4	P2	P2	REAL ESTATE MANAGEMENT & DISPOSAL	2,3,5,7,9,21,22,23,24	X	X	X	X					PROSPECT
5	P2	P2	REAL ESTATE MANAGEMENT & DISPOSAL - OUTGRANTS	2,3,5,7,9,21,23,25,30	X	X	X	X					PROSPECT
6	P2	P2	REAL ESTATE MANAGEMENT & DISPOSAL - DISPOSAL	2,3,5,7,9,22,24,27	X	X	X	X					PROSPECT
7	P2	P2	REAL ESTATE PLANNING & CONTROL	5,42,43,44,45,47	X	X	X	X					PROSPECT
8	P2	P2	REAL ESTATE APPRAISAL & LEASING	6,10,11,15,31,32,35	X	X	X	X					PROSPECT
9	P2	R	REAL ESTATE RELOCATION ASSISTANCE	1,13,14	X	X	X	X					PROSPECT
10	P1	P1	INTERN LEADERSHIP DEVELOPMENT	54	X	X							COMMAND ARMY LEADERSHIP
11	P2	R	EASEMENT & ROW LAW	7,35	X	X	X						INTERNATIONAL ROW
12	R	R	LEGAL ASPECTS OF EASEMENTS	7,35	X	X	X						INTERNATIONAL ROW
13	R	R	UTILIZATION AND DISPOSAL OF REAL PROPERTY	21,22,24,25,27	X	X	X						GSA
14	R	P1	BASIC INCOME CAPITALIZATION	6,32,36,38,40,53		X	X						APPRAISAL INSTITUTE
15	R	P1	ADVANCED INCOME CAPITALIZATION	6,32,36,38,40,53		X	X						APPRAISAL INSTITUTE
16	R	R	FEDERAL SPACE MGMT. POLICIES & PROCEDURES	1,15	X	X	X	X					GSA
17	P2	R	FEDERAL REAL PROPERTY LEASING	10,11,15		X	X	X					MANAGEMENT CONCEPTS
18	P2	R	REAL ESTATE CONDEMNATION	16			X	X	X				PROSPECT
19	P2	P2	REAL ESTATE PRINCIPLES & PRACTICES	1,2,3,4,5,6,7,9,53	X	X							LOCAL ACCREDITED INSTITUTE
20	P2	R	REAL ESTATE LAW	1,2,3,4,7,9	X	X							LOCAL ACCREDITED INSTITUTE
21	R	P1	STANDARDS OF PROFESSIONAL PRACTICE	1,6,32,53		X	X	X					APPRAISAL INSTITUTE AND OTHERS
22	P2	P2	ENVIRONMENTAL LAWS & REGS	1,9,10,11,21,22,23,24,28,31	X	X	X	X					PROSPECT
23	P2	P2	UNDERSTANDING ENVIRONMENTAL CONTAMINATION IN REAL EST	1,9,10,11,23,24,26,28	X	X	X	X					INTERNATIONAL ROW
24	R	N	TECHNIQUES OF NEGOTIATING FEDERAL REAL PROP LEASES	10,15			X	X	X				MANAGEMENT CONCEPTS
25	N	R	RURAL VALUATION	6,37			X	X	X				ASFMRA
26	R	P2	RESIDENTIAL CASE STUDY	31,32,37,38			X	X	X				APPRAISAL INSTITUTE
27	R	P1	VALUATION ANALYSIS AND REPORT WRITING	6,31,32		X	X	X					APPRAISAL INSTITUTE
28	N	P2	EMINENT DOMAIN	16,41			X	X	X				ASFMRA
29	N	R	INDUSTRIAL VALUATION SEMINAR	36,53			X	X	X				APPRAISAL INSTITUTE
30	P2	N	FEDERAL REAL PROPERTY LEASE LAW	7,10,15		X	X	X	X				MANAGEMENT CONCEPTS
31	P2	N	COST AND PRICING ANALYSIS OF LEASE PROPOSALS	15			X	X	X				MANAGEMENT CONCEPTS
32	P2	P2	PUBLIC AWARENESS & CONFLICT RESOLUTION	51,54,c	X	X	X	X	X				PROSPECT
33	N	R	STATE CERTIFICATION EXAM PREP SEMINAR - GENERAL	1,6,32			X	X	X				APPRAISAL INSTITUTE AND OTHERS
34	N	R	STATE CERTIFICATION EXAM PREP SEMINAR - RESIDENTIAL	1,6,32,38			X	X	X				APPRAISAL INSTITUTE AND OTHERS
35	R	P2	ENVIRONMENTAL RISK AND REAL ESTATE APPRAISAL (SEMINAR)	1,6,9,31,32		X	X	X	X				APPRAISAL INSTITUTE

LEGEND:

- P1 = Priority I
- P2 = Priority II
- R = Recommended
- M = Managers or Potential Managers
- C = Competitive
- N= Normally does not apply

REAL ESTATE CIVILIAN CAREER PROGRAM MASTER TRAINING PLAN

	1170	1171	COURSE	KNOWLEDGE - ABILITIES THAT THE COURSE MAY ENHANCE	INTERN LEVEL		INTERMEDIATE LEVEL				MANAGEMENT LEVEL			SOURCE
					5	7	9	11	12	13	14	15		
36	N	P2	VALUATION OF CONTAMINATED PROPERTIES	1,6,9,31,32,36,37,38			X	X						INTERNATIONAL ROW
37	P2	N	ESSENTIALS OF PROGRAM/PROJECT MGMT	8,17,54			X	X						MANAGEMENT CONCEPTS
38	P2	N	PROJECT MANAGEMENT	8,a,b,d			X	X						PROSPECT
39	P2	R	EFFECTIVE BRIEFING TECHNIQUES	e			X	X						OPM
40	P2	R	TECHNIQUES OF NEGOTIATIONS	c,d,e			X	X	X					OPM
41	P2M	P2M	UNDERSTAND & MANAGE HUMAN BEHAVIOR	a,b,c,e,d,50			X	X	X					OPM - HUMAN RES DEV
42	P1M	P1M	INTRODUCTION TO SUPERVISION	49,50,51,a,b,c			X	X						OPM
43	RM	RM	COMMUNICATING ACROSS CULTURES	c,e			X	X						OPM
44	RM	N	COMPLYING WITH AMERICANS W/DISABILITIES ACT (ADA)	15,21,23,30			X	X						MANAGEMENT CONCEPTS
45	P1M	P1M	EEO FOR MANAGERS	51,54			X	X						MANAGEMENT CONCEPTS
46	RM	RM	MIDDLE MANAGEMENT INSTITUTE	49,50,a,b,c,d,h			X	X	X					OPM
47	N	R	RANCH APPRAISAL	37			X	X						ASFMRA
48	N	R	ADVANCED RANCH APPRAISAL	37			X	X						ASFMRA
49	N	R	ADVANCED RURAL APPRAISAL	37			X	X						ASFMRA
50	N	R	ADVANCED RURAL CASE STUDIES	37			X	X						ASFMRA
51	N	R	ADVANCED RESOURCE APPRAISAL	34,35,37,39			X	X						ASFMRA
52	N	P2	ADVANCED APPRAISAL REVIEW	32			X	X	X					ASFMRA
53	R	P2	NARRATIVE REPORT WRITING	f			X	X						
54	R	P2	REAL ESTATE RISK ANALYSIS SEMINAR	36,38,40,53					X	X			X	APPRAISAL INSTITUTE
55	P2	P2	CONTRACTING OVERVIEW	2,20,26,28,31,45					X	X	X			PROSPECT
56	P2	P2	CE CONTRACT LAW	2,20,26,28,31,45					X	X	X			PROSPECT
57	P2	P2	CONTRACT LAW	2,20,26,28,31,45					X	X	X			GSA
58	P1M	P1M	LEADERSHIP, EDUCATION, AND DEVELOPMENT (LEAD)	8,49,50,51,a,b,c,d,e,f,g,h			X	X	X					Army Cnd General Staff College
59	R	R	ARMY MANAGEMENT STAFF COLLEGE (AMSC)	54,a,b,c,d,e,f,g,h					X	X	X			
60	P2M	P2M	PERSONNEL MANAGEMENT FOR EXECUTIVES	49,50,a,b,c,d,e,f,g,h					X	X				OPM EXECUTIVE SEMINAR CENTER
61	N	R	CASE STUDIES IN REAL ESTATE	32,40			X	X	X					APPRAISAL INSTITUTE
62	P2M	P2M	SEMINAR FOR NEW MANAGERS	49,50,51,54,a,b,c,d,e,f,g,h					X	X				OPM
63	P2M	P2M	MANAGEMENT OF MANAGERS COURSE	49,50,51,54,a,b,c,d,e,f,g,h						X	X	X		OPM EXECUTIVE SEMINAR CENTER
64	P2M	P2M	PERSONNEL MANAGEMENT FOR EXECUTIVES II	49,50,51,54,a,b,c,d,e,f,g,h					X	X	X			US ARMY PERSONNEL COMMAND
65	P2M	P2M	MANAGEMENT DEVELOPMENT SEMINAR	49,50,51,54,a,b,c,d,e,f,g,h						X	X	X		OPM EXECUTIVE SEMINAR
66	R	R	PUBLIC PROGRAM MANAGEMENT	a,b,e,54						X	X	X		OPM EXECUTIVE SEMINAR
67	RC	RC	THE PRESIDENT'S EXECUTIVE INTERCHANGE PROGRAM	a,b,c,d,e,f,g,h							X	X		WASHINGTON, DC
68	RC	RC	SLOAN FELLOWS PROGRAM	a,b,c,d,e,f,g,h							X	X		MASS INST OF TECH AT STANFORD UN
69	R	R	ADMINISTRATION OF PUBLIC POLICY	a,b,c,d,e,f,g,h							X	X		OPM EXECUTIVE SEMINAR
70	R	R	DOMESTIC POLICIES & PROGRAMS	a,b,c,d,e,f,g,h							X	X	X	OPM EXECUTIVE SEMINAR
71	P2M	P2M	EXECUTIVE DEVELOPMENT SEMINAR	a,b,c,d,e,f,g,h							X	X		OPM EXECUTIVE SEMINAR
72	RC	RC	FELLOWSHIP IN CONGRESSIONAL OPERATIONS	a,b,c,d,e,f,g,h					X	X	X	X		WASHINGTON, DC
73	RC	RC	ARMED FORCES STAFF COLLEGE	a,b,c,d,e,f,g,h					X	X	X	X		ARMED FORCES STAFF COLLEGE NORFOLK VA
74	RC	RC	PRINCETON EDUCATION PROGRAM FOR FEDERAL OFFICIALS AT MID-CA	a,b,c,d,e,f,g,h							X	X		PRINCETON UNIV
75	P2	P2	ORGANIZATIONAL LEADERSHIP FOR EXECUTIVES (OLB)	a,b,c,d,e,f,g,h								X		COMMAND ARMY LEADERSIP
76	RC	RC	INDUSTRIAL COLLEGE OF THE ARMED FORCES	a,b,c,d,e,f,g,h								X		FT MCNAIR, WASHINGTON, DC
77	RC	RC	US ARMY WAR COLLEGE	a,b,c,d,e,f,g,h								X		CARLISLE BARRACK, PA
78	RC	RC	NATIONAL WAR COLLEGE	a,b,c,d,e,f,g,h								X		FT MCNAIR, WASHINGTON, DC
79	RC	RC	SENIOR EXECUTIVE EDUCATION PROGRAM	a,b,c,d,e,f,g,h								X		FEDERAL EXECUTIVE INSTITUTE
80	P1	P1M	ACTION OFFICER DEVELOPMENT COURSE			X	X	X	X	X				ARMY INSTITUTE FOR PROFESSIONAL DEV (AIP)