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28 November 1994

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

Foreword

Operations, Construction and Readiness Division has developed a USACE wide career program plan to train and develop its natural resource personnel from entry level to senior management positions. This guide clearly maps possible career paths and will serve as a useful reference for all grade levels and a variety of job series involved in natural resources work at the project, district, division, and headquarters level.

This guide provides team members with recommendations on training and experience to qualify and compete for various positions in natural resources. Individuals can maximize their career potential by using this guide in consultation with supervisors, career program managers, and human resources staff.

This plan was developed prior to the implementation of Standard Organizational Structure (SOS). The SOS will create changes in these career ladders and the requirements for progression up the ladder, however, most of the enclosed guidance remains relevant and valuable. This pamphlet will be revised to incorporate new opportunities.

FOR THE COMMANDER:



R. L. VANANTWERP  
Colonel, Chief of Staff  
Corps of Engineers

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

**U.S. ARMY CORPS OF ENGINEERS**

**Prepared by:  
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**28 November 1994**

## CHAPTER 1 INTRODUCTION

**1-1. Purpose.** This pamphlet serves as a career planning guide to assist civil works team members in planning, developing, and achieving career goals within the area of natural resources management. It has been written for civilian team members of the U.S. Army Corps of Engineers (Corps) within the civil works natural resources management element of the operations division. The guide provides a brief description of the organization of the Corps and explains certain policies and regulations that are of interest to team members. Although the information covered in this guide is by no means complete, it will help team members become oriented to their positions and future career opportunities. The guide explains the various pathways for development and promotion available to the four major categories of team members in the program: 1) park rangers and natural resource management specialists, 2) park managers and staffers, 3) administrative support, and 4) facility management and maintenance. Additionally, the guide provides team members with information on what is recommended in the areas of training and experience to qualify for and compete for various positions in the pursuit of career goals in this program.

**1-2. Applicability.** This guide applies to HQUSACE elements, major subordinate commands, districts, and field operating activities (FOA) having civil works responsibilities.

**1-3. Definition of Career Development.** Team members of the Corps enjoy all the advantages provided under Federal Civil Service. The career development program is designed to help civil works team members progress as swiftly as their talents and agency opportunities permit. The program is designed to help team members make the most of their capabilities. Career development is based upon a combination of self-development and utilizing the individual development plan (IDP) with constant evaluation and guidance by management. This program has been established to enhance team members' capabilities for progressing to positions of greater responsibility. These programs are tailored to facilitate both the successful accomplishment of the Corps mission in the area of natural resources management and to provide team members an excellent opportunity for full and rewarding careers.

**1-4. Assistance.** Team members are encouraged to consult with their supervisors, human resources offices, and natural resources management Career Development Steering Committee members on any matter requiring further information or guidance. For questions regarding career development opportunities in elements of the Corps other than natural resources management, team members should contact their human resources offices.

**1-5. Career Developing Steering Committee.** The Career Development Steering Committee is a group of natural resources management personnel selected from project, district, and division offices. They provide input from the field to the HQUSACE Natural Resource Management Branch Chief on career development and training-related issues. Additionally, the committee informs the field of new developments through a periodical publication called *Career Notes* and an electronic bulletin board. The committee consists of a chairperson, ten committee members, and a representative from HQUSACE. Each of the ten divisions having a natural resource management program is represented on the committee. Committee members serve three-year terms. For information on how to contact your committee representative, consult the most recent copy of *Career Notes*.



## CHAPTER 2 CAREER ADVANCEMENT

**2-1. Advancement Policy.** The policy of the Corps is to fill all positions through selection of the best qualified candidates for the jobs. Civil works team members who grow in experience, skills, and competence will be afforded increased opportunities for advancement. The following are criteria for advancement:

- demonstrating technical competence on all assigned tasks;
- showing traits of adaptability, innovation, and initiative;
- being dependable, responsible, and accountable;
- developing good working relationships with other team members;
- performing as an effective communicator; and
- remaining geographically mobile.

**2-2. Developmental Policy.** The Corps fosters team member development on a continuing basis to meet both the immediate and the long-range requirements of the agency. This includes providing both job-related and long-range developmental training, and encouraging team member self-development. The objectives of development are to:

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

Supervisors and team members have a shared responsibility for team member development. However, one of the supervisor's primary responsibilities is to ensure team members are aware of career development programs and have an opportunity to participate.

**2-3. Individual Involvement in the Development of Training Plans.** It is important that team members become actively involved in the development of their own five-year IDP training plan by discussing training needs with the appropriate supervisors and training officers. An individual's training needs should be documented on their Total Army Performance Evaluation System support form or counseling checklist. This information should spell out the training needed to improve the team member's job performance and to encourage personal growth.

**2-4. Training and Educational Opportunities.** There are many opportunities for team members to enhance their value to the Corps natural resources management program and to increase their work satisfaction. Attendance at special seminars, symposia, university courses, and Corps-sponsored training,

and participation in professional societies and activities are encouraged. Training is viewed as an inherent part of the work environment within the natural resources management program and is not to be viewed as a “privilege” or “fringe benefit.”

**2-5. Self-Development.** Team members are also strongly encouraged to pursue training on their own to increase proficiency and potential. Varied experiences and diversity of responsibility will enhance the competitiveness of team members for professional advancement. One means of doing this is through Department of Defense correspondence courses, that are available without charge on many subjects. Other self-development opportunities are available from a number of Federal agencies, local schools, and colleges.

**2-6. Change of Duty Station.** All team members should consider permanent changes of duty station between projects, areas, districts, and/or divisions as varied experiences could enhance their competitive positions.

**2-7. Professional Certification and Participation in Professional Organizations.** Natural resources management team members are strongly encouraged to actively participate in job-related professional organizations and become certified or registered in their professional specialties. Natural resources management-related professional organizations include, but are not limited to: National Recreation and Parks Association, National Association of Interpretation, National Water Safety Congress, National Association of Environmental Professionals, Society of American Foresters, and The Wildlife Society. These organizations offer a wealth of inter-agency information and contacts, conferences, and technical training that may not otherwise be available.

**2-8. Career Programs.** Various career fields have been identified in Department of the Army Civilian Personnel Regulations for career programs (such as Engineer and Scientist, Safety, Human Resources Management, and Real Estate). Each of these career fields has its own regulation describing career patterns, career intake, appraisal and counseling methods, registration and referral system, and training and development opportunities. These will be the topics of discussion for the majority of the remainder of this pamphlet.

## CHAPTER 3 CAREER DEVELOPMENT PLANS WITHIN NATURAL RESOURCES MANAGEMENT

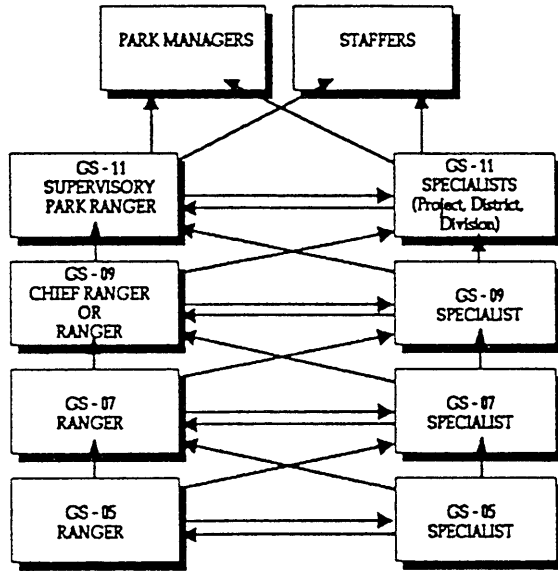
**3-1. Categories of Career Development Plans.** This document includes the following four career development plans within civil works natural resources management:

- park rangers and natural resources management specialists (Chapter 4),
- park managers and staffers (Chapter 5),
- administrative support team members (Chapter 6), and
- facility management and maintenance team members (Chapter 7).

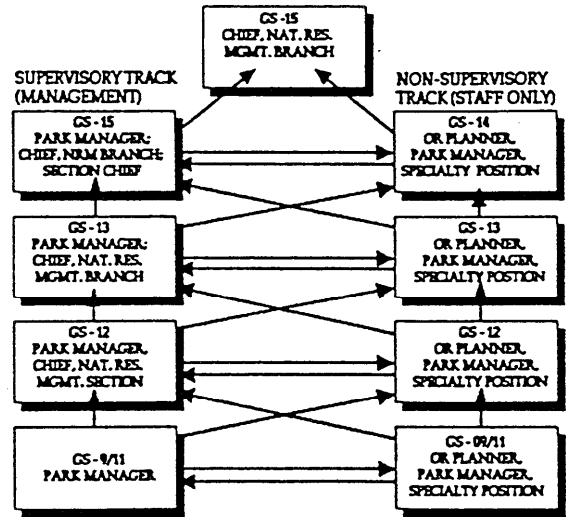
Figure 3-1 consists of the career paths for each of these categories. The paths of park rangers and natural resources management specialists and park managers and staffers are interrelated with each other. Many members of these groups aspire to upper level management in the natural resources management element. Administrative support staff have few supervisory positions. Facility management and maintenance team members have career paths that include supervisory positions. However, these paths are normally distinct and do not directly link with the paths for rangers, staffers, specialists, and park managers. All career development plans include information on:

- educational requirements,
- formal classroom training,
- technical courses,
- developmental assignments, and
- on-the-job training experience.

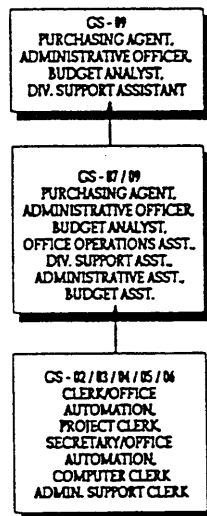
## PARK RANGER & SPECIALIST



## MANAGERS & STAFFERS



## ADMINISTRATIVE SUPPORT



## FACILITY MANAGEMENT AND MAINTENANCE

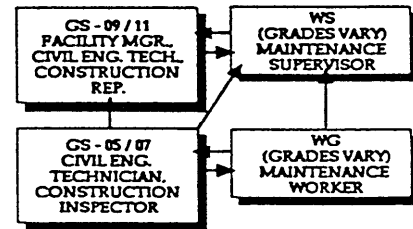


FIGURE 3-1. CAREER PATHS FOR NATURAL RESOURCES MANAGEMENT TEAM MEMBERS

**3-2. Definition of Training Requirements.** The career development plans contained in chapters 4, 5, 6, and 7 identify both formal classroom training and developmental assignments as mandatory, highly recommended, or recommended. Training may be attained at lower grades than shown in the tables if funding and supervisory coordination are attained and the prerequisites are met. These designations are made to communicate the level of importance for each of these courses or assignments. Definitions of the categories of training are as follows:

**Mandatory** - Training that is required for successful performance on the job (i.e., a person cannot perform the duties of the position successfully without this training). Mandatory training must be completed within specified time frames before or after entry into the position.

**Highly Recommended** - Training that employees should have for effective performance (i.e., training that directly affects the quality of mission accomplishment). Although this training should be completed within a specified time frame, it may be deferred due to lack of funding.

**Recommended** - Training that is recommended, rather than mandated, for all employees with similar work duties. This training is provided only to those team members who need it to build or enhance competencies.

**3-3. Engineer and Scientist Career Program.** Park rangers/specialists and park managers/staffers are covered in the Engineers and Scientists Career Program CP-18 as described in AR 690-950, chapter 11. Team members who aspire to GS 13-15 and Senior Executive Service (SES) positions should also review the Career Development Plan for Environmental/Natural Resources Professionals which has been developed to cover natural resource/environmental positions at Army installations. While this document is intended to cover non-Corps natural resources positions, it contains much information about the career program that will be useful in career planning.

**3-4. Description of ACTEDS.** The Army Civilian Training, Education, and Development System (ACTEDS) is a Department of the Army initiative that attempts to identify sequential and progressive developmental opportunities and requirements for civilian team members. The CP-18 ACTEDS provides a “road map” of career development plans for those individuals who aspire to key positions within the Engineers and Scientists Career Program. The ACTEDS plan includes a narrative with guidance for implementing ACTEDS and tables consisting of career path diagrams, career development plans, and master training plans. ACTEDS provides a sequential, progressive, and systematic approach to civilian training, education, and development for the positions of chief and assistant chief of the major functional areas such as civil works planning, engineering, construction, operations, facilities engineering, research and development, and deputy district engineer for project management. Technically, ACTEDS will impact only those individuals who aspire to the key positions just listed. All team members should

consider the guidance provided in developing their personal career plans, regardless of their goals. To reach the key positions targeted by ACTEDS, team members must make a number of career development decisions at the GS 11 and 12 levels. Team members who do not follow the ACTEDS “road map” may find that they are not competitive for these positions. Implementation of the ACTEDS program is a shared responsibility of career program managers, supervisors, careerists, and the human resources office. ACTEDS plans are available through human resources offices and CP-18 Career Program Managers.

**3-5. Interaction of the Natural Resources Management Career Paths with ACTEDS.**

Career guidance contained in this pamphlet is consistent with the career development plan for the chief and assistant chief of operations positions contained in ACTEDS, to the maximum extent feasible. However, the purpose of this pamphlet is to focus more on career development for those aspiring to the chief or assistant chief of the natural resources management function within operations. The park ranger/specialist (chapter 4) and park manager/staffer (chapter 5) career development plans are more closely tied to the ACTEDS requirements than the other plans since these positions are included in the Engineers and Scientist Career Program. Table 3-1 illustrates a combination of the formal classroom training courses and developmental assignments contained in chapters 4 and 5. Team members within natural resources management who aspire to ACTEDS positions (i.e., chief or assistant chief of operations) should consider both this plan and the CP-18 ACTEDS plan since requirements within the two plans differ.

**TABLE 3-1. COMBINED CAREER DEVELOPMENT PLAN FOR PARK RANGERS/SPECIALISTS AND PARK MANAGERS/STAFFERS**

GRADE	FORMAL CLASSROOM TRAINING	DEVELOPMENTAL ASSIGNMENTS
GS 5	(M) Visitor Assistance (HR) Communications/Report Writing (HR) Contracting Overview (HR) Computer Applications (HR) Intern Leadership Development(1)	(M) One week away from home office in a cross-training position
GS 7	(M) O&M Contracts (HR) Communications/Public Speaking (HR) O&M Contracts Advanced	(M) One week away from home office in a cross-training position (HR) Minimum one week rotational assignment within engineering, planning, real estate, contracting, and safety
GS 9	(R) O&M Contracts Advanced (HR) Communications/Public Involvement (HR) Supervisor Development Course (2) (HR) Leadership Education and Development (2) (HR) Interpretive Services (3) (R) Budget Training	(HR) Minimum two week rotational assignment within district natural resources management office
GS 11	(HR) Instructional Methods (3) (HR) Visitor Assistance (Update) (HR) Public Awareness/Conflict Resolution (R) Supervision and Group Performance (R) Human Resources I-II	(HR) Minimum one month rotational assignment in district natural resources office for field managers (HR) Minimum one month field assignment for district, division, and HQUSACE Staff with no previous or recent field experience (R) Minimum two week rotational assignment within district planning office (R) One week assignment at Facilities Engineering (natural resources office)
GS 12/13	(HR) Personnel Management for Executives (HR) Organizational Leadership for Executives (HR) Budget Training (HR) Seminar in Natural Resource Management (R) Human Resources III-IV	(HR) Minimum one month rotational assignment in district natural resources office for managers (HR) Minimum one month field assignment for district, division, and HQUSACE staff with no previous or recent field experience (3) (HR) Minimum two month assignment in HQUSACE (HR) Assignment on committee or task force at the HQUSACE or division level (R) Minimum one month rotational assignment within operations (i.e., navigation, regulatory, hydropower, etc.) (R) Minimum two month assignment to another element
GS 14/15	(HR) OPM Management Development Seminars	(HR) Minimum one month field assignment for district, division, and HQUSACE staff with no previous or recent field experience (3) (HR) Minimum two month assignment in HQUSACE (3) (HR) Assignment on committee or task force at the HQUSACE or division level (3) (R) Minimum one month rotational assignment within operations (i.e., navigation, regulatory, hydropower, etc.) (3) (R) Minimum two month assignment to another element (3)

(M) Mandatory  
(HR) Highly Recommended  
(R) Recommended

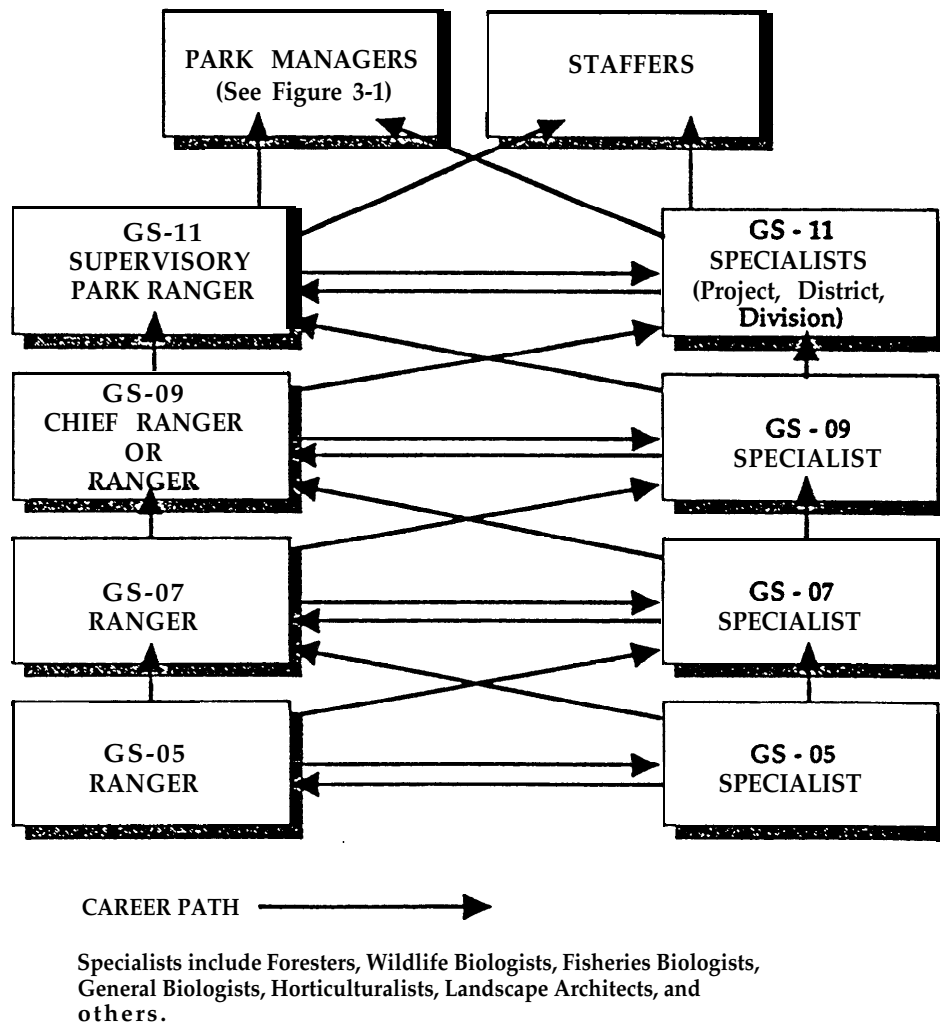
(1) Mandatory for interns GS 5-9 (not open to others)  
(2) Mandatory for supervisors  
(3) If not previously accomplished at a lower level

NOTE: ACTEDS may recommend additional formal training and assignments of longer duration for those aspiring to the chief or assistant chief of operations.

NOTE: Mandatory training must be completed within specified time frames before or after entry into the position.

# CHAPTER 4 CAREER DEVELOPMENT PLAN FOR PARK RANGERS AND NATURAL RESOURCES MANAGEMENT SPECIALISTS GS 05-11

**4-1. Career Development Plan for Park Rangers and Specialists.** The Career paths for park rangers and specialists involve several levels. Park rangers and specialists are both discussed within this section and their pathways are incorporated into a single diagram (Figure 4-1) because of the similarities of the two groups and possibilities of interchange between the two paths. Most members of these two groups aspire to similar key management and leadership positions (at project, area, district, division, and headquarters) within the natural resources management element and the ACTEDS system.



**FIGURE 4-1. CAREER DEVELOPMENT PLAN FOR PARK RANGERS AND SPECIALISTS**



**4-2. Description of Duties - Park Ranger, GS-0025/05-11.** This series includes team members who supervise, manage, and/or perform work in the stewardship of Federal lands, waters, and park resources at Corps operated and maintained projects. Functions include park management; natural, historical, and cultural resource management; real property and shoreline management; environmental compliance practices; visitor protection and assistance; and the development of interpretive and recreational programs for the benefit of the public. Positions are graded from a level of GS 05 to GS 11. Supervisory duties may exist at both the GS 09 and 11 levels, depending upon local circumstances at a project office. The target grade for the trainee position is the GS 09 level.

**4-3. Description of Duties - Technical Positions, GSS-0025 and others/02-07.** These positions are generally graded from the GS 02-07 level and do not require the advanced education and experience of the professional trainee position which lead to GS 09. Although park rangers and natural resources technicians in these positions require certain technical training in order to fulfill their job requirements, training is completed on an “as needed” basis to meet current job requirements and workload.

**4-4. Description of Duties - Natural Resources Management Specialists, Job Series Vary, GS-0025/05-11.** This category of positions includes several occupational series such as foresters, general biologists, archaeologists, fisheries biologists, wildlife biologists, range managers, and landscape architects (see Table 4-1). Specialists perform complex professional and scientific work (in addition to those items performed by park rangers), that require very specialized training in a variety of technical areas. The specialist routinely interacts with other specialists and the general park ranger staff to communicate and coordinate management programs and budgets. Positions are generally graded from a level of GS 05 to GS 11, with a GS 12 possible under certain circumstances. Supervisory duties may exist at GS 11 or GS 12 levels, depending upon local circumstances.

**4-5. Educational Requirements.** The Corps park ranger and natural resources specialist perform complex professional and scientific work. They are involved in the development, management, conservation, and protection of Federal lands and waters where recreation activities and land management inherently impact the ecosystem. Because management of these ecosystems for multiple uses and benefits is required to meet public needs, individuals within these positions require skills that often transcend several existing professional series. The major focus of positions within this group of series is the integration of natural resources and recreation management. Most park rangers have completed a full four-year course of study at an accredited college or university with a bachelors or higher degree that includes at least the equivalent of 30 semester hours of course work in natural resources and/or recreation. In some cases, experience has been substituted for portions of the academic requirements.

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**TABLE 4-1. LIST OF TYPICAL NATURAL RESOURCES MANAGEMENT SPECIALIST POSITIONS**

POSITION	CLASSIFICATION
Archaeologist	GS-0193
Biologist	GS-0401
Botanist	GS-0430
Ecologist	GS-0408
Entomologist	GS-0414
Environmental Protection Specialist	GS-0028
Fisheries Biologist	GS-0482
Forester	GS-0460
Horticulturist	GS-0437
Landscape Architect	GS-0807
Museum Specialist	GS-1016
Range Conservationist	GS-0454
Soils Scientist	GS-0470
Wildlife Biologist	GS-0486

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**4-6. Formal Classroom Training.** Individuals who become park rangers and natural resources management specialists for the Corps come to the job with a wide variety of educational backgrounds and skills. Several basic courses have been developed to provide this entire group of team members with similar knowledge and skills in selected technical areas. Mandatory training is particularly important in areas such as visitor assistance, where the team member must interpret and implement policy and make subjective decisions. Table 4-2 identifies training that should be obtained in order to progress upward through the career path established for natural resources management.

**4-7. Technical Courses (Classroom and Correspondence).** Technical short courses and correspondence courses are often necessary or required to perform specific tasks. These tasks may be similar or they may be site specific, and vary significantly from one geographic part of the United States to another. Table 4-3 presents examples of some available non site-specific technical courses. The Department of Defense and other Federal agencies offer a variety of correspondence courses. The needs of the various specialist series are highly technical and cannot be listed here. These requirements are jointly developed by the team member and the supervisor or training officer and should become part of a team member's individual development plan.

**4-8. Developmental Assignments.** The successful completion of developmental assignments provides park rangers and specialists opportunities to work with and become familiar with natural resources management policy, all aspects of

management, and gain an understanding of how the various organizational levels of the natural resources management element interact with one another. These experiences are also designed to prepare the park ranger and the specialist for advancement to district, area, division, and headquarters positions. Developmental assignments should occur at locations other than the home office of the participant. Developmental assignments corresponding to the various grade levels are indicated in Table 4-4.

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**TABLE 4-2. FORMAL COURSES FOR PARK RANGERS AND NATURAL RESOURCES MANAGEMENT SPECIALISTS**

GRADE	(REQUIREMENT)	COURSE DESCRIPTION	SOURCE
GS 05	(M)	Visitor Assistance	Huntsville
	(HR)	Communications - Letter/Technical Report Writing	Varies
	(HR)	Contracting Overview - (video available)	Huntsville
	(HR)	Computer Applications	Varies
	(HR)	Intern Leadership Development (1)	CAL
GS 07	(M)	Admin. of Operations and Maintenance Contracts	Huntsville
	(HR)	Communications - Public Speaking	Varies
GS 09	(HR)	Supervisor Development Course (3)	DA (2)
	(HR)	Communications and Public Involvement	Varies
	(HR)	Interpretive Services (3)	Huntsville
	(HR)	Leadership Education and Development	CAL
	(R)	Budget Training	Huntsville
	(R)	Advanced Admin. of Operations & Maint. Contracts	Huntsville
GS 11	(M)	Advanced Admin. of Operations & Maint. Contracts	Huntsville
	(HR)	Visitor Assistance (Update)	Huntsville
	(HR)	Instructional Methods	Huntsville
	(HR)	Public Awareness/Conflict Resolution	Varies
	(R)	Supervision and Group Performance	Varies
	(R)	Human Resources I and II	Huntsville
	(R)	Environmental Laws and Regulations	Huntsville

(M) Mandatory  
 (HR) Highly Recommended  
 (R) Recommended

(1) Mandatory for interns GS 5-9 (Not open to others)Mandatory for supervisors  
 (2) Correspondence course provided by Army Institute for Professional Development  
 (3) If not accomplished at a lower level

DA - Department of the Army Institute for Professional Development  
 CAL - Center for Army Leadership, Training and Doctrine Command  
 Huntsville - Huntsville Training Division, U.S. Army Corps of Engineers  
 Varies - Offered by the Office of Personnel Management, Universities, local vendors, Corps District or Division sponsored, etc.

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**TABLE 4-3. TECHNICAL COURSES FOR PARK RANGERS AND NATURAL RESOURCES MANAGEMENT SPECIALISTS \***

*Huntsville (PROSPECT) Courses*

Visitation Estimation and Reporting System  
Cultural Resources: Identification, Analysis, and Evaluation  
Environmental Laws and Regulations  
Real Estate Management and Disposal  
Regulatory Functions I, II, III, and IV

*University Courses (The following examples are typical of listings found on the Natural Resources Management Career Development Bulletin Board)*

Campground Design and Management (University of Tennessee at Martin)  
Multiple Resources Use Workshop (University of Georgia) (404) 542-1328  
Forest and Vegetative Management (North Carolina State) (919) 737-7567  
University Sponsored Outdoor Recreation and Natural Resources Management Correspondence Course

*Other – Training Sources Identified Through Human Resources*

Natural Resources Management System (NRMS) workshops (when offered by headquarters)  
Geographic Information Systems (GIS)  
Time Management and Goal Setting  
Introduction to Federal Projects and Historic Preservation Law (The Advisory Council on Historic Preservation) (202) 786-0505  
The Archaeological Resource Protection Act for Land Managers (NPS) (202) 343-4113  
Pre-Supervisory Workshop (on-site by OPM)  
Oil Spill Response  
Disaster Response Training  
Boat Operator Instructor's Course (sponsored by headquarters)  
Multi-media first aid  
CPR  
First Responder or Emergency Medical Technician Training  
Dam Safety  
Pesticide Applicator Certification  
Aquatic Plant Management  
Boat Operator Training  
Defensive Driving  
Professional association-sponsored training for CEUs (for retention of professional certification or status)  
Total quality management

\* See Career Development Bulletin Board for more current listing

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**TABLE 4-4. DEVELOPMENTAL ASSIGNMENTS FOR PARK RANGERS AND NATURAL RESOURCES MANAGEMENT SPECIALISTS**

GRADE	LOCATION	TYPE AND DURATION OF ASSIGNMENT
GS 05	Project	(M) Minimum one week away from home office in a cross-training position
GS 07	Project	(M) Minimum one week away from home office in a cross-training position
	District	(HR) Minimum one-week rotational assignment within an organization such as engineering, planning, real estate, contracting, or safety
GS 09	District	(HR) Minimum two-week rotational assignment within district natural resources management office
GS 11	District	(HR) Minimum one-month rotational in district natural resources office
	District	(R) Minimum two-week rotational assignment within district planning office or research laboratory
	DA	(R) Minimum one-week assignment at facilities engineering (natural resources office)

(M) Mandatory

(HR) Highly Recommended

(R) Recommended

Note: ACTEDS may require assignments of longer duration than indicated here.

**4-9. On-The-Job Training Experience.** On-the-job training ensures that the park ranger and the specialist have the opportunity to work with and become familiar with the many aspects of natural resources management. These experiences are displayed in Table 4-5 and are expected to have occurred by the time you are a journeyman ranger. These experiences would be obtained during a period of cross-training between natural resources, park management, maintenance/contracting, and office management functions, either at, or away from, the home project. While team members are not routinely assigned to maintenance-type duties, this phase of the program prepares the individual for future management positions. A permanent change of duty station between districts and/or divisions is highly recommended at the GS 11 level, particularly for those park rangers and specialists who aspire to management positions. The varied experiences gained can enhance advancement opportunities for team members.

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**TABLE 4-5. ON-THE-JOB TRAINING EXPERIENCE FOR PARK RANGERS AND NATURAL RESOURCES MANAGEMENT SPECIALISTS**

*Policies and Procedures*

Study and review project master plans and operational management plans  
Study and review project shoreline management plan or policy  
Review ERGO manual

*Natural Resources Management*

Study and review Section 10 and 404 permit procedures  
Participate in planning and implementation of land management activities to include soils, forest, range, fisheries, and wildlife management  
Review erosion control techniques, demonstrate ability to determine control needs  
Participate in dam operating procedures and reporting requirements:

- piezometer reading procedures
- instrumentation procedures
- data collection

Participate in boundary line maintenance and inspection activities and/or assist in the administration of boundary contracts  
Participate in real estate compliance and utilization inspections  
Study and review historic properties regulations and laws  
Demonstrate ability to interpret maps, aerial photographs, survey plats, and demonstrate basic understanding of survey equipment  
Participate in environmental compliance assessment of an operating project

*Recreation Management*

Study and review the sign manual  
Study and participate in administration of the recreation user fee program  
Prepare monthly visitation reports  
Assist in preparation of natural resources management system (NRMS) annual updates  
Demonstrate an understanding of and participate in recreation marketing  
Demonstrate an understanding of recreation use surveys  
Prepare and present interpretive programs and/or conduct tours  
Prepare and present programs to civic clubs and organizations  
Participate in public, employee, and contractor safety programs  
Review and participate in facilities design, construction, and maintenance

*Visitor Assistance*

Demonstrate understanding of visitor assistance program  
Review search and rescue procedures  
Attend Federal magistrate court and observe courtroom procedures and demeanor

**(continued on next page)**

**(continued) TABLE 4-5. ON-THE-JOB TRAINING EXPERIENCE FOR PARK RANGERS AND NATURAL RESOURCES MANAGEMENT SPECIALISTS**

*Maintenance*

Participate in preparation and administration of O&M contracts  
Assist in development of maintenance management plans

*Administration*

Demonstrate ability to use micro computers in accomplishing operational tasks  
Demonstrate ability to communicate in writing  
Participate in budget preparation  
Participate in administrative operations  
Gain knowledge of authorized project purposes  
O& M contracts

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**4-10. Park Ranger and Natural Resources Management Specialist Training Programs.** The natural resources management elements of most divisions and districts have developed formal training programs, usually two years in duration, that provide team members with the wide range of knowledge, skills, and abilities required for GS 09 positions. The team member usually enters at the GS 05 level, and after satisfactorily completing a one-year formal training plan, is promoted to the GS 07 level without competition. After successful completion of a second year of formal training, the team member is promoted to the journeyman GS 09 park ranger position without competition. Natural resources management specialists are encouraged to participate in this formal training program to the same extent that park rangers participate. Certain portions of this training program are so essential to the development of fully functional Corps park rangers and natural resources management specialists that it is mandatory that those courses be completed before the team member can be advanced to the next higher appropriate grade level. The natural resources management branch chief may grant an exception and advance a team member (other than technical positions) to the next grade level if the ability to attend or schedule mandatory training is beyond the control of the team member and the team member's supervisor (i.e., lack of funds or training spaces). The team member should then be eligible for promotion to the next grade interval with the understanding that the mandatory training will be scheduled within the next two years. A waiver does not eliminate the requirement for course completion at a later date.

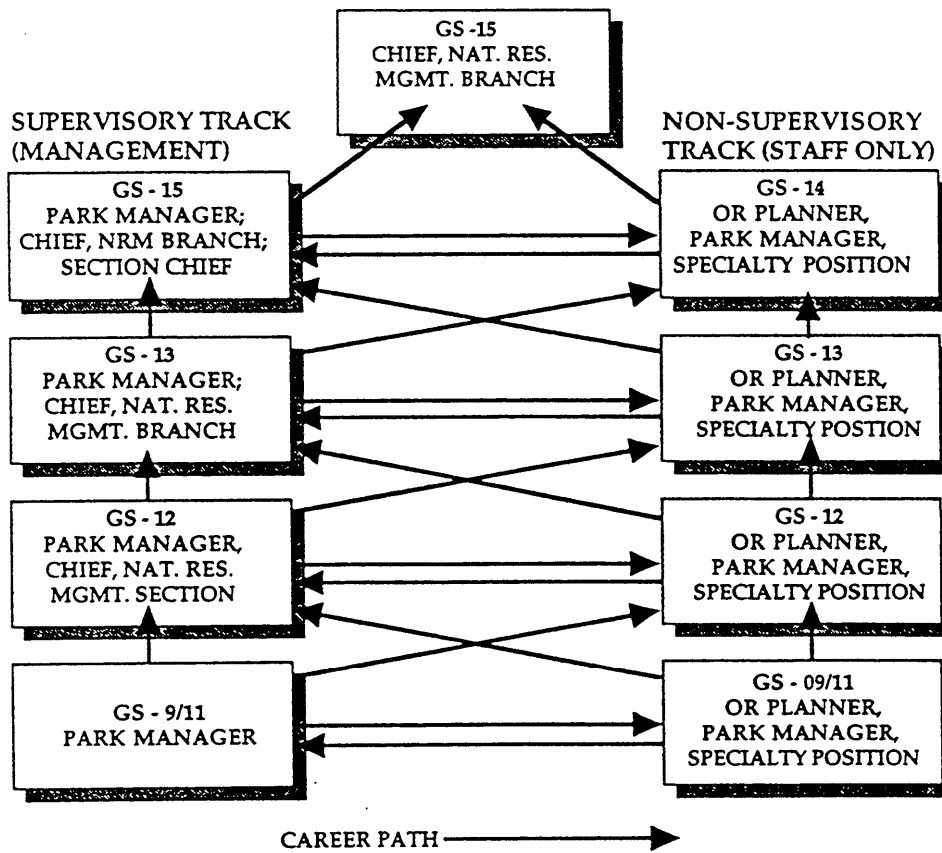
**4-11. Career Advancement Paths.** The Park Ranger/Park Manager GS-0025 Series provides the primary pool from which park managers and staffers (district, division, and headquarters) are selected. Managers and staffers also come from the ranks of the natural resources management specialists. The career paths express a number of options that are available to the team member. Movement by specific paths requires



that the team member make a series of decisions. Team members should select the paths that best meet their particular career goals.

**CHAPTER 5**  
**CAREER DEVELOPMENT PLAN FOR**  
**PARK MANAGERS AND STAFFERS**  
**GS 09 - GS 15**

**5-1. Career Development Plan for Park Managers and Staffers.** Park managers and staffers are discussed within this section and their pathways are incorporated into the same diagram (see Figure 5-1) because of the similarities of the two groups. The positions occupied by the members of these two groups comprise the key management and leadership positions (at project, district, division, and headquarters) of the natural resources management element of the Corps.



**FIGURE 5-1. CAREER DEVELOPMENT PLAN FOR PARK MANAGERS AND STAFFERS**

**5-2. Description of Duties - Park Manager, GS-0025/09 - 14 (Field Projects).** This series includes team members who supervise and manage work that involves the stewardship of Federal lands, waters, and park resources at Corps operated and maintained water resources development projects. Park managers provide key leadership and supervision and are responsible for the preparation of budgets, human resources administration, and the following major program areas: park management, natural resources management, historic and cultural resource management, real property and shoreline management, environmental compliance practices and audits, visitor assistance, dam operation and maintenance, the development of interpretive and recreational programs for the benefit of the public, contract management, and safety. Positions are graded from GS 09 through GS 14. Park managers of average- or large-sized projects are typically graded at the GS 12 or GS 13 level. Assistant park manager positions are included within this category and characteristically graded at GS 11 or GS 12. Supervisory duties and leadership responsibilities are critical components of all these positions.

**5-3. Description of Duties - District, Division, and Headquarters Staff; GS-0025, GS-0023, GS-0401/09 - 15.** Staff positions are located in district, division, and headquarters offices and commonly include a variety of series such as GS-0025 (Park Manager), GS-0023 (Outdoor Recreation Planner), and GS-0401 (Biologist). Positions may include supervisory and administrative responsibilities in addition to managerial and technical duties depending upon local conditions. District natural resources management chiefs commonly are responsible for the technical and administrative supervision of park managers at all field projects within the geographic boundaries of the district. Additionally, they supervise their own office staff as well as provide staff support to the operations division chief and the district commander. District natural resources management chiefs serve as the technical authorities on natural resources management issues in their respective districts. They provide, and are responsible for, providing long-range resource planning, program direction, coordination, and evaluation of natural resources management programs and related activities of district water resource development projects. In contrast to the park manager in the field, the district natural resources management chief is less involved with day-to-day work being done at the project and more concerned with the scope and direction of the entire district program.

**Branch and Section Chiefs** – Branch and section chiefs in the division offices and headquarters provide administrative and technical supervision to their staffs and may have direct supervisory control over district or field staffs. Section chiefs in headquarters are typically work leaders for one to three professionals. Division and headquarters natural resources management chiefs, like their district counterparts, are the recognized technical experts in the area of natural resources management in their respective organizations. At the division and headquarters levels more emphasis is placed upon long-range planning, budget review, the approval of long-range plans such as master plans and operational management plans, policy development, and

coordination of the overall program than at the district. Less emphasis is placed upon the tracking of day-to-day work in the field at these levels than at the district. Division and headquarters chiefs and their staffs also provide an important consultation function to the districts and field managers. Problems of a regional or a highly controversial nature are often resolved by these individuals.

**Non-Supervisory District, Division, and Headquarters Staff-** The remainder of those individuals in the district, division, and headquarters offices who are not chiefs, assistants, or work leaders are known as staffers. There are considerable similarities in the duties of individuals occupying these types of positions, regardless of where they are located. Individuals in these positions typically have staff responsibility for certain functional program areas such as environmental compliance, forest and wildlife management, water safety, interpretation, visitor assistance, etc. They are recognized technical experts in their respective program areas and are responsible for managing those programs. Management activities include oversight and inspection of field operations, interpretation and implementation of policy guidelines, provision of consultation services, preparation and coordination of correspondence and reports, coordination and review of plans and work plans, etc. Work emphasis shifts toward policy development and coordination and away from day-to-day field implementation when moving from the district to the division and headquarters. Non-supervisory positions comprising this staff group are typically graded from the GS 09 to GS 14 levels. Most individuals in these positions have completed the park ranger training program and/or have worked at field projects during the earlier portions of their careers.

**5-4. Educational Requirements** Park managers and staffers perform complex professional and scientific work and are frequently involved in controversial issues. They are responsible for the development, management, conservation, and protection of Federal lands and waters where recreation activities and land management inherently impact the ecosystem. The major focus of positions within this career development plan is the integration of natural resources and recreation management. Knowledge and skills required often transcend several existing professional series requirements. Most park managers and staffers have completed a full four-year course of study at an accredited college or university with a bachelors or higher degree that includes at least 30 semester hours of course work in natural resources and/or recreation management.

**5-5. Formal Classroom Training** Individuals who become Corps park managers and staffers within the natural resources management element come to the job with a variety of educational backgrounds and skills. Most have received a wide variety of training and job experiences earlier in their careers that provide them with a large

set of common experience, skills, and knowledge. Virtually all park managers and most staffers have completed a park ranger training program and/or have worked at field projects in park ranger or specialist positions. Classroom training commonly taken during that stage of a career is outlined in Table 4-2 of the Park Ranger and Natural Resources Management Specialist section. Task emphasis for park managers and staffers shifts from the application of scientific management principles on the ground (i.e., preparation of technical forest and wildlife management prescriptions), that is characteristic of the park ranger or specialist, to program management, long-range planning, human resources management, administration, and policy development. Table 5-1 lists formal classroom courses that should be obtained by the park managers and staffers at various grade levels. These additional courses build upon the foundation discussed above and outlined in Tables 3-1 and 4-2. The objective of this approach is to promote individual growth and develop a cadre of well-rounded leaders highly qualified for key natural resources management and ACTEDS leadership positions.

**5-6. Technical Courses (Classroom and Correspondence).** Technical short courses and correspondence courses are provided to meet the specific needs of park managers and staffers as dictated by specific job circumstances. A number of these are listed in Table 4-3 of the Park Ranger and Natural Resources Management Specialist section that are appropriate for the park managers and staffers. Some staffers, particularly those in district offices, require a considerable quantity of highly technical scientific course work in subject areas such as environmental compliance, forestry, wildlife management, technical writing, computer data base management, etc. All members of the park manager and staffer groups are encouraged to take short courses in areas such as technical writing, public involvement, budgeting, briefing skills, human resources management, policy, environmental compliance, and administration. The Department of Defense and other Federal agencies offer correspondence courses that meet a variety of needs. No additional specific course titles are suggested here. Such course selections should be made during the development of the individual development plan.

**5-7. Developmental Assignments.** Developmental assignments provide opportunities for park managers and staffers to obtain additional experience and improve skills. By working in different offices, and at all organizational levels of the Corps, individuals can gain a more complete understanding of natural resources management, a more thorough knowledge of all aspects of natural resources management policy, and a working understanding of how the various levels of the natural resources management element interact. These types of experiences are also designed to prepare individuals for positions of additional leadership and increasing responsibility as well as to improve performance in current positions. Field office and higher headquarters office assignments are listed in Table 5-2. These developmental assignments, again, build upon the assignments listed in Table 4-4 of the Park Ranger and Natural Resources Management Specialist section. Participation in a range of developmental assignments is critical in qualifying for key ACTEDS positions.

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**TABLE 5-1. FORMAL COURSES FOR PARK MANAGERS AND STAFFERS**

GRADE	(REQUIREMENT) COURSE DESCRIPTION	SOURCE
<b>GS 9/11</b>	(M) Leadership Education and Development (1)	CAL
	(M) O&M Contracts Advanced	Huntsville
	(HR) Supervisor Development Course	DA
	(HR) Instructional Methods (2)	Huntsville
	(HR) Public Awareness - Conflict Resolution	Varies
	(HR) Visitor Assistance (Update)	Huntsville
	(R) Human Resources Management I &II	Huntsville
	(R) Supervision and Group Performance	Varies
<b>GS 12/13</b>	(HR) Personnel Management for Executives	OPM
	(HR) Organizational Leadership for Executives	CAL
	(HR) Budget Training	Varies
	(HR) Seminar in Natural Resources Management	Varies
	(R) Human Resources Management III & IV	Huntsville
<b>GS 14/15</b>	(HR) OPM Management Development Seminars	OPM

(M) Mandatory  
 (HR) Highly Recommended  
 (R) Recommended

(1) Mandatory for Supervisors  
 (2) Correspondence course provided by Army Institute for Professional Development

DA - Department of the Army Institute for Professional Development  
 CAL - Center for Army Leadership, Training and Doctrine Command  
 Huntsville - Huntsville Training Division, U.S. Army Corps of Engineers  
 Varies - Offered by the Office of Personnel Management, Universities, local vendors, Corps District or Division sponsored, etc.

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**5-8. On-The-Job Training Experience.** Many park managers and staffers, whether at the project, district, division, or headquarters, have occupied a number of positions during their careers that have assisted professional development. The developmental and rotational assignments discussed in the preceding section provide a wide range of on-the-job training experience. This experience builds on those gained during programs such as the Park Ranger Training Program. No additional on-the-job training experience is suggested beyond that provided in the preceding section (see Table 4-5). Team members who have transferred to the Corps

from other agencies and lack the range of experience outlined in Tables 4-4/5 should participate in appropriate developmental assignments as soon as practical.

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**TABLE 5-2. DEVELOPMENTAL ASSIGNMENTS FOR PARK MANAGERS AND STAFFERS**

GRADE	LOCATION	TYPE AND DURATION OF ASSIGNMENT
GS 11-12	District	(HR) Minimum one-month rotational assignment in district natural resources office for field managers
GS 11-15	Field	(HR) Minimum one-month field assignment for district, division, and HQUSACE staff with no previous or recent Corps field experience
GS 11	District	(R) Minimum two-week rotational assignment within district planning office
GS 11	DoD Facility	(R) Minimum one-week assignment at facilities engineering (natural resources office)
GS 11-15	Dist/Div/HQ	(R) Minimum one-month rotational assignment within operations (i.e. navigation, regulatory, hydropower, etc.)
GS 11-14	HQUSACE	(HR) Minimum two-month assignment in HQUSACE
GS 12-14	Div/HQ	(HR) Assignment on committee or task force at the HQUSACE or division level
GS 12-15	Dist/Div/HQ	(R) Minimum two-month assignment to another element

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**5-9. Career Advancement Paths.** Figure 5-1, displayed earlier in this chapter, illustrates that Corps park managers and staffers have a wide range of career options that are reflected in a number of grade levels and a wide range of position titles and descriptions. Corps staffers are stationed at districts, divisions, and at headquarters while park managers are located at field projects, areas, districts, and division offices. However, the bulk of all park managers are located at field projects. The commonality between all of these positions is that they involve key leadership and administrative roles. Park managers (project offices), branch chiefs, and section chiefs have the added duties of supervision and human resources management. The matrix in Figure 5-1 illustrates the large number of options within this part of

the natural resources management career path that are available to the career team member. The number of positions graded at the GS 14 level and above is, however, very small. Movement through this part of the career path by specific pathways requires that the individual team member make a series of decisions at various times during one's career, including changes in duty station. The early development of a formal career plan with specific objectives is highly recommended. Career development plans are particularly crucial if one aspires to key ACTEDS leadership positions.

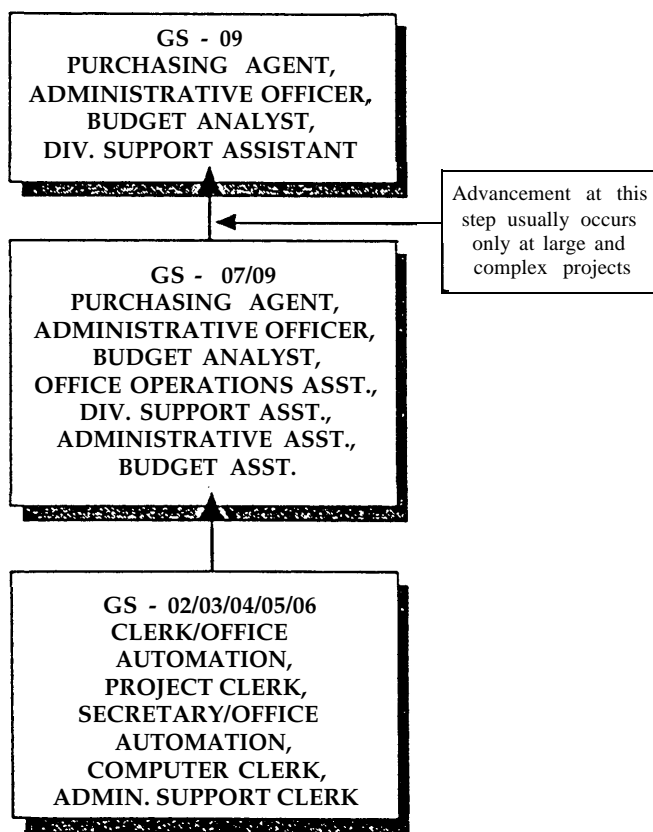


## CHAPTER 6

### CAREER DEVELOPMENT PLAN FOR ADMINISTRATIVE SUPPORT TEAM MEMBERS

#### GS 03 - 09

**6-1. Career Development Plan for Administrative Support Team Members.** Corps civil works natural resources management administrative support team members are stationed at project offices, district and division offices, and at headquarters. This category of positions includes clerk/secretary. The bulk of administrative support team members are, however, located at project field offices. The career paths for both the secretarial group and the office administrative specialists group are both discussed in this section. Their pathways are incorporated into a single diagram (see Figure 6-1) because of the similarities of the two groups. Many individuals who start their careers as lower graded secretary/clerk typists later move on to higher level secretarial and administrative specialist positions. Few of these positions exist in the field with the ultimate grade levels depending on the size and complexity of the project. A list of some of the more common administrative support positions is provided in Table 6-1.



**FIGURE 6-1. CAREER DEVELOPMENT PLAN FOR ADMINISTRATIVE SUPPORT TEAM MEMBERS**

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**TABLE 6-1. LIST OF TYPICAL ADMINISTRATIVE SUPPORT POSITIONS**

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

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**6-2. Description of Duties - Administrative Support Positions, GS 01 - 06** Entry-level administrative support team members sort mail, file correspondence, complete simple forms, type, take messages, make copies, run errands, and answer the telephone. More experienced team members within this group generally work more independently and perform significantly more complex and technical tasks. Such tasks may include file maintenance, correspondence control, user fee administration, report preparation, personnel actions, timekeeping and procurement.

**6-3. Description of Duties - Administrative Support Positions, GS 07-09** Individuals in these types of positions often direct and maintain large and complex project office administrative programs. They work under the general supervision of a more experienced and generally higher-graded team member and are responsible for organizing work plans and exercising initiative and judgment in the accomplishment of their assigned work. Administrative support team members are responsible for the conduct of clerical, administrative, personnel processing, bookkeeping, and budget support functions in their respective offices. Positions such as budget assistants and purchasing agents may be highly specialized and technical, particularly when located in district and division offices. Virtually all of these positions require the extensive use of personal computers with word processing and spreadsheet software. These positions may be supervisory in nature depending upon the circumstances at the work site.

**6-4. Educational Requirements.** The administrative support workplace is becoming significantly more complex in areas such as office automation and data processing. Time keeping, cost tracking and funds management, and the preparation of reports and correspondence require a high level of proficiency in the use of personal computers. Compliance with environmental regulations and the accompanying record keeping procurement guidance, and budget procedures all require a thorough knowledge of a complex body of regulations. Complexity has entered a profession that, at one time, was considered only typing and filing. Administrative support team members are generally employed based on previous experiences, vocational school attendance, and/or performance on skills tests such as typing or stenography. Skills are often honed by occupying entry level administrative support positions of lesser complexity and responsibility. While no formal education is required for administrative support positions, an increasing trend is to see individuals with some formal education beyond the high school level competing for these positions.

**6-5. Formal Classroom Training.** Most PROSPECT courses are developed for technical and professional specialists. Locally-sponsored formal training has not been developed for administrative support team members. Formal training is available from the Corps for those occupying specialized administrative positions such as budget assistant and purchasing agent. Administrative support supervisors have a wide variety of formal training available through the Office of Personnel Management (OPM) and the private sector. A partial list of formal classroom courses and available sources is presented in Table 6-2.

**6-6. Technical Courses (Classroom and Correspondence).** Most technical training consists of localized opportunities set up through various vocational schools and technology centers. These courses may be developed or contracted at the local level and can provide refresher training as well as new skills. A wide range of training opportunities is also provided by OPM in larger cities. The Department of Defense offers correspondence courses that meet a variety of needs. Supervisors and human resources training officers help team members determine if local courses meet Corps requirements for approved training. Table 6-3 provides a list of suggested technical courses.

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**TABLE 6-2. FORMAL COURSES FOR ADMINISTRATIVE SUPPORT TEAM MEMBERS**

GRADE	(REQUIREMENT) COURSE DESCRIPTION	SOURCE
GS 03-05	(M) Time Keeping (3)	Varies
	(HR) Filing	Varies
	(HR) Introduction to Microcomputers	Varies
	(HR) Communication Skills	Varies
	(R) Customer Service Training	Varies
	(R) Achieving Secretarial Excellence in the 1990s	Varies
	(R) Procurement Training	Varies
GS 06-09	(HR) Supervisory Development Course (1)	Varies
	(HR) Supervision and Group Performance (1)	Varies
	(HR) O&M Contracts (2)	Huntsville
	(R) Local Budget Training	Varies
	(R) Technical Writing	Varies
	(R) Leadership Education and Development	CAL
GS 09	(HR) Human Resources I & II	Huntsville
	(HR) Advanced O&M Contracts (2)	Huntsville
	(HR) Procurement Training	Varies
	(HR) Budget Training	Varies

(M) Mandatory

(HR) Highly Recommended

(R) Recommended

(1) Mandatory for supervisors

(2) For those involved in contracting

(3) Mandatory for timekeepers

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**TABLE 6-3. TECHNICAL COURSES FOR ADMINISTRATIVE SUPPORT TEAM MEMBERS\***

Applicable word processing  
Applicable data base and spreadsheet  
Secretarial techniques  
Time Management  
Office Management  
Multi-Media First Aid/CPR  
Graphics and desktop publishing  
Defensive Driving  
Total Quality Management

\* See Career Development Bulletin Board for more current listing

Note: Training sources can be identified through human resources offices.

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**6-7. Developmental Assignments.** Developmental assignments (see Table 6.4) provide administrative support team members with opportunities for personal growth as well as to become well-rounded team members. Typically, these types of assignments do not occur until team members are in a position to influence administrative support policy and procedures at their work sites. Opportunities for developmental assignments may also exist at a team member's home project or office. Cross-training in other positions provides team members with increased skills while it provides the project or individual office with a greater degree of flexibility. For example, a secretary might be cross-trained to become familiar with the preparation of the budget and the tracking of budget documents.

**6-8. On-The-Job Training Experience.** On-the-job training (see Table 6-5) consists of special tasks and assignments or temporary duty assignments in other positions. This provides the team member with the opportunity to enhance current job functions and improve or learn new skills that improve current level of performance as well as prepare to compete for more complex higher grade positions. This type of experience ensures that lower grade administrative support team members have an opportunity to become familiar with the many different aspects of office and program administration. To fully function in administrative support positions, particularly at project and district natural resources management offices where there is significant contact with the public, team members must be fully cognizant of the various policies, guidelines, and procedures that guide the operation of the office or project. Because of the dynamic nature and complexity of many of these documents, an annual reading of a number of them is necessary. Such documents include standard operating procedures (SOP), project brochures, procurement guidelines, etc. While entry-level team members are not regularly assigned to perform more difficult tasks, this phase of training can prepare the individual for potential future opportunities.

**TABLE 6-4. DEVELOPMENTAL ASSIGNMENTS FOR PROJECT LEVEL ADMINISTRATIVE SUPPORT TEAM MEMBERS**

GRADE	LOCATION	TYPE AND DURATION OF ASSIGNMENT
GS 3-9	District	(HR) Assignment within NRM branch or operations division office (minimum 2 weeks)
	District	(R) Rotational assignment within other organizations such as F&A, human resources, contracting, operations division office (minimum 2 weeks)
	Field Office	(R) Rotational or exchange assignment with other field offices

(M) Mandatory  
 (HR) Highly Recommended  
 (R) Recommended

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**TABLE 6-5. ON-THE-JOB TRAINING EXPERIENCE FOR ADMINISTRATIVE SUPPORT TEAM MEMBERS**

*Policies and Procedures*

- Review Policies and Procedures for the Project
- Review Project Operational Management Plans
- Review Project SOPS to include reservation system, AUPS, office security, as well as administrative procedures
- Participation in administration of recreation user fee program
- Review emergency notification procedures

*Office Administration*

- Gain knowledge of authorized project purposes, shore line management, Department of the Army Section 10 and 404 permits, NRMS system
- Participate in budget preparation
- Participate in administration of BPAs, Form 44's, and Ordering Officer activities
- Participate in Golden Age Passport and Golden Access Passport system
- Communicate in writing
- Prepare various reports such as those for fuel consumption, energy use, etc.
- Complete worker's compensation forms and reports

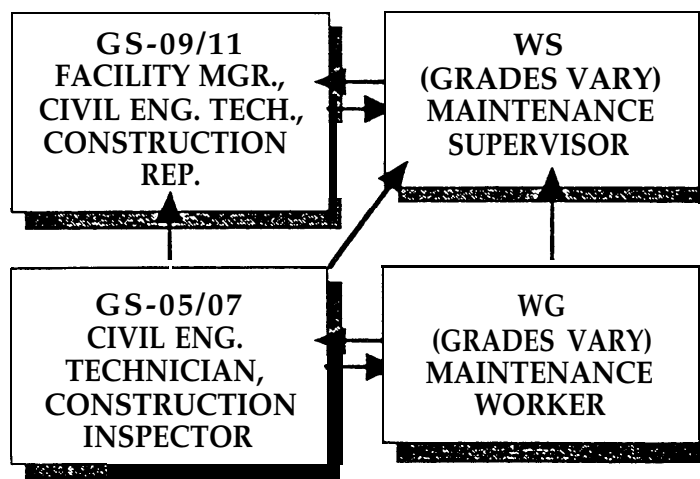
*Customer Service*

- Provide assistance to visitors
  - Use proper telephone etiquette and communicate verbally in a clearly understandable manner
-

**6-9. Career Advancement Paths.** Typically, the career paths for administrative support team members follow no linear or systematic pattern. There is generally room for some vertical movement within specific positions when individuals are hired at grades below the full performance level of positions. Opportunities for vertical mobility are greater in district and division offices where staffs are larger and opportunities are more numerous. Administrative support team members may also find opportunities within the Corps by transferring from the natural resources management element to another element. For example, a field office purchasing agent may pursue a career path by advancing to a district office procurement/contracting position in the contracting division. Opportunities for supervisory positions are very limited at project offices because of the limited sizes of administrative support staffs.

**CHAPTER 7**  
**CAREER DEVELOPMENT PLAN FOR FACILITY MANAGEMENT**  
**AND MAINTENANCE TEAM MEMBERS**  
**WG/WS 02-12, GS 04-11**

**7-1. Career Development Plan for Facility Management and Maintenance Team Members.** Within the Corps, civil works maintenance tasks such as plumbing, welding, and carpentry may be accomplished by distinctly different methods. A Corps maintenance staff member may perform the task or the job might be done by a person outside the Corps under a maintenance contract. Included in this chapter are discussions of the career paths for wage grade (WG) team members and supervisors, civil engineering technicians, and those team members in the facility management series. The grading of these positions is primarily based upon the type of position and the responsibilities involved. Wage grade positions are generally graded from WG 02 through WG 12 depending upon the position held. Wage grade supervisors are placed in the WS series. Both facility managers (GS-1640) and engineering technicians (GS-0802) are general schedule (GS) team members and are graded from GS 04 to GS 12. The actual grades for the above are a function of the scope of the job and whether or not supervisory responsibilities are included. Career paths (see Figure 7-1) and suggested training requirements are outlined for team members discussed in this section. This chapter also applies to those team members performing similar duties but who are classified in different job series such as construction representatives and contract inspectors.



**FIGURE 7-1 CAREER DEVELOPMENT PLAN FOR FACILITY MANAGEMENT AND MAINTENANCE TEAM MEMBERS**



**7-2. Description of Duties for Facility Managers and Civil Engineering Technicians - GS 04-11, Series GS-1640, GS-0802, and Others.** Although these jobs are classified as general schedule, many of these team members work closely with maintenance and contract administration in the completion of work tasks. Responsibilities are varied but generally involve operation and maintenance of project facilities. Responsibilities could include dam instrumentation, contract administration, regulatory functions and support for park managers and resource management specialists. These individuals may obtain the skills that enable them to qualify for advancement or placement in either the WG or GS side of the organization. Individuals in this category may occupy supervisory positions in some locations.

**7-3. Description of Duties for Maintenance Positions.** The Maintenance series is one of the most diversified series within the Corps natural resource management staff. The individuals who comprise maintenance staffs are responsible for grounds and building maintenance, dam operation and repair, water and sewage plant operation and maintenance, equipment maintenance and repair, contract inspection and administration, safety, etc. Maintenance team members are generally skilled trades people with general or specific backgrounds of electricity, plumbing, carpentry, equipment operation and repair, water and sewage plant operation, as well as laborers. A Wage Grade Supervisor (WS) generally is in charge of the overall maintenance program, a segment of the program, or a specific project or group of projects. The supervisor generally takes an active role in project management. A listing of typical facility management and maintenance occupations is provided in Table 7-1.

**7-4. Educational Requirements.** The facility management and maintenance workplace is becoming increasingly more complex in areas such as environmental compliance, safety, medical surveillance, and computer usage. Contracting of services has proven to be a successful methodology to accomplish much Corps maintenance and operational work. Contracts have become more complicated and more flexible as the government turns to the private sector to accomplish an ever-increasing workload. Complexity is also entering what historically was considered common trade skills. Maintenance team members are generally employed based on previous experiences, trade school attendance, and/or on the basis of a known physical talent. Skills are often honed by local on-the-job training with trade groups, industry, or military service before being employed by the government. While no formal education is required for facility management team members, an increasing trend is to see individuals with some formal education beyond the high school level competing for these positions.

**7-5. Formal Classroom Training.** Formal classroom training for facility managers and/or engineering technicians is fairly diverse. Depending upon the field of emphasis, team members may concentrate on contract courses and technical courses through the Corps PROSPECT program. If the individual has supervisory responsibilities, several courses offered through either PROSPECT or Office of Personnel Management (OPM) deal with the supervisory aspects of the position.

Maintenance team members generally have specific skills that provide a base level of support for the job that they perform. There are few formal training opportunities available to these individuals through the Corps PROSPECT/exportable training system. Maintenance supervisors do, however, have a wide array of formal training in the area of human resources. Listings of formal courses and available training sources are presented in Table 7-2 for facility management and maintenance team members. Recommended grade levels are not included in this table because of the varying WS/WG/GS levels within the facility management and maintenance fields.

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**TABLE 7-1. WG & GS JOB SERIES FOR FACILITY MANAGEMENT AND MAINTENANCE OCCUPATIONS**

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

In some instances, there may be a further breakdown within any of these job series based on local needs and/or classification standards. For example, the Maintenance Mechanic, Series 4749, may be sub-divided into Maintenance Worker and Maintenance Worker Helper, with the helper being at a lower grade than the original trade designation.

Source - *Definition of Trades and Labor Job Families and Occupations*, Office of Personnel Management, TS 51, September, 1986.

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**7-6. Technical Courses (Classroom and Correspondence.)** Most technical training is set up through various trade schools and technology centers and may consist of regularly scheduled classes or contract training. These courses (see Table 7-3) may apply to facility management and maintenance team members either on a refresher basis or as a way to learn new skills. The Department of Defense offers correspondence courses that meet a variety of needs. The human resources training officer can determine if a local course meets Corps requirements for approved training.

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**TABLE 7.2. FORMAL COURSES FOR FACILITY MANAGEMENT AND MAINTENANCE TEAM MEMBERS**

(REQUIREMENT) COURSE DESCRIPTION	SOURCE
(HR) Supervisory Development Course	Varies
(M) Introduction to Supervision	Varies
(M) Supervision and Group Performance (1)	Varies
(M) O&M Contracts (2)	Huntsville
(M) O&M Contracts - Advanced (2)	Huntsville
(HR) Computer Operation and Application	Varies
(HR) Leadership Education and Development	CAL
(HR) Park and Recreation Maintenance School	Varies
(R) Time Management	Varies
(R) Technical Writing	Varies
(R) Environmental Compliance	Varies
(M) Mandatory	
(HR) Highly Recommended	
(R) Recommended	
(1) Only mandatory for supervisors	
(2) When involved in the writing, administration, or inspection of O&M contracts.	
CAL - Center for Army Leadership, Training and Doctrine Command	
Huntsville - Huntsville Training Division, U.S. Army Corps of Engineers	
Varies - Offered by the Office of Personnel Management, Universities, local vendors, Corps District or Division sponsored, etc.	

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**TABLE 7-3. TECHNICAL COURSES FOR FACILITY MANAGEMENT AND MAINTENANCE TEAM MEMBERS\***

COURSE DESCRIPTION	SOURCE
Time Keeping	Varies
Dam Safety (Flood control areas)	Huntsville
Boat Operator Course	Huntsville
Hazard Communication - Train-the-Trainer	Huntsville
Visitor Assistance (1)	Huntsville
Collateral Duty Safety - Dept. of Labor	OSHA
Budgets (Formulating maintenance budget requests)	
Cost Estimating (Requisition and job orders)	
Costing (Cost codes)	
Concrete and Pavement	
Electrical Safety Code	
General Construction	
Electrical, Electronics, Carpentry, Welding, Plumbing, Masonry	
Grounds Maintenance	
Auto Repair	
Small Gasoline/Diesel Engines	
Hydraulic System Maintenance	
Total Quality Management	

(1) Knowledge of Corps visitor assistance policies can be gained by maintenance team members participating in local (district/project) visitor assistance training.

\* See Career Development Bulletin Board for more current listing

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**7-7. Developmental Assignments.** Developmental assignments (see Table 74) for facility management and maintenance team members provide the individual, the project, and the district with a well-rounded, more flexible individual. While it may be beneficial to place team members on developmental assignments, generally this does not occur until individuals occupy positions that influence systematic procedures or policy at individual work sites. Developmental assignments may take place at another project, in another district or even division. Developmental opportunities may be present at a team member home project. For example, a dam operator may be cross-trained to operate a water or sewage treatment facility, or a maintenance worker can be cross-trained to operate the dam in periods of emergencies. Cross-training provides individuals with increased skills while providing the project with a greater degree of flexibility. All team members, especially those who aspire to supervisory/management positions, should consider permanent changes of duty station between projects, districts and/or divisions as varied experiences could enhance their competitive position.

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**TABLE 7-4. DEVELOPMENTAL ASSIGNMENTS FOR FACILITY MANAGEMENT AND MAINTENANCE TEAM MEMBERS**

GRADE	LOCATION	TYPE AND DURATION OF ASSIGNMENT
WG 02-07	Project	Minimum of one-week cross-training assignment with facilities management or contract administration staff
GS 03-07	Project	Minimum one-week cross-training assignment with maintenance staff
WS/GS 07-12	Project	Minimum one-week cross-training assignment with the park management and administrative support staff
WS/GS 07-12	District	Minimum one-week rotational assignment in district operations and contracting offices

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**7-8. On-The-Job-Training Experience.** On-the-job training consists of special tasks and assignments or temporary duty assignments in other positions that offer the individual the opportunity to learn job functions or skills. This ensures that lower grade maintenance team members have opportunities to work with and become familiar with the many different aspects of maintenance and contract work. These sessions are designed to enable individuals to increase the level of performance in their present position and to prepare for more advanced positions. While lower grade team members will not routinely be assigned to perform more difficult tasks, this phase of the job prepares the individual for potential future positions. Maintenance team members must also be cognizant of the various documents that present guidelines or control project functions in order to fully function as a member of the project team. These reference documents should be readily accessible. Readings such as: the project operational management plan, the project reservoir manual, O&M manuals, hazard analysis plan, and spill plans are suggested for facility management and maintenance team members.

**7-9. Career Advancement Paths.** The career paths of facility management and maintenance team members typically do not follow a linear systematic pattern (see Figure 7-1). Certain team members of both the wage schedule and general schedule groups may reach positions of responsibility based on technical expertise and work complexity. Team members occupying these positions work somewhat independently in work planning and may “lead” smaller crews for the duration of a specific work project. Supervisors are often selected from the ranks of these team members. Those who aspire to supervisory/management positions, should consider permanent changes of duty station between projects, districts, and/or

divisions. Varied experiences can increase technical expertise and enhance the team member's ability to compete for supervisory positions. While most park managers and staffers (district, divisions, and headquarters) are selected from the ranks of park rangers and specialists, some facility management and maintenance team members may be able to successfully compete for such positions. In order to effectively compete for those positions, team members must attain certain educational requirements and experience before the transfer can be made to the park ranger/specialist/park manager career path. In most cases, team members would be required to enter the park ranger/specialist series at a GS 05 grade level. The human resources office can answer questions concerning education and experience requirements, possibilities for salary level retention, and the entry level at which transfers must be made.

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**TABLE 7-5. ON-THE-JOB TRAINING EXPERIENCE FOR FACILITY MANAGEMENT AND MAINTENANCE TEAM MEMBERS**

*Policies and Procedures*

Review policies and procedures for the project  
Review project master plan and operational management plan  
Review project SOP to include recreation area operations, office security, as well as administrative procedures  
Review emergency notification procedures  
Review project O&M manual  
Review ERGO manual

*Office Administration*

Gain knowledge of authorized project purposes, shore line management, Department of the Army Section 10 and 404 permits  
Provide input to budget preparation  
Gain knowledge of personnel procedures  
Gain knowledge of, and participate in, purchasing activities  
Communicate in writing  
Prepare various reports such as those for fuel consumption, energy use, etc.  
Complete worker's compensation forms and reports  
Participate in the preparation of job hazard analysis plans

*Visitor Assistance*

Review Title 36 rules and regulations  
Provide assistance to visitors  
Communicate verbally in a clearly understandable manner

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