US Army Corps of Engineers

BUILDING STRONG®

CIVILIAN PERSONNEL

Career Development and Training Guide

for the
Emergency Management Community of Practice
and
Contingency Operations Workforce

ENGINEER PAMPHLET

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Civilian Personnel
CAREER DEVELOPMENT AND TRAINING GUIDE FOR
THE EMERGENCY MANAGEMENT COMMUNITY OF PRACTICE
AND CONTINGENCY OPERATIONS WORKFORCE

1. <u>Purpose</u>. This pamphlet is designed to provide guidance to proactive Emergency Management Community of Practice and Contingency Operations team members in designing a path that can help lead to achieving long-term career goals or higher-level positions. The document further identifies New Employee training requirements along with the Department of the Army Mandatory training requirements for civilian employees. The document provides for a focus of an individual coming into the organization at the lowest grade while also providing for those that may come into the organization right out of college or from another organization within USACE or from another agency. While the document lays out various pathways to career progression in Sections 3, 4, and 5, there is no guarantee that the use of the processes and principles described will lead to a team member's intermediate or ultimate goals or promotion. Rather, this guide is a tool that can be used to make informed career decisions for developmental and promotional opportunities.

2. <u>Applicability</u>. This guide applies specifically to HQUSACE elements, Divisions, Districts, Field Operating Activities (FOA), Labs, and Centers of Expertise having either or both Civil Works and Military Programs responsibilities under the USACE DCO/HS umbrella. While this guide is specifically for USACE, the new GS-0089 series extends to other Army Commands (ACOMS), Army Service Component Commands (ASCC), and Direct Reporting Units (DRUs).

3. <u>Distribution Statement</u>. Approved for public release; distribution is unlimited.

4. <u>References</u>.

    a. Department of Defense Joint Travel Regulations, 1 October 2014

    b. AR 350-1, Army Training and Leader Development, 19 August 2014

    c. AR 672-20, Incentive Awards, 1 April 2014

    d. AR 690-400, Total Army Performance Evaluation System (Chapter 4302), 16 October 1998

    e. AR 690-950, Career Management, 31 December 2001

f. ACTEDS Career Intern Plans and Master Intern Training Plans (MITP), retrieved from: www.cpol.army.mil/library/train/acteds on 29 April 2013

g. ER 690-1-1216, Training - USACE Army Civilian Training, Education and Development System (ACTEDS) Career Intern Program, 30 September 2013

h. EP 690-1-823, USACE Intern Quick Reference Guide Brochure, April 2013

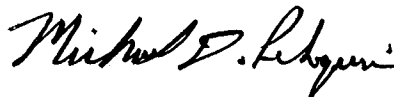i. USACE Mentoring Program Handbook, 5 January 2012

j. USACE Campaign Plan, FY15-19, 17 October 2014

k. Commanding General Memo, 14 December 2010, SUBJECT: Engineers and Scientists Career Program (CP-18) Intern Program

l. USACE Policy for Deployment of ACTEDS Interns, 28 January 2010

m. Rock Island Civilian Personnel Advisory Center (CPAC) Handbook for Centrally Funded Intern, February 2012

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Civilian Personnel
CAREER DEVELOPMENT AND TRAINING GUIDE FOR THE EMERGENCY MANAGEMENT COMMUNITY OF PRACTICE AND CONTINGENCY OPERATIONS WORKFORCE

TABLE OF CONTENTS

TABLE OF CONTENTS (Continued)

TABLE OF CONTENTS (Continued)

PARAGRAPH   PAGE

LIST OF TABLES

TABLE   TITLE

LIST OF FIGURES

FIGURE   TITLE

PREFACE AND VISION

As a Direct Reporting Unit, the U.S. Army Corps of Engineers (USACE) has mission responsibilities in major construction and other engineering support to the Army and Air Force, in nationwide water resource management, engineering research and development, and real estate services for Department of the Army (DA) and the Department of Defense (DoD). In addition to these missions, one of the longest standing missions in the USACE has been the requirement to take part in contingency operations at home and abroad. These contingency operations, which have become more frequent in occurrence, include natural and man-made disasters, as well as military/foreign policy operations in support of U.S. national interest and security. Such operations elevated in frequency during the 1990s and have continued to increase in duration and scope since events of September 11, 2001.

The events of September 11, 2001 caused the Federal government to re-evaluate its organizational structures to deal with terrorist events. In that regard, the Department of Homeland Security was established. In order for the USACE to interface with this new structure, the Chief of Engineers determined it was necessary to establish a Senior Level Executive (SES) position to lead a new Office of Homeland Security within the Headquarters USACE structure that specifically addresses the broad spectrum of operations from peacetime to war in support of national interests. The SES position was created with the approval of HQDA, DoD, and OPM. The Office of Homeland Security of the Civil Works Directorate (CECW-HS) was established in December 2002 and is included under the Directorate of Contingency Operations (DCO). The Civil Emergency Management organization is now a division of CECW-HS. The primary goal of CECW-HS is to support the Homeland Security needs of the Army, DoD, the Department of Homeland Security, and the nation by providing guidance, coordination, and integration to USACE-wide activities. The USACE has three core areas of technical capability:

- Civil Works
- Military Public Works
- Environmental Restoration

Because of the breadth of its expertise, the USACE has the unique capability to facilitate and leverage the nation's public and private engineering and technical activities to address national infrastructure problems like the security and restoration of public works infrastructure.

The USACE also serves as the DoD Infrastructure Assurance Office for Public Works. In this role, the USACE is responsible for ensuring that all DoD installations have Infrastructure Assurance Plans in place. USACE CECW-HS is also providing leadership, guidance, and expertise in the following areas:

- Border and Transportation Security
- Chemical, Biological, Radiological, Nuclear and Explosives Countermeasures (CBRNE)
- R&D Laboratories and Centers of Expertise in Structural Protective Design and Electronic Security.

As the Federal mission for Homeland Security and Defense evolves, the USACE is actively involved and stands ready to support the needs of DA, DoD, and the nation.

To achieve organizational goals and to provide the best-of-the-best to deal with contingency operations there is a clear vision to have a career-wide program to plan, train and develop personnel from entry level to senior management positions in both the Emergency Management and Contingency Operations disciplines that includes Field Force Engineering and other overseas contingency operations. In addition, this guide provides information to continue one's career after retirement.

Emergency Management and Contingency Operations are important and skilled professions. As members of these professions, these dedicated personnel must exhibit the highest standards of honesty, integrity, and professionalism. These individuals will implement the mission, vision, and strategic goals and objectives as well as the management framework of the program and organization within the USACE Contingency Operations and Homeland Security structure. Emergency Management has a direct and vital impact on the quality of life for all people and is dedicated to promoting the goals of saving lives and protecting property by mitigating against, preparing for, responding to, and recovering from disasters/emergencies. The services provided by both the Contingency Operations and Emergency Management disciplines require honesty, impartiality, fairness, and equity. Such personnel must be dedicated to the protection of public health, safety, and welfare while maintaining public trust and confidence. Accordingly, Emergency Managers and Contingency Operations personnel must perform under a standard of professional behavior that requires adherence to the highest principles of ethical conduct and commitment to core Army Values. Their support to the Army and the nation must stand above others while exemplifying everything behind the motto "Army Strong."

As part of the current transformation of the Emergency Management Community of Practice and Contingency Operations the USACE Emergency management structure has been include within the Army's Career Program (CP) 12 Safety & Occupational Health. Please see the following link for additional information: https://safety.army.mil/cp12/

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1. INTRODUCTION

1.1 General

This document serves as a *Civilian Career Development and Training Guide* to assist both Civil Works and Military Programs team members in planning, developing, and achieving their career goals within the area of emergency management and contingency operations under the umbrella of the U.S. Army Corps of Engineers (USACE) Directorate, Contingency Operations (DCO) and Homeland Security (HS) organizational structure, to include civilian team members within the Civil Works and Military Programs elements of the Directorate and field activities. The guide provides a brief description of the USACE organization (see Preface and Vision) 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. This guide is to supplement existing leadership principles and doctrine in place to enhance USACE as a learning organization while further developing team members for the future. The guide explains the various Career Paths available to the major categories of team members in the program: 1) Emergency Operations Center Manager; 2) Emergency Management Specialists and other staffers, 3) Emergency Managers/Readiness and Contingency Operations Chiefs; 4) Emergency Support Function #3 Team Leaders (Permanent Cadre); 5) Military Planners; 6) Risk Management Program Managers; 7) Anti-terrorism/Force Protection Specialists and (8) other staff positions. This guide provides team members with information on recommendations in the areas of training and experience to qualify for and compete for various positions in the pursuit of career goals in the Homeland Security arena to include a Masters Degree program and other credentialing venues. This guide also supports the universal and competitive training policies and guidance identified in AR 690-950. Further, the guide supports the National Preparedness System as well as Presidential Policy Directive 8 (PPD-8) – National Preparedness, aimed at strengthening the security and resilience of the United States. This guide also sets forth a *Code of Practice for Emergency Management* as identified in the final portion of this document.

1.2 Guidance

This pamphlet is to be used by the Emergency Management Community of Practice and Contingency Operations team members at headquarters, major subordinate commands (MSC/divisions), districts and field operating activities (FOAs) having emergency management and contingency operations responsibilities. All team members within the Emergency Management Community of Practice and Contingency Operations should refer to this guide in planning their career development strategies within the U.S. Army Corps of Engineers. This pamphlet supports Goal #4 of the USACE Campaign Plan *Prepare for Tomorrow* - Build Resilient People, Teams, Systems, and Processes to sustain a diverse culture of collaboration, innovation, and participation to shape and deliver strategic solutions.

1.3 Definition of Career Development. Career Development is a method of obtaining additional knowledge, skills, and abilities within a Career Program through training, assignment, or self-development per AR 690–950. This career development program is to assist members within the Civil Works and Military Programs team to progress as swiftly as their talents and agency opportunities permit. Career development involves a life-cycle approach to organizational and self-

development while utilizing the Individual Development Plan (IDP) with constant evaluation and guidance by management. The program will enhance team members' capabilities for progressing to positions of greater responsibility and is divided into five categories: *a) Formal Training; b) On-the-Job Training; c) Rotational/Developmental/Detail Assignments; d) Upward Mobility Development*, *and e) Individual Career Enhancing Activities.* These programs are tailored to facilitate both the successful accomplishment of the USACE mission in the area of the USACE DCO/HS structure and to provide team members an excellent opportunity for full and rewarding careers. The program overall is to recruit, develop, and retain outstanding personnel for the future of USACE. These categories are as follows:

a. Formal Training

(1) Short-term Training. This type of training usually consists of organized study offered as short courses by various government sources [i.e., the Proponent-Sponsored Engineer Corps Training Program (PROSPECT) courses] and non-government vendors in a traditional classroom setting. Officially, short-term training is less than 120 days in duration. The length of short-term training varies. Also included in this category are formal correspondence courses and developmental assignments or programs less than 120 days in duration. (For the purposes of this guidance, developmental assignments are listed separately from formal training.) Once training exceeds 80 hours, a Continued Service Agreement is required per ACTEDS catalog, and AR 350-1.

(2) Long-term Training. Training and education to which a member is assigned on a continuous, full-time basis for more than 120 calendar days reflects long-term training. Selection of members for long-term training is competitive. The assignment may be to either Government or non-Government facilities, such as the senior service colleges, fellowship programs, and university programs. (For the purposes of this guidance, developmental assignments are listed separately from formal training.) See ER 350-1-416 for additional information on long-term training. The eventual goal of DCO/HS is to establish a long-term training program similar to the Planning Associates Program identified in Annex E of this document. A Continued Service Agreement is required for training exceeding 80 hours as identified in (1) above.

(3) Academic Degree Program (ADT). ADT is defined as education with the stated objective of obtaining an academic degree. The academic degree must be related to the performance of the employee's official duties and be part of a planned, systemic and coordinated program of professional development. The target for the ADT program is Army Civilians GS-11 and above. The ACTEDS Catalog states, "all applicants must have three (3) years of permanent, full time employment as a DA Civilian at the time of application. Application packages must be submitted as specified in the ACTEDS catalog for DA Assistant Secretary of the Army (Manpower and Reserve Affairs) [ASA (M&RA)] approval. Applicant must sign a Continue Service Agreement. Employees seeking USACE funding for ADT will submit their application packages through the appropriate chain of command to CEHR-D no later than 120 days prior to the class start date for HQUSACE endorsement. Each packet must have an endorsement from their Division Commander and clearly state that funding is available and identify the point of contact responsible for all costs associated with the request to include tuition, books, travel and salary (if applicable). All subordinate organizations (Divisions, Labs, Field Operating Agencies, etc.) will have a published competitive process that outlines the criteria for application, what is funded, who is eligible,

suspense dates and how to apply. The selection of an applicant reflects a completive process. HQUSACE will publish yearly guidance regarding the HQDA funded ADT program.

b. On-the-Job Training. On-the-job training (OJT) is one of the most effective ways to learn a new task or skill. Filling OJT positions also reflects a competitive process. OJT may consist of intensive short-term instruction and practice or may be a long-term continuous process. While the OJT does not have to take the form of traditional formal instruction, the OJT should teach essential elements of a new task or skill in a sequential manner, which will facilitate learning. As the name implies, OJT is performed at the job site, usually in a one-on-one situation between the learner and a skilled task performer who serves as a mentor for the learning of that task or skill. Positive aspects of OJT include the opportunity to learn new competencies from a member who currently performs the task, the opportunity to perform the task on an actual project while using actual materials and equipment, the mentor's review of the learner's work, and the feedback provided by the mentor to the learner. The OJT experience should also provide for increased proficiency in the learner's level of performance.

c. Rotational/Developmental/Detail Assignments. Temporary assignments to different positions can provide the opportunity for an individual to develop new competencies, skills, and abilities in a job situation. This increases their level of expertise so that they perform better in their job when they return to their home office and/or prepare to move ahead in their career:

(1) A rotational assignment is shorter in duration, no set learning objectives and exposes someone to an area; competency and can sometimes include shadowing assignments. Rotational assignments are also beneficial to the host office when it may need temporary assistance during a period of heavy workload or to fill a temporary vacancy.

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

(3) A detail is a formal appointment to another job for a set duration for either mission accomplishment or to obtain a new competency or skill. A detail is not the same as rotational assignment.

The increase in competencies, skills, and abilities may lead to future capabilities for the organization as well as foster individual career development. Assignments of less than 120 days are counted as short-term, while assignments in excess of 120 days are counted as long-term training and subject to open competition.

d. Upward Mobility Development Plan. This is a systematic and structured, competitive program for the less experienced employee to develop competencies to perform to a set job within an organization. Initial duties would be at a lower learning level assisting others, learning to prepare reports, learning computer systems, with progression to a higher level of responsibility and independence in the organization. Many of these positions start out at the GS-5 level or lower and can work up to a GS-9 level. Clerical positions are generally at the target grade and are not developmental. Those employees with existing degrees can aspire to the GS-9.

e. Individual Career Enhancing Activities

(1) Mentoring. Mentoring is not a new concept and has been a part of the Army and the USACE culture for many years. Mentoring is a way to learn from a senior professional, usually within an employee's own career field. Generally, there are three different kinds of mentoring:

(a) Supervisory mentoring consists of the day-to-day coaching and guidance that an employee receives from their supervisor;

(b) Informal mentoring is an unofficial pairing of individuals that naturally occurs between people as needs arise; and

(c) Structured/facilitated mentoring is the most formal type of mentoring, consisting of planned, sequenced steps, and is organizationally sponsored. The USACE Mentoring Program Handbook outlines the roles and responsibilities for enhancing mentoring relationships. The success of tomorrow's USACE depends on how well we train, develop, manage, and retain the workforce. Mentoring is one aspect of moving forward. Mentoring can continue to be assimilated into our culture with minimal turmoil and maximum benefits, producing competent, confident leaders that are trained and ready for tomorrow. See the mentoring approaches on the following page.

Mentoring Approaches

Mentoring Programs	Program
Centralized/Formal Mentoring	- Targeted population - Formal process for matching mentor/protégé, defined by program - Centrally managed by a local activity, region, and headquarters. or functional proponent - Application process for mentors and protégés - Highly structured training and program requirements - Length of formal relationship defined by program - Defined administrative tracking and program evaluation
Facilitated Mentoring	- Open to any interested employee - Mentoring coordinator assists with matching mentor/protégé - Application process for mentors and protégés - Some mentoring orientation - Usually a one year relationship, but can be shortened/extended by participants - Administrative tracking and program evaluation
Informal Mentoring	- Open to any interested employee - Self-selection of mentors and protégés - Unstructured program and loosely defined relationships - No formal plans or an evaluation of the partnership - Length of relationship defined by participants - Built on mutual trust and respect
Supervisory Mentoring	- Available to any interested employee under a supervisor - Normal function of supervisor relationship - May include OJT, career counseling, or general guidance - Can continue throughout supervisory relationship - Little program structure

(2) Professional Associations. Many occupations have national and local professional associations. USACE employees are encouraged to join a professional association for training, networking, and general career growth. Professional memberships can often be paid for by federal agencies and are a good way to stay abreast of current information and developments in the field. In that regard, memberships can ONLY be paid for if the organization funds an Enterprise license and for an individual employee ONLY when it is required by law as a condition of licensure and employment. See Section 2.7 b. of this document for information regarding Professional License/Credential guidance.

1.4 Internship and Pathways Program

1. a. Executive Order 13562, signed December 27, 2010, directed OPM to publish final regulations implementing the Pathways Program. The Pathways Program consists of the Intern Program, Recent Graduates Program, and the Presidential Management Fellows (PMF) Program. Hiring and developing Interns and Recent Graduates is part of the USACE overall succession and revitalization efforts ensuring a skilled workforce to meet the mission. It is the Command's responsibility to ensure that program participants in all career programs are placed upon graduation. See CEHR-E Memorandum dated November 3, 2014, subject: U.S. Army Corps of Engineers Guidance on Pathways Programs.

2. b. The Pathways Intern Program is for current students and individuals accepted for enrollment in a qualifying educational program. It replaces the existing Student Career Experience Program (SCEP) and Student Temporary Employment Program (STEP). The Pathways Intern Program provides students enrolled in a variety of educational institutions with paid opportunities to work in agencies and explore Federal careers while still in school. To be eligible for the Pathways Intern Program, the individual must have been accepted for enrollment or be enrolled and seeking a degree (diploma, certificate, etc.) in a qualifying educational institution on a full or part-time basis.

3. c. The Pathways Recent Graduate Program, which includes Army Career Training, Education and Development System (ACTEDS) positions and locally funded positions, affords developmental experiences in the Federal Government intended to promote possible careers in the civil service to individuals who have recently graduated from qualifying educational institutions and programs. To be eligible, applicants must apply within two years of degree or certificate completion (except for veterans precluded from doing so due to their military service obligation, who are afforded six years after degree completion to apply). For details on hiring authorities and additional information, please see the following OPM website:

http://www.opm.gov/policy-data-oversight/hiring-authorities/students-recent-graduates/#url=Overview

1.5 Career Development Steering Committee

The Career Development Steering Committee is a formally designated group of DCO/HS personnel selected from District, Division and other Headquarters elements. They provide input from the field to the HQUSACE DCO/HS Director on career development and training-related issues to include the competencies necessary to ensure success in both Civil Works and Military Programs venues. The committee is responsible for reviewing both ADT and Certificate candidate applications to include recommendations for approval. Additionally, the committee informs the field of new developments through periodic bulletins and/or on electronic bulletin boards. The committee consists of a chairperson selected from the committee members to include representatives from HQUSACE. Committee members serve three-year terms. Division and District representatives are selected from three regional areas of the country, i.e., West, Central, and East, while the Headquarters representatives are from the DCO/HS, HR, Safety, and other structures. Career Development Steering Committee members include two Districts, three Divisions, and three HQTRS members. This committee is focused on career development of USACE personnel.

1.6 Assistance

Team members are encouraged to consult with their supervisors, Human Resources offices, and the DCO/HS Career Development Steering Committee members on any matter requiring further information or guidance. For questions regarding career development opportunities in elements of USACE other than emergency management, team members should contact their Human Resources offices.

2. CAREER ADVANCEMENT

2.1 Advancement Policy

The policy of USACE is to fill all positions through selection of the best-qualified candidates in accordance with the merit promotion principles. Civil Works and Military Programs team members who grow in experience, skills, and competence will be afforded increased opportunities for advancement but must compete under the merit promotion principles. Some of the criteria for consideration are to:

- demonstrate technical competence and leadership skills on all assigned tasks;
- show traits of adaptability, innovation, and initiative;
- be dependable, responsible, and accountable;
- develop good working relationships with other team members;
- perform as an effective communicator and organizer; and
- be geographically mobile.

2.2 Developmental Policy

USACE fosters team member development on a continuous basis to meet both its immediate and long-range requirements. This includes providing both job-related and long-range developmental training, and encouraging team member self-development. The objectives of development are to:

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

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 that they have an opportunity to participate based on funding availability.

2.3 Individual Involvement in the Development of Training Plans.

    a. It is important that team members become actively involved in the development of their own five-year Individual Development Plan (IDP) by discussing training needs with the appropriate supervisors, career program managers and training officers that fit their career goals. The IDP is an invaluable tool for employees and supervisors to develop a career path with associated formal training and developmental assignments. The IDP form can be found in the Army Career Tracker https://actnow.army.mil. 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 enhance the team member's job performance and to encourage personal growth. It is the best way to ensure employees receive the right kind of training. IDPs are required for individuals requesting CP12 training funds. See ANNEX G – Guidance for Preparing for and Applying for CP12 Training. When developing career goals the employee should consider the following:

- What do you believe are your major responsibilities?
- What do you hope to achieve in your present job within the next year?
- What are your immediate career goals and what are your long-range position objectives within the District/Division/USACE?
- What level of responsibility are you seeking?
- What is your tentative plan to prepare yourself for short-term and long-term goals?

    b. All IDPs for Interns should include the mandatory training marked with "M" in Sections 3, 4, and 5 of this document as well as the training identified in Annex A and B. Once completed the IDP should be submitted to the Functional Chief Representative (FCR) Cell at Ft. Rucker, Alabama.

    c. Each employee determines personal needs, goals, values, and ambitions. Accordingly, each employee must develop a personal plan of action. As you advance in your career, the numbers of higher-level positions become more limited and the competition for those positions increases. The following website: http://dcips.dtic.mil/documents/Guide_Writing_Effective_Objectives.pdf can assist the employee in writing effective job objectives and self-assessments. It is important that each employee and supervisor visit this website. In writing job objectives, keep in mind the following checklist:

- Is the job objective really an objective?   In other words, does the objective describe a result, an outcome, or an ideal future situation? (Mistakenly, many job objectives describe an activity or a recurring event.)
- Is it SMART (Specific, Measurable, Aligned, Realistic/Relevant, and Timed)?
- Is the objective specific enough to assess whether it was accomplished? (Many objectives are written so that it is difficult to assess accomplishment.)
- Is the objective concise? (An objective that is too complex or lengthy may confuse or frustrate the employee. It also can mean that an objective is achievable in terms of its discrete parts, but not as a whole in the time provided.).
- Is the objective measurable or verifiable?
- Does the objective provide a link to the organizational goals

- Does the objective realistically challenge the employee? (If the objective is too easy, it does not challenge the employee to improve his or her performance.)
- Is achievement of the objective entirely within the employee's control? (Watch out for objectives where achievement is dependent on other people's contributions.)
- Is the job objective tied to a timeline? (If not, the employee may achieve the objective only once, instead of multiple times throughout the appraisal period.)
- Can the employee accomplish the objective within a single appraisal period?

2.4 Training and Educational Opportunities

There are many opportunities for team members to enhance their value to the USACE DCO/HS program and to increase their work satisfaction. Attendance at special seminars, symposia, technical courses at Universities or Colleges, USACE-sponsored training, Other Federal Agency (OFA) sponsored training, and participation in professional societies and activities are encouraged. Training is viewed as an inherent part of the work environment within the DCO/HS program and is not to be viewed as a "privilege" or "fringe benefit." Training is always subject to funding as well as availability. New employees have a series of "orientation modules" they must complete, see Annex A. In addition, there are specific "mandatory training" requirements identified that both Army Civilian and Military personnel must complete per DA. This mandatory training is identified in Annex B. Various training sites and venues are identified in several other annexes at the end of this document. Since Readiness XXI is, still evolving, future training courses are still being developed to address needs in areas such as deliberate planning, crisis action, and other areas associated with OCO, FFE and other military planning support.

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 OFA, Army Knowledge Online (AKO), local schools, and colleges. Use of SF 182 for approval and in advance approval is required. Payment procedures are IAW AR 350-1. Applicants applying for long-term training programs that include academic degree completion must submit an Academic Degree Training packet for ASA (M&RA) approval prior to attendance. See Section 3-94 of AR 350-1 for specific guidance relative to Academic Degree Training. FEMA's training center, the Emergency Management Institute (EMI) located in Emmitsburg, Maryland provides training in the response and recovery operations area for Federal agencies. See Annex F FEMA Training Site. Employees should review Army, OSD, and other Federal sources prior to requesting funds for outside vendors/sources. If self-funded training is pursued individuals should ensure they are using an accredited vendor.

2.6 Change of Duty Station

All team members should consider whether they are willing to relocate to other project offices, areas, Districts and/or Divisions in order to increase their diversity of competencies and increase their proficiency levels. Those individuals who elect to apply for positions in other geographic locations may be more competitive for opportunities not available to them locally.

2.7 Professional Certification and Participation in Professional Organizations

The USACE DCO/HS has been instrumental in working with *The George Washington University, Washington DC* to establish an *Executive Graduate Certificate in Homeland Security Emergency Preparedness and Response*. Other Emergency Management Accreditation and Certification Programs are identified in the annexes at the end of this document. You must competitively document your review efforts to utilize existing programs without modification for specific government use and doubly so if there is a direct or indirect cost now or in the future as result. Contracting should review all actions to be sure we are in compliance. DCO/HS team members are strongly encouraged to actively participate in job-related professional organizations and become certified or registered in their professional specialties. Many states have certified emergency management programs that an individual may pursue.

a. Professional Organization**s**. DCO/HS team members are encouraged to belong to professional organizations such as the National Emergency Management Association, American Planning Associates, Society of American Military Engineers, American Society of Civil Engineers, National Society of Professional Engineers, American Public Works Association, International Association of Emergency Managers, and/or other such organizations that have an interest in emergency response, recovery and infrastructure construction and security as well as promoting professional development and growth. These organizations offer a wealth of inter-agency information and contacts, conferences, and technical training that may not otherwise be available.

b. Professional License/Credentials. CEHR-D Policy Memorandum-Payment of Expenses to Obtain Professional Credentials dated 18 May 2007 provides policy regarding payment of expenses to obtain professional credentials for Army civilian employees. Guidance from DA stated, "payment shall be made on a reimbursable basis upon the successful receipt of the credential". This implied that reimbursement to an employee for the costs associated for sitting for an exam could not be reimbursed until the credential was awarded. DA has clarified that when an employee is working towards a credential that requires multiple exams, the employee may be reimbursed after each exam that is successfully completed. An example is the multiple part exam required of Architects prior to applying for licensure. Reimbursement of expenses for professional credentials is not an entitlement and the agreement between the supervisor and employee to obtain or renew specific professional credentials must be in writing prior to the employee incurring the expense. Supervisors must ensure that the employee has successfully obtained the credential or successfully completed the exam or parts of an exam prior to approving reimbursement of costs incurred by the employee. Proper documentation (i.e. invoice

and receipt of payment) is required for any expense in excess of $75.00. Examples of Professional License/Credentials would include Registered Professional Engineer, Registered Architect, Certified Emergency Manager, EM Certification, Project Management Certification, etc. as well as credentialing courses offered by the Readiness Support Center for Contingency Response Teams.

c. Emergency Managers do not specifically have to have a degree but to professionalize the EM CoP Emergency Managers are encouraged to possess at a minimum a 4-year degree in the sciences, Emergency Management, Administrative Management, or appropriate curriculum that enhances the overall Emergency Management program within the USACE. Individuals that are within the DCO/HS structure outside of the emergency management business line are also encouraged to have the appropriate degrees and belong to professional societies.

2.8 Career Programs

a. AR 690-940, *Career Management*, establishes policy for Army civilian career programs (CP). It includes policies for the administration of the Department of the Army (DA) civilian intern program and related career management areas. The regulation covers CP positions at GS-4/5 through GS-15 grade levels. Senior Executive Service (SES) level positions are addressed in Army Civilian Training, Education, and Development System (ACTEDS) plans for the identification of core competencies and their use when devising and implementing career development practices in CP/career fields that include SES positions. Positions at grade levels below the specialist level are covered if they are functional trainee or intern positions providing for non-competitive promotion to the specialist level.

b. The Army CPs include the following five progression levels:

(1) Intern level. This level includes entry-level positions GS-4/5 through GS-9.

(2) Specialist level. This level includes mid-level full performance positions at grades GS-9 through GS-12. This is generally considered the journey-level for most CPs.

(3) Intermediate level. This level includes specialist positions at grades GS-12 and GS-13.

(4) Management level. This level includes positions, usually GS-13 through GS-15, which have substantial technical or managerial responsibilities.

(5) Executive level. This level includes SES positions.

c. With the establishment of the GS-089, Emergency Management Specialist series by OPM, those in the EM CoP Career Program in that series have, based on agreement between HQDA and CEHR, been placed within the existing CP-12 Career Program, Safety and Occupational Health. Those within the GS-800 Occupational Group remain within CP-18, Engineers and Scientists. Those remaining in the GS-301 series are assigned to CP-51; however, CP-51 currently does not fund developmental assignments or Academic Degree Training.

d. All Army employees are encouraged to participate in Army leadership development. Those individuals who aspire to higher-level leadership roles or centrally funded executive leadership programs should ensure they are aware of the Army leadership cadre of courses. Supervisors, Team Leads and similar employees may be required to complete courses under *Civilian Education System* (CES) based on their position. Individuals who choose a leadership path should be aware of the *CES* course structure*.* The courses are designed to obtain leadership competencies derived from the Office of Personnel Management leadership, and competences identified by the Center for Army Leadership in FM 6-22, Army Leadership.

e. CES is a structured, progressive, sequential program that is available to all Army civilians. It provides leader training and education that supports civilian leaders' career path requirements, professional development needs, and promotes lifelong learning and self-development as integral parts of the civilian leader development program. Each course is structured for specific grade levels articulated in the application. All EM CoP employees should complete CES courses appropriate for their grade level.

(1) The Foundation Course (FC) is designed for civilians entering the Army. This course is entirely Distributed Learning. Students will learn to understand and appreciate Army values and customs, serve professionally as a member of the Department of the Army, acquire foundation competencies for leader development, develop effective communication skills, and be ready to assume a first leadership role. The FC is required for all Army Civilians hired after 30 September 2006. The FC must be completed before the employee is eligible to apply for their target CES course.

(2) The Action Officer Development Course (AODC) provides an overview of actions and responsibilities required of an Action Officer. You will learn the functions of an Action Officer and the expectations of managers and staff activities, the application of problem solving and time management techniques, and effective oral and written communication skills for military environments. The term "action officer" does not refer to a duty position. It is a required course for all Army interns before completion of the intern program.

(3) The Supervisor Development Course (SDC) provides military and civilian supervisors or managers of Army Civilians the administration skills for management and basic supervision. Topics include: Workforce Planning, Position Management and Classification, Hiring, Merit Systems Principles and Prohibited Personnel Practices, On-boarding, Performance Management, Training and Development, Recognition, Incentives and Awards, Coaching, Counseling and Mentoring, Leave Administration, Workers' Compensation, Labor Relations, Supervising a Diverse Workforce, Hostile Work Environment, Reasonable Accommodations, Creating an Engaging Work Environment, Managing Conflict, Valuing Individual Differences, and Leading Change. This course is entirely Distance Learning.

(4) The Basic Course (BC) is designed for civilian leaders to exercise direct leadership and effectively care for teams. It is delivered in a combination of Distributed Learning and a two-week resident course in a university setting encompassing a classroom environment and small group seminars. Training focuses on basic education in leadership and counseling fundamentals, interpersonal skills and self-awareness.

(5) The Intermediate Course (IC) is designed for civilian leaders who exercise direct and indirect leadership and supervision. It is a combination of Distributed Learning and a three-week resident course. Students will learn skills to manage human and financial resources; direct program management and systems integration, display flexibility, resilience, and focus on the mission.

(6) The Manager Development Course (MDC) is designed for students to gain an understanding of the demands of an Army Manager and learn knowledge and skills that will enable them to perform these duties at higher levels of the organization.

(7) The Advanced Course (AC) is designed for Civilian leaders in permanent appointment supervisor or managerial positions and who are adaptive, innovative, self-aware, and capable of effectively leading a complex organization, guiding programs, and managing associated resources. The training focus is on strategic thinking and assessment, change management, developing a cohesive organization, managing a workplace, and management of resources. It is a combination of Distributed Learning and a four-week resident course.

(8) The Continuing Education for Senior Leaders Course (CESLC) provides an interactive environment in which senior leaders discuss current issues and relevant challenges facing Civilian and Military leaders and provides a continuing education program on specific topics. The CESL is conducted through blended learning - pre-course work and a 4.5-day resident course. The resident course consists of both small and large group activities. The course structure is a combination of guest speakers and interactive exercises on subjects like National Security Personnel Challenges, Strategic Thinking, Knowledge Management, and Cultural Well Being. Updates on Army initiatives are also included in the program.

(9) The Senior Service College (SSC). The Senior Service College/Professional Military Education (PME) is the apex of the Army Civilian Education System (CES) and prepares Civilians for positions of greatest responsibility in the Department of Army, including but not limited to Army Enterprise Positions. Leaders who attend must have an understanding of complex policy and operational challenges and increased knowledge of the national security mission. Schools available to Army Civilians in Academic Year 2015-2016 are: a) Army War College (AWC), Carlisle, Pa.; b) Dwight D. Eisenhower School for National Security and Resource Strategy (formerly ICAF), Washington, D.C; and c) The Army War College Distance Education (AWC-DE).

f. See the CES Targeting Diagram on the following page. Additional information regarding new courses and application procedures for the Foundation, Basic, Intermediate, and Advanced Courses can be found at http://www.amsc.army.mil/. Click on the Civilian Education System tab at the top of the page under "Our Courses". Tuition, travel, and per diem for the courses are centrally funded to include civil funded employees. Salary is not funded.

CES Grade Targeting Diagram

CES Course	Grade Targets	Distributed Learning	Resident Training
Foundation Course (FC)	GS 01-15 (Required for all Army Civilians employed after 30 September 2006)	57 hours	
Action Officer Development Course	Required for interns and must be completed before conclusion of the intern program	40 hours	
Supervisor Development Course	Required for all Army supervisors (Military and Civilian) of Army Civilian employees	30 hours	
Basic course	GS 01-09	40 hours	80 hours
Intermediate Course	GS 10-12	44 hours	120 hours
Manager Development Course	Open to all Army employees as a self -development tool	40 hours	
Advance Course	GS 13-15	63 hours	160 hours
Continuing Education for Senior Leaders	GS 14-15	40 hours	40 hours
Senior Service College	GS 14-15	24 months	10 months

To register for the CES courses and for information on CES course credit, see
https://www.atrrs.army.mil/channels/chrtas/student/logon.aspx and
http://www.civiliantraining.army.mil/leader/Pages/Eligibility.aspx.
http://www.t3ac.army.mil/Pages/Homepage.aspx

For more information on the DA CES, please contact Kate Byrne at
katherine.e.byrne@usace.army.mil.

There are several professional development opportunities for Senior Leaders (to include Harvard, Kennedy School, etc). Please see the following link:
(http://www.civiliantraining.army.mil/Pages/Homepage.aspx)

3. CAREER DEVELOPMENT PLANS WITHIN DCO/HS EMERGENCY MANAGEMENT

3.1 Categories of Career Development Plans

The career categories for individuals within the Emergency Management/Contingency Operations structure is hard to place into specific boxes as the positions identified reflect a broad spectrum of programs. This spectrum cuts across many program areas and thus many of the individuals working in the DCO/HS environment are capable of multi-tasking across multiple disciplines within the USACE structure. Individuals are encouraged to seek a broad spectrum of training venues as the leadership skills developed and honed by DCO/HS can benefit other USACE business-line venues while enhancing career opportunities. This document includes the following career development areas within USACE applicable to DCO/HS with a focus on the Emergency Management and other Homeland Security type of positions. These positions involve a number of job series, including but not limited to GS-0800 occupational group, and GS-089 series.

- Disaster Program Manager
- DTOS Specialists
- Emergency Manager
- Emergency Operations Manager
- Readiness and Contingency Operations Chief (District and Division level)
- Emergency Management Assistant
- Emergency Management Specialist
- Emergency Operations Program Manager
- Emergency Operations Specialist
- Emergency Response Program Planner
- Civil Disaster Planner
- Civil Engineering Technician
- Engineer (Civil, General, Structural, Environmental)
- Emergency Support Function (ESF) #3 Team Leaders (Permanent Cadre)
- ESF #3 Team Leader and Assistant Team Leaders (other duties as assigned)
- Force Protection Specialist
- Liaison Officer (to NorthCom, ARNORTH, DoD, etc.)
- Military Planner
- Field Force Emergency Management Specialist
- National Emergency Program Specialist
- Program Manager, Emergency Management International
- Physical Security Specialist
- Risk Management Program Manager
- Urban Search and Rescue Structures Specialist

(NOTE: Currently the ONLY official title for anyone in the GS-089 series is Emergency Management Specialist, but a "lead" or "supervisor" may also be included. These individuals are

designated as the Commander's Emergency Manager or Readiness and Contingency Operations Chief in the duty descriptions, etc.). The career paths of DCO/HS personnel are interrelated and many members of these groups aspire to upper level management. All career development plans include information on:

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

3.2 Definition of Training Requirements

Training requirements and recommendations are contained in chapters 4, 5, and 6 and identify both formal classroom training and developmental assignments as mandatory, highly recommended, or recommended to develop the competencies and skills to build a high performance workforce. 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. Mandatory Army Civilian Education System Courses requires Army level approval and funding identifications. Mandatory EM CoP Courses are approved and funded by CECW-HS and/or CECO. Definitions of the categories of training are as follows:

a. Mandatory (M) - 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 periods before or after entry into the position.

b. Highly Recommended (H) - Training that an employee 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 period, it may be deferred due to lack of funding or other mission priorities.

c. Recommended (R) - Training that is recommended rather than mandated. This training is provided only to those team members who need it to build or enhance competencies.

3.3 Category of Career Programs

Disaster Program Managers, Emergency Managers, Readiness and Contingency Operations Chiefs, and many of the other DCO/HS organizational staff positions are covered in by CP-12 and CP-18 as described in AR 690-950.

3.4 Description of ACTEDS

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-12 and CP-18 ACTEDS provides a "road map" of career development plans for those individuals currently within

the EM CoP. The ACTEDS plan includes a narrative with guidance for implementing ACTEDS and appendices consisting of career maps, career ladders and master training plans (MTPs) as well as Master Intern Training Plans (MITP) where appropriate. ACTEDS provides a sequential, progressive, and systematic approach to civilian training, education, and development for all civilians. ACTEDS is a holistic Army program that applies to all Civilians GS-1 to GS-15. Career Programs are an element of ACTEDS. 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 Functional Chief (FC), Functional Chief Representative (FCR), Career Program Proponency offices, Command and Activity Career Program Managers, supervisors, careerists, and the Human Resources Office.

3.5 Interaction of the DCO/HS Career Paths with ACTEDS

Career guidance contained in this pamphlet is consistent with ACTEDS, to the maximum extent possible. However, the purpose of this pamphlet is to focus more on career development for those aspiring to senior level management positions within the DCO/HS function within the USACE structure on a nationwide basis. Table 3-1 illustrates a combination of the formal classroom training courses and developmental assignments contained in the following sections.

TABLE 3-1
COMBINED FORMAL CLASSROOM TRAINING/DEVELOPMENTAL ASSIGNMENTS FOR EM COMMUNITY OF PRACTICE POSITIONS BASED ON GRADE

Employees are eligible to attend the CES training as previously discussed in Section 2.8 of this document. Army Civilians hired after 30 September 2006 are required to take the Foundation Course prior to enrolling in additional CES courses. Courses indicated below such as basic training and orientation are reflective of new employees coming on-board. Likewise, the Public Law (PL) 84-99 training is the statutory authority for the Corps to exercise its basic authority in the Emergency Management arena. All local training as well as PROSPECT training is subject to the availability of funding. See Annex A for New Employee Training and Annex B for DA Mandatory Training.

| GS-089-5	
M	Basic Training and Orientation – See Annex A
H	Communications/Report Writing
H	Self and Teams
H	Computer Applications
M	Information Security Management – See Annex B
M	Anti-Terrorism – See Annex B

GS-089- 6/7	
M	PL 84-99 Training
M	National Response Framework
M	Level 1 and Level 2 Incident Command System (Level 100/200)
M	Effective Briefing Techniques
R	EM Budgeting and Programming
H	Project Management Business Process
GS-089- 7/9	
H	Collaborative Planning
H	Civil Works Orientation
H	Planning Principles and Procedures
H	Flood Warning Preparedness Program
H	Risk Analysis for Water Resources Planning and Management
H	Military Programs Overview
H	Introduction to GIS
GS-089-11	
M	One week away from home office in a field office or project site
H	Communications/Public Speaking cross-training position
H	Minimum one week rotational assignment within engineering, planning, and operations
H	Crisis Action and Deliberate Planning
H	Decision Making and Course of Action Development
H	Interagency Coordination and Operations (Developmental assignment to another agency is okay)
R	Contract Administration
H	Communications/Public Involvement
R	Budget Training
H	Public Awareness/Conflict Resolution
R	Supervision and Group Performance
GS-089-12/13	
M	**(M) New leaders must enroll in the CES leader development program as identified in Chapter 2, Paragraph 2.8.**
H	Budget Training
H	Seminar Regulatory Management
R	Prevention of Sexual Harassment
R	Executive Development Seminar (if not addressed in CES)
R	Management Development Seminar
R	Strategic Leadership
R	Seminar for New Managers
H	Minimum two week rotational assignment within District office structure
H	Minimum one month rotational assignment in Division office structure
H	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 a District planning or operations office
R	One week assignment to Engineering or a Resident/Field Office

H	Minimum one month disaster field assignment for District, Division, and HQUSACE staff with no previous or disaster field experience
H	Minimum two month assignment in HQUSACE
H	Assignment on a committee or task force at the HQUSACE or Division level
R	Minimum one month rotational assignment within another organization (i.e., planning, program management, operations, navigation, regulatory, hydropower, etc.)
R	Minimum two month assignment to another element
GS-089-14/15	
H	OPM Management Development Seminars
H	Minimum one month field assignment for District, Division, and HQUSACE staff with no previous or recent field experience
H	Minimum two month assignment in HQUSACE
H	Assignment on committee or task force at the HQUSACE or Division level
R	Minimum one-month rotational or developmental assignment within another organization (i.e., operations, navigation, regulatory, hydropower, planning, etc.)
R	Minimum two month assignment to another Highly Recommended element
Key	
M	Mandatory
H	Highly Recommended
R	Recommended

(Course titles may change from year to year so the individual will need to consult the latest training catalogs and training venues offered by the appropriate CoP)

FIGURE 3.1 - COMBINED CAREER DEVELOPMENT MAP FOR DISASTER PROGRAM MANAGER/EMERGENCY MANAGER AND EMERGENCY MANAGEMENT SPECIALIST AND G3 STAFFERS AND ADMINISTRATIVE SUPPORT

All field structures wrap up under the HQUSACE box shown by the dashed line. Ideally, field development would lead to a HQUSACE career.   Positions indicate a GS Pay Level. GS-5 and GS-7 are entry-level positions. GS-9/11 would only be 'enroute' to full potential GS-12.
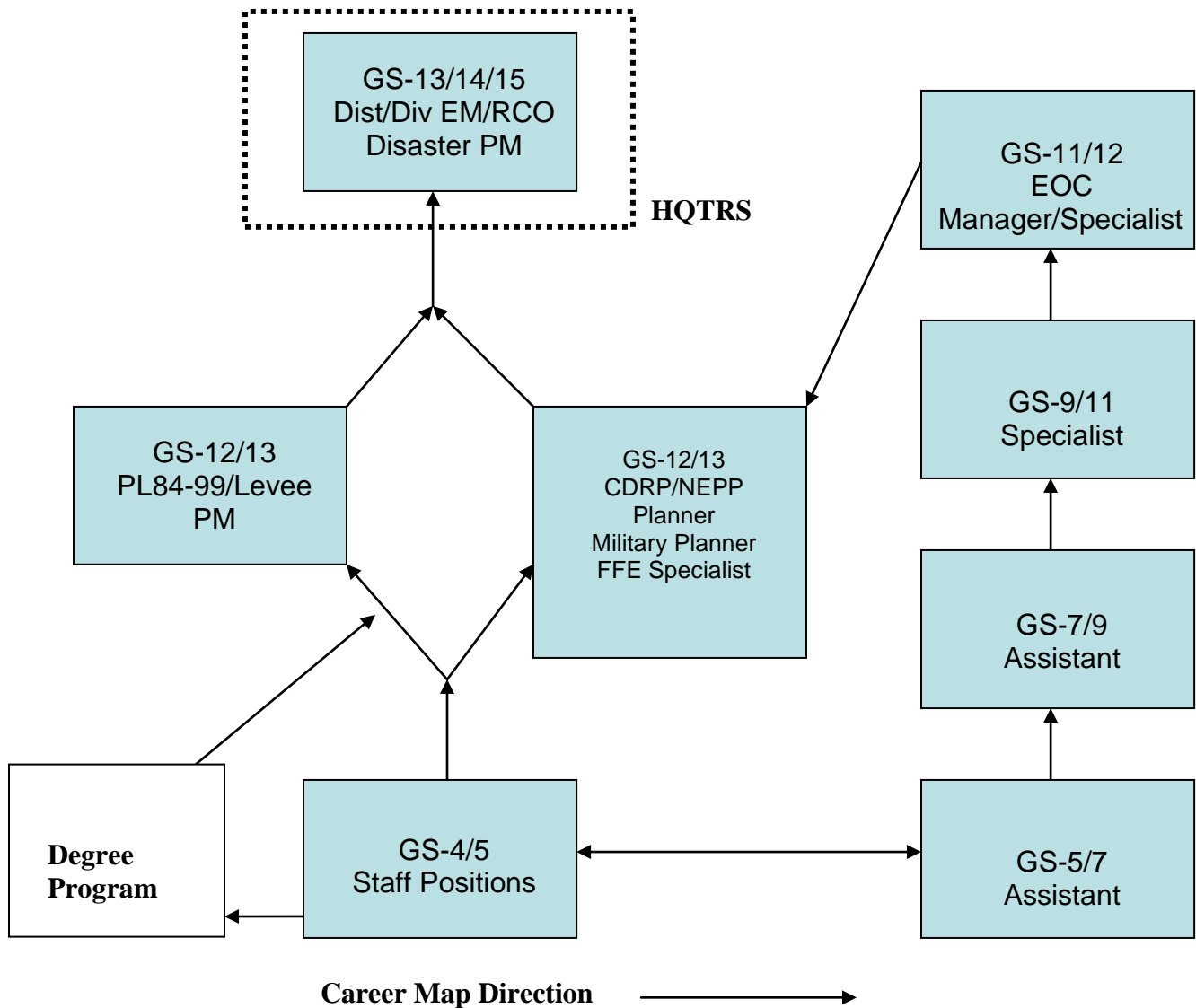
Note: This diagram depicts a notional scenario for possible progression if positions are available and candidates are mobile. Advancement is not a right nor guaranteed.

For illustrative purposes, see Figure 3.2 on the following page for a comparison of positions from the District, Division, and Headquarters level.

Figure 3.2 – Position Comparison at the District, Division, and Headquarters Level

Grade	District Position	Division Positions	HQ Positions
GS 15	N/A	RCO Chief	Deputy OHS Deputy G3 National Cadre Lead Liaison Officers
GS 14	N/A	Deputy / PL 84-99 PM	ESF#3 Cadre Liaison Officers PL 84-99 PM Budget PM Training Exercise PM HQ UOC/G3 Section Chiefs (13/14)
GS 13	Chief	PL 84-99 PM Civil Planner Military Planner Operations Specialist	Civil Planner Military Planner Operations Specialist HQ UOC Action Officers
GS 12	PL 84-99 PM Natural Hazards Planner	Resource Mgmt Analyst EM / Operations Specialist	Other HQ Specialists/Action Officers
GS 11	EOC Mgr	EM Specialist	Specialist
GS 9	EM Specialist		
GS 7	Assistant		
GS 5/6	Assistant		

4. CAREER DEVELOPMENT MAP FOR DCO/HS EOC MANAGER, EMERGENCY MANAGEMENT SPECIALISTS AND CONTINGENCY OPERATIONS STAFFERS

4.1 Career Development Map for EOC Manager, Emergency Management Specialists, and Staffers

The Career map for EOC Manager, Emergency Management Specialists, and staffers involve several levels. The EOC Manager, Emergency Management Specialists, and staff positions 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 may aspire to EOC Managers and other positions (at Project, Area, District, Division, and Headquarters) within the DCO/HS/Emergency Management element. Positions indicate a GS Pay Level or Equivalent Pay Band. GS-5 and GS-7 are entry-level positions and those in CP-18 are interns. GS-9/11 would only be 'enroute' to full potential level GS-12.

FIGURE 4. 1 - CAREER DEVELOPMENT MAP FOR EOC MANAGER, EMERGENCY MANAGEMENT SPECIALISTS AND G3 STAFFERS
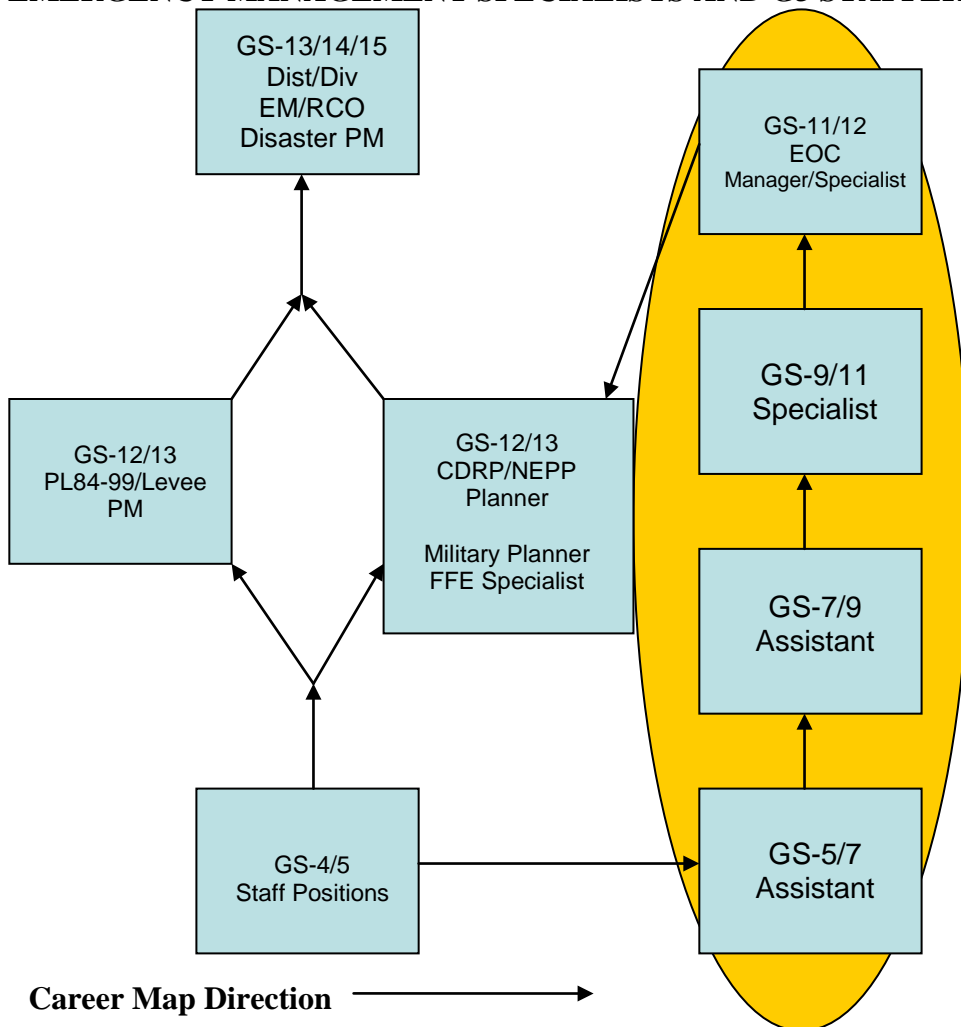
Note: This diagram depicts a notional scenario for possible progression if positions are available and candidates are mobile. Advancement is not a right nor guaranteed.

4.2 Description of Duties – Emergency Operations Center Manager/Emergency Management Specialist GS-089-11/12

This series includes team members who manage, and/or perform work in the actual operation of an Emergency Operations Center. This would include pre-and post-event operation activities. Positions are graded from a level of GS-12 (District) to GS-13 (Division). The individual is responsible for providing technical staff advice, assistance, planning, coordination acquisition, and maintenance of a District Emergency Operations Center or a Regional Operations Center located at the Division level of the organizational structure. The individual would also be responsible for an Emergency Relocation site as well as designation of emergency alternate assembling points. For those Regional (Division) Offices having DTOS (Deployable Tactical Operations Systems), the individual is charged with the responsibility of the operational readiness of the system and equipment. In addition, the individual is charged with maintaining state-of-the-art communications equipment, emergency information reporting systems, and emergency relocation of Command and Control facilities. Supervisory duties may exist at both the GS-11 and-12 levels, depending upon local circumstances at a District/Division Office along with staffing levels and the position could have additional duties assigned as necessary.

4.3 Description of Duties – Emergency Management Assistant GS-089-7/9 and Pathway Internship Position GS-099-7/9*

Some of these positions may require certain education and/or technical training in order to fulfill their job requirements.

* Only a functional workforce study will determine or should determine use of pathways interns and/or ACTEDS interns. Until the business case is justified interns are not approved automatically. Pathways interns are still in school without degrees, would not qualify for the GS-7 level, and would not be at the GS-7/9, they are called Pathways Recent Graduates. With the EM CoP now going under the CP-12 program, the Pathway program is appropriate.

4.4 Educational Requirements

The Office of Personnel Management has not approved a positive education requirement. However, individuals seeking GS-12 positions are highly encouraged to have completed a certification program or a degree program from a university or college in Emergency or Risk Management.

4.5 Formal Classroom Training

Individuals who become EOC Managers and/or Emergency Management Specialists for USACE come to the job with a wide variety of education, training, competencies, and skills. Several basic courses have been developed within the EM CoP in coordination with Huntsville and the Readiness Support Center to provide this entire group of team members with similar knowledge and skills in selected technical areas. Recommended EM CoP training is particularly important in areas 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.

4.6 Technical Courses (Classroom and Correspondence)

Technical short courses and online courses are often necessary or required to perform specific tasks. The Department of Defense and other Federal agencies, particularly FEMA's EMI site, offer a variety of correspondence courses.

4.7 Developmental Assignments

Developmental assignments provide opportunities to work with and become familiar with DCO/HS/Emergency Management policy, all aspects of management, and gain an understanding of how the various organizational levels of the DCO/HS/Emergency Management element interact with one another. See Paragraph 1.3.c for discussion on developmental assignments. Assignments up to 90 days can be made non-competitively and those from 91-180 days must be competitive.

TABLE 4-1
FORMAL COURSES FOR EOC MANAGERS AND EMERGENCY MANAGEMENT SPECIALISTS in a career ladder to the GS-089-11 or 12 Level. (Future courses are under development)

GRADE (REQUIREMENT) COURSE DESCRIPTION*	
GS-089-5	
M	National Incident Management System
H	Communications - Letter/Technical Report Writing
H	Computer Applications
R	PL 84-99 Training and active assignment on a flood response
GS-089-7	
M	Level 1 and Level 2 Incident Command System (Level 100/200)
H	Communications - Public Speaking
H	Project Management Business Process
GS- 089-9	
H	GIS Familiarization
H	Communications and Public Involvement
R	Budget Training
H	FEMA Level I Professional Continuity Practitioner
GS-089-11	
M	National Response Framework
M	Incident Command Systems (Level 300/400)
M	PL 84-99 Training
H	Instructional Methods or equivalent course.
H	Public Awareness/Conflict Resolution
H	Defense Support to Civil Authorities (DSCA) Phase I/Phase II

Key	
M	Mandatory
H	Highly Recommended
R	Recommended

*Note: The PL 84-99 course was developed within the EM CoP and approved by Huntsville. Other courses are mandated by USACE or FEMA for the Corps to exercise its mission requirements under PL 84-99 and the Stafford Act, PL 93-288. Additionally, there is s an OPORD (2010-52; Implementation of National Incident Management) issued by HQUSACE mandating some of this training, as well as AR 525-27. Funding sources are identified in the Annual Training Guidance issued by HQ and are subject to the availability of funds.

TABLE 4-2
TECHNICAL COURSES FOR EOC MANAGERS AND EMERGENCY MANAGEMENT SPECIALISTS

Huntsville (PROSPECT) Courses
A-E Contracting
Physical Security
Project Team Building
Online Courses
Other – Training Sources Identified Through Human Resources include E-Learning as well as commercial vendors.

TABLE 4-3
DEVELOPMENTAL ASSIGNMENTS FOR EOC MANAGERS AND EMERGENCY MANAGEMENT SPECIALISTS**

GS-089- 7	
R	Developmental assignment to HQUSACE UOC
H	Volunteer for disaster deployment to a JFO or RFO subject to approval.

GS-089- 9	
R	Developmental assignment to HQUSACE UOC
H	Volunteer for disaster deployment to a JFO or RFO subject to approval,

GS-089- 11	
R	Developmental assignment to HQUSACE UOC
H	Volunteer for disaster deployment to a JFO or RFO subject to approval.

GS-089- 12	
H	Deployment to FEMA NRCC and/or HQUSACE UOC
H	Volunteer for disaster deployment to a JFO or RFO subject to approval.

	OTHER TYPE AND DURATION OF ASSIGNMENT:
M	Minimum one week away from home office in a cross-training position
M	Minimum one week away from home office in a cross-training position
H	Minimum one-week rotational assignment within an organization such as engineering, planning, operations or safety
H	Minimum two-week rotational assignment within District office structure
H	Minimum one-month rotational in District office structure
R	Minimum two-week rotational assignment within district planning office or Research Lab
R	Minimum one-week assignment at Facilities Engineering (Resident Engineer Office)
Key	
M	Mandatory
H	Highly Recommended
R	Recommended

** Developmental assignments are subject to the availability of funds and the individual's ability to accept the assignment based on mission priorities and supervisory concurrence. Note individuals in an intern position may not automatically be able to deploy.

4.8 On-The-Job Training Experience

On-the-job training ensures that the EOC Manager and the Emergency Management Specialist have the opportunity to work with and become familiar with the many aspects of DCO/HS/Emergency Management. These experiences are displayed in Table 4-5 and are expected to have occurred by the time you are a GS-11 or GS-12. These experiences would be obtained during a period of cross training between Emergency Management, Operations and Maintenance, Engineering and other office management functions, either at, or away from, the home office. The varied experiences gained increases the competency level and can enhance advancement opportunities for team members.

TABLE 4-4
ON-THE-JOB TRAINING EXPERIENCE FOR EOC MANAGERS AND EMERGENCY MANAGEMENT SPECIALISTS

Policies and Procedures are Competency Based
OHS/Emergency Management
Study and review PL 84-99 procedures by working with HQUSACE
Participate in planning and implementation of levee rehab activities
Review erosion control techniques; demonstrate ability to determine control needs
Participate in dam operating procedures and reporting requirements
Participate in a levee flood fight operation and inspection activities
Study and review levee rehab manual
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

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

4.9 Emergency Managers and Emergency Management Specialist Training Programs

The DCO/HS/Emergency 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 competencies and skills required for GS-9 positions filled using competitive processes. These are not intern programs. Promotions after meeting 52-week time in grade and satisfactory development/appraisals will be non-competitive. The team member usually enters at the GS-5 level, and after satisfactorily completing a one-year formal training plan, is promoted to the GS-7 level without competition. After successful completion of a second year of formal training, the team member is promoted to the journeyman GS-9 Emergency Management Specialist position without competition. DCO/HS/Emergency Management Specialists are encouraged to participate in this formal training program to the same extent that Emergency Managers participate. Certain portions of this training program are so essential to the development of fully functional EOC Managers and Emergency Management Specialists that it is highly recommended that those courses be completed before the team member can be advanced to the next higher appropriate grade level. The local supervisor 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 required 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 required training will be scheduled within the next two years. A waiver does not eliminate the requirement for course completion later.

4.10 Career Advancement Paths

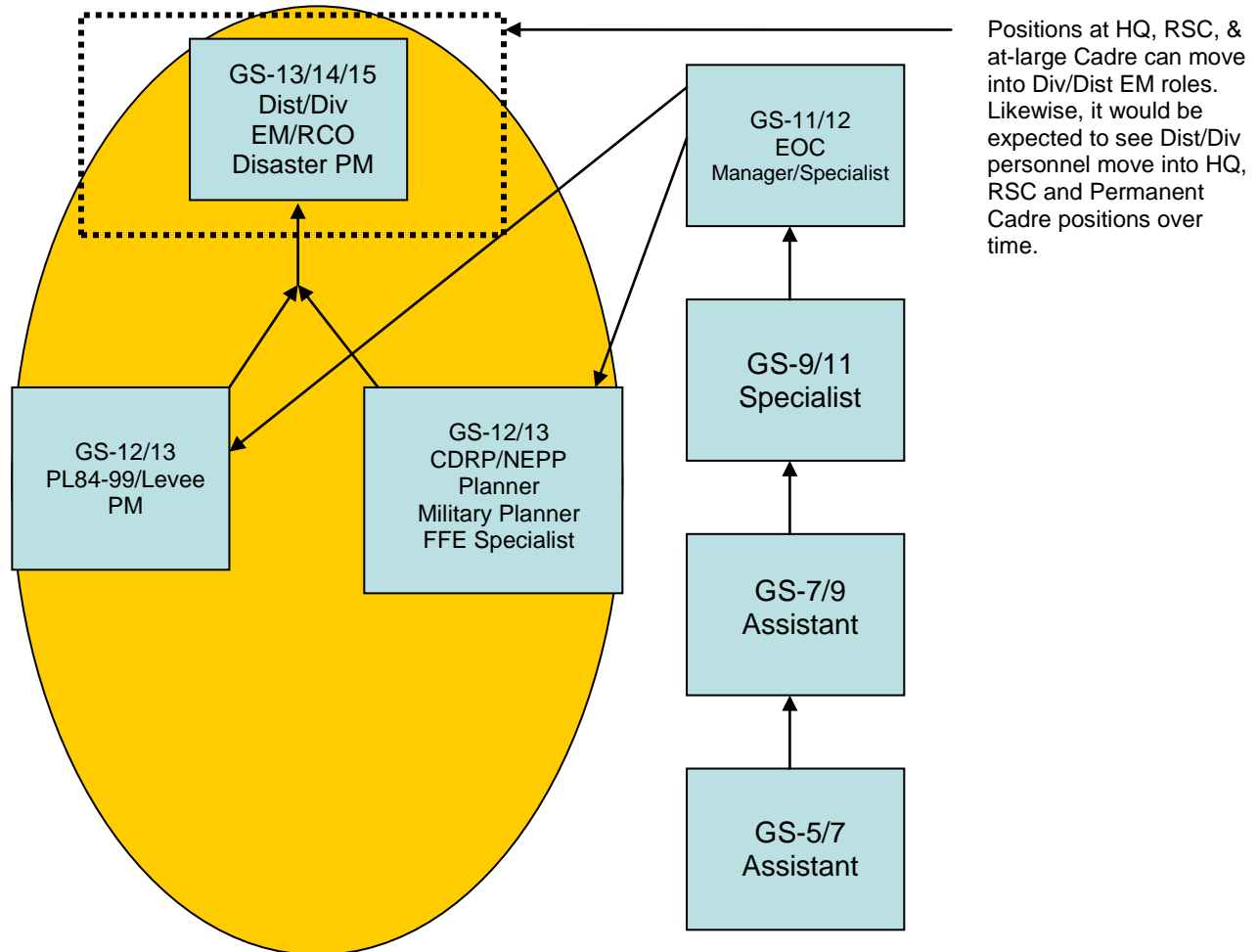Using a competitive process, candidates for Emergency Operation Center Managers (District, Division, and Headquarters) are selected. The standardized merit promotion principals are used. Individuals who have the requisite training that enhances their competencies may be more competitive. Thus, a team member within the EM CoP should select the paths that best meets their particular career goals.

5. CAREER DEVELOPMENT MAP FOR DISASTER PROGRAM MANAGER/NATIONAL
EMERGENCY PREPAREDNESS PROGRAM SPECIALIST/EMERGENCY MANAGER AND
G3 STAFFERS GS 12/13/14-GS-15

5.1 Career Development Map for Disaster Program Managers/National Emergency Preparedness
Program Specialist/Emergency Managers/Military Planners

Disaster Program Managers, National Emergency Preparedness Program Specialist, Emergency
Managers, and Military Planners 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, Area, District, Division, and Headquarters) of the DCO/HS/EM
element of the Corps.

**FIGURE 5-1 - CAREER DEVELOPMENT MAP FOR DISASTER PROGRAM
MANAGER/NATIONAL EMERGENCY PREPAREDNESS PROGRAM SPECIALIST
EMERGENCY MANAGER**

Positions at HQ, RSC, & at-large Cadre can move into Div/Dist EM roles. Likewise, it would be expected to see Dist/Div personnel move into HQ, RSC and Permanent Cadre positions over time.

Note: This diagram depicts a notional scenario for possible progression if positions are available and candidates are mobile. Advancement is not a right nor guaranteed.

5.2 Description of Duties – Disaster Program Manager/National Emergency Preparedness Program Specialist/Emergency Manager, Military Planners, GS-12/13/ (Districts)

This series includes team members in the CP-18 and CP-12 programs who supervise and manage work that involves the stewardship of a Federal program for disaster preparedness and operation activities that focus on PL 84-99 authorities as well as USACE support to FEMA under the NRF. This authority includes all the pre- and post-operational activities dealing with flood operations, levee rehabilitation, and preparatory activities relative to response operations under FEMA authority cited in PL 93-288, the Stafford Act and other actions under the National Response Framework. Disaster Program Managers/Emergency Managers provide key leadership and supervision and are responsible for the preparation of budgets, human resources administration, and the following major program areas: emergency management and operations; levee rehabilitation; training and exercises; critical infrastructure program; preparedness activities relative the National Response Framework; and other activities as identified by HQUSACE DCO/HS. National Emergency Program Managers and Military Planners focus on areas related to national security issues such as terrorism and response actions having a national consequence and Field Force Engineering (FFE) requirements. In addition, they deal with mobilization, Continuity of Operations, Port Readiness, Defense Support of Civil Authorities (DSCA), and emergency relocation requirements. With the exception of Chicago District, all District Emergency Managers are graded at the GS-13 level. Supervisory duties and leadership responsibilities are critical components of all these positions and often are reflective of the expected requirements based on particular risks, which vary from region to region.

5.3 Description of Duties - Division and Headquarters Staff - GS-12/13/14/15

    a. Positions located in Division and Headquarters (DCO/HS) offices commonly include a variety of series such as GS-089 (Emergency Management Specialist) and GS-0810 (Civil Engineers) and Military Planners. Positions may include supervisory and administrative responsibilities in addition to managerial and technical duties depending upon local conditions. Division Emergency Management Chiefs (Readiness and Contingency Operations Chief) commonly are responsible for the technical and administrative supervision of Emergency Managers at all District offices within the geographic boundaries of the Division. Additionally, they supervise their own office staff as well as provide staff support to their particular Division Chief and the District Commanders. Division Emergency Management Chiefs (Readiness and Contingency Operations Chief) serve as the technical authorities on DCO/HS/Emergency Management issues in their respective Division and region of the country. They provide, and are responsible for, providing long-range resource planning, program direction, coordination, and evaluation of Emergency Management, Homeland Security, Contingency Operations and Field Force Engineering programs and related activities of district emergency preparedness programs and impacts to existing water resource development projects. In contrast to the Emergency Manager in the District, the Division Emergency Management Chief (Readiness and Contingency Operations Chief) is less involved with day-to-day work being done at a particular District and more concerned with the scope, direction, and vision of the entire regional program and the interrelated goals and objectives of the HQUSACE national program.

   b. 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 DCO/HS/Emergency Management chiefs, like their District counterparts, are the recognized technical experts in the area of DCO/HS/Emergency Management, Homeland Security, and Field Force Engineering in their respective organizations. At the Division and Headquarters levels, more emphasis is placed upon long-range regional and national planning, budget review, the approval of long-range plans such as Catastrophic Disaster Response 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. These individuals often resolve problems of a regional or a highly controversial nature. In addition, Division and Headquarter staff elements (both Civil Works and Military Programs) deal with other Federal agencies and authorities on a regional and national basis relative to response and recovery operations under the National Response Framework and aspects of agency requirements to support the Army and the Nation in efforts to support Overseas Contingency Operations (OCO).

   c. Non-Supervisory District, Division, and Headquarters Staff. Non-supervisory positions comprising this staff group are typically professional grades from the GS -9 to GS-14 levels with some at the GS-15 level in Headquarters. These individuals deal with activities or hold positions in such areas as Critical Infrastructure Security; Dam Safety; Levee Rehabilitation; Military Planning; Urban Search and Rescue; Physical Security Specialist; Risk Management Program Manager; ESF #3 Team Leaders (Permanent Cadre), Force Protection Specialist; Field Force Engineering Specialist, and Liaison Officers to other agencies such as NORTHCOM and FEMA. Most of the individuals in these positions have completed the formal training programs and/or have worked at field levels during the earlier portions of their careers and represent the USACE on a National level.

5.4 Educational Requirements

DCO/HS managers and staffers perform complex professional and scientific work and can be involved in controversial issues. They are responsible for the development of policies, procedures, guidance, and management of Federal programs that have a significant impact to well-being of the Army and the Nation. The major focus of this Career Development Plan is the integration of requirements under the DCO/HS umbrella to achieve success. Knowledge and skills required often transcend several existing professional series requirements. While there currently is no education requirement for these positions, it is recommended that individuals seek to gain a 4-year degree in the sciences, Emergency Management, Administrative Management, or an appropriate curriculum while seeking professional credentialing.

5.5 Formal Classroom Training

Individuals who become managers and staffers within the DCO/HS/Emergency Management community come to the job with a variety of educational backgrounds, competencies, 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 competencies. The managers and most staffers have completed formal training programs and/or have worked at District/Division levels in supervisory or specialist positions. Classroom training commonly taken during that stage of a career is outlined in Table 4-2 of this document. Table 5-1 lists formal classroom courses that should be obtained by the Emergency 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 DCO/HS and ACTEDS leadership positions.

5.6 Technical Courses (Classroom and Correspondence)

Technical short courses and correspondence courses are provided to meet the specific needs as dictated by specific job circumstances. A number of these are listed in Table 4-3. Some staffers, particularly those in District offices, require a considerable quantity of highly technical course work in subject areas such as levee rehabilitation and flood fight techniques, program/project management, technical writing, computer database management, etc. All team members 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 managers and staffers to obtain additional competencies and proficiencies. By working in different offices, and at all organizational levels of the Corps, individuals can gain a more complete understanding of DCO/HS, a more thorough knowledge of all aspects of DCO/HS policy, and a working understanding of how the various levels of DCO/HS, especially the Emergency Management and Contingency Operations elements 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 these developmental assignments.

TABLE 5-1
FORMAL COURSES FOR MANAGERS AND STAFFERS

GRADE (REQUIREMENT)	COURSE DESCRIPTION
GS 9/11	
M	Leadership Education and Development (1)
M	Contract Administration
H	Supervisor Development Course
H	Instructional Methods (2)
H	Public Awareness - Conflict Resolution
H	A-E Contracting
H	Financial Management for Managers
R	Supervision and Group Performance
GS 12/13	
M	**New leaders must enroll in the CES Leader Development Program as identified in Chapter 2, Paragraph 2-8. (1)**
M	Seminar for New Managers (1)
M	Civil Works Program Development
H	Budget Training
H	Seminar in OHS/Emergency Management
M	Supervisor Development Course (1)
GS 14/15	
H	OPM Management Development Seminars
H	Executive Development Seminars
H	Strategic Leadership
H	Quality Management System
M	Supervisor Development Course (1)
Key	
M	Mandatory
H	Highly Recommended
R	Recommended
(1)	Mandatory for Positions Designated as Supervisor
(2)	Mandatory for Individuals Designated as Training Instructors

The intent of the courses identified above is to build competencies and proficiencies to enhance and build a professionalized workforce.

Courses can be completed through correspondence type courses provided by the Army Institute for Professional Development, the Center for Army Leadership, CES Training, Training and Doctrine Command, FEMA's Emergency Management Institute, and other courses offered by the Office of Personnel Management, Universities, local vendors, USACE Districts or Divisions, etc.

5.8 On-The-Job-Training Experience

Many Emergency Managers (EMs) and staffers, whether at the project, District, Division, or Headquarters level have occupied a number of positions during their careers that have enhanced professional development. The developmental and rotational assignments discussed in the preceding section provide a wide range of On-The-Job-Training (OJT) experience, which builds on what's gained during programs such as the ESF #3 Team Leader Training Program. No additional OJT training experience is suggested beyond that provided in the preceding section (see Table 4-5). Team members who have transferred to USACE from other agencies should participate in appropriate developmental assignments as soon as practical to enhance their competencies and proficiencies.

TABLE 5-2
DEVELOPMENTAL ASSIGNMENTS FOR EMERGENCY MANAGERS AND STAFFERS

TYPE AND DURATION OF ASSIGNMENT***
Minimum one-month rotational assignment in District office and/or field offices with a focus on Operations and/or Construction activities.
Minimum one-month field assignment for District, Division, and HQUSACE staff with no previous or recent Corps field experience.
Minimum two-week rotational assignment within a District planning or engineering office.
Minimum one-week assignment at Facilities Engineering (Natural Resources Office)
Minimum one-month rotational assignment within Operations (i.e. Navigation, Regulatory, Hydropower, etc.)
Minimum two-month assignment in HQUSACE DCO/HS to include UOC.
Assignment on committee or task force at the HQUSACE or Division level.
Minimum two-month assignment to another element.
Disaster deployments as much as possible to include OCONUS if the individual is willing to go.

*** These types of assignments are subject to the availability of funding as well as a Commander's prerogative based on organizational and operational needs as well as mission priorities.

5.9 Career Advancement Paths

Figure 5-1, displayed earlier in this section, illustrates that USACE EMs and staffers have a wide range of career options that are reflected in a number of grade levels and position titles and descriptions. USACE career staffers are employed at Districts, Divisions, and at Headquarters, while EM/RCO Chiefs are located at Districts, and Division offices. However, the bulk of all EMs are located at the District level. The commonality between all of these positions involves key leadership and administrative roles. EM/RCO Chiefs, Branch Chiefs, and Section Chiefs have the added duties of supervision and human resources management. Figure 5-1 illustrates the large number of options within this structure of the DCO/HS/Emergency 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 an Individual Development Plan (IDP) is recommended.

6. CAREER DEVELOPMENT PLAN FOR OTHER TEAM MEMBERS

6.1 Other Team Members

The following positions all exhibit the need for leadership skills and thus individuals assigned to these positions or selected to these positions should possess keen leadership skills and abilities. It is anticipated that individuals in these positions would be actively involved in ACTEDS career development activities and have progressed to these positions through experience and or other venues. In addition, the individual IDP's should have a career path for training that provides them with all the mandatory "core" *CES* leadership training previously identified in this document. Other university programs are identified in Annex F, FEMA Training Sites. The positions are as follows:

- Liaison Officers (NorthCom, ARNORTH, DoD, etc.) *
- ESF #3 Team Leader*
- ESF #3 Assistant Team Leader*
- Risk Management Program Manager
- Program Manager Emergency Management International
- Physical Security Specialist
- Military Planner
- Field Force Engineering Specialist
- Force Protection Specialist
- Program Manager Urban Search and Rescue Structures Specialist (StS)*

* These positions should have the required Level 1, 2 and 3 NIMS training that has been identified by the USACE NIMS Implementation Plan and OPORD (2010-52; Implementation of National Incident Management) issued by HQUSACE, as well as AR 525-27. Courses are prepared by the Readiness Support Center and can be found at https://rsc.usace.army.mil/Training/Courses-for-EM-Professionals.

ANNEX A – NEW EMPLOYEE ORIENTATION TRAINING MODULES

CONTENT	PROCESS
CorpsPath	Computer-based Training (self study - 2hr)
Learning Organization Synopsis	Self study (0.5 hr)
ER 5-1-11 (USACE Doctrine)	Self study (0.5hr)
Environmental Operating Principles (USACE doctrine)	Self study (0.5hr)
PMBP Curriculum Course 1 ~ Why PMBP?	Computer-based Training self study (Up to 3 hr)
PMBP Curriculum Course 2 ~ Teams and Me	Computer-based Training self study (up to 2 hr)
PMBP Curriculum Course 3 ~ Public Service and Me	Computer-based Training self study (up to 1 hr)
PMBP Curriculum Course 4 ~ The Organization, Teams and Me	Computer-based Training self study (up to 1 hr)
PMBP Curriculum Course 5 ~ Quality and the Project Delivery Team	Computer-based Training self study (up to 2 hr)
PMBP Curriculum Course 6 ~ Working in a PDT	Computer-based Training self study (up to 8 hr)
PMBP Curriculum Course 7 ~ "Success, the PDT and Me"	Computer-based Training self study (up to 3 hr)
PMBP Curriculum Course 8 ~ Your call to Action	Computer-based Training self-study (up to 0.5 hr)
HQ and Division Campaign Plans	Self-study (up to 2 hr)
Local Organizational Orientation	Variable

Note: The above training modules are identified by the local hiring office through a new employee checklist. See HQUSACE link: https://team.usace.army.mil/sites/HQ/PDT/devassign/default.aspx for the various courses and on-line capabilities.

Individuals interested in a Program or Project Management Certification should consult the Program and Project Management Community of Practice SharePoint site at https://cops.usace.army.mil/sites/PPM/default.aspx.

ANNEX B – MANDATORY TRAINING FOR ARMY CIVILIAN AND MILITARY PERSONNEL

AR 350-1, G–6. Mandatory training for Army Civilians

Subject	Reference	Information Resource/Training Link	Frequency
Antiterrorism	AR 525-13	https://atlevel1.dtic.mil/at/	I/A
Army Substance Abuse Program	AR 600-85	http://www.acsap.army.mil/sso/pages/index.jsp	I/A
Army Suicide Prevention Program	AR 600-63	http://www.armyg1.army.mil/hr/suicide/training.asp	A/P/R
Combating Trafficking in Persons (CTIP) Program		http://www.combat-trafficking.army.mil	A/P
Risk Management	AR 385-10	https://safety.army.mil/crm/	O
Constitution Day Awareness	Public Law 108-447, Division J, Sec 111	http://constitutionday.cpms.osd.mil	I/A
Equal Employment Opportunity , Anti-Harassment and No Fear Training	AR 600-20 AR 690-12 SA 2011, Anti-Harassment Policy	http://www.apd.army.mil/pdffiles/r600_20.pdf http://www.armyg1.army.mil/eo/sexual_harassment.asp http://www.sexualassault.army.mil/index_pledge.cfm	I/S
Ethics	DoD 5500.7-R	http://www.dod.mil/dodgc/defense_ethics/ http://www.dtic.mil/whs/directives/corres/pdf/550007r.pdf	I
Operational Security (OPSEC)	AR 530-1	(Available ONLY from Army Knowledge On-Line. Click the link to go to AKO web site.) https://armypubs.us.army.mil/epubs/dr_pubs/DR_c/pdf/r530_1.pdf	I/A/P/R
Information Security Program Initial Orientation Training	AR 380-5/AR 380-67		I
Information Security Program Refresher Training	AR 380-5/AR 380-67		A
Threat Awareness and Reporting Training	AR 381-12		A
Resiliency and Performance Enhancement Training	AD 2013-07, 25 Mar 13		O - Not mandatory but authorized
Locally administered newcomer training		See your organization for available newcomer training	

The following codes establish the frequency at which training is to be conducted:

A: Annual. Trained annually.
I: Initial Entry. Required upon initial entry into the Army civilian workforce.
O: Ongoing. Continuous training, not a single event

P: Pre-Deployment. Address before being deployed on an operational mission.
R: Redeployment. Address upon redeployment from an operational mission.
S: Semi-annual. Trained twice per year

Mandatory Training for Supervisors and Managers

•Supervisory Development Course (SDC): Required for all Military and Civilian Supervisors of Army Civilians. The SDC must be completed within one year of placement in a supervisory position. The SDC is also required for supervisors as refresher training every 3 years.

•Manager Development Course (MDC): Take/complete this correspondence course within 12 months of becoming a manager. Manager means a supervisor of supervisors or a manager of programs, resources, and/or policy. The course focuses on the following competencies: 1) Time Management, 2) Problem Solving, 3) Effective Communications, 4) Decision Making, and 5) Manpower Management.

•Supervisory Development Course – Executive Level (SDC-EX): The CES Supervisor's Development Course - Executive Level (SDC-EX) is designed for experienced senior leaders (Senior Executive Service and General Officer) who have previously supervised civilians. The purpose of this course is to meet the requirements of the National Defense Authorization Act (NDAA) of 2010. This course is a guide and presents Army, Department of Defense (DoD), and Office of Personnel Management (OPM) provision for those critical areas designated in the NDAA, including Merit Systems Principles/Prohibited Personnel Practices; Performance Management; Counseling, Coaching, and Mentoring; Hostile Work Environment; Valuing a Diverse Workforce; Management and Labor Relations; and Leader Development and Civilian Education System Programs.

See Army link: www.civiliantraining.army.mil/Leader/Pages

ANNEX C – TRAINING RESOURCES AVAILABLE

Offsite Training

PROSPECT Program "Purple Book" Training - The United States Army Corps of Engineers Learning Center (ULC). http://pdsc.usace.army.mil

Online Training

The United States Army Civilian Training, Evaluation, and Development System (ACTEDS) http://cpolrhp.belvoir.army.mil/eur/training/acteds.htm; http://www.civiliantraining.army.mil

The United States Army Corps of Engineers Professional Development Support Center (PDSC). http://pdsc.usace.army.mil

The United States Army e-Learning Program: Skill Soft Courses (Sign-in via AKO) https://www.atrrs.army.mil/selfdevctr/elearningwelcome.aspx

The Army's Civilian Human Resource Training Application System https://www.atrrs.army.mil/channels/chrtas/

To register for the CES courses and for information on CES course credit, see http://www.amsc.army.mil/academic/ces/ and https://www.atrrs.army.mil/channels/chrtas/help/CES_Course_Credit.asp. For more information on the DA CES, please contact Kate Byrne at katherine.e.byrne@usace.army.mil

Defense Support of Civil Authorities http://www.arnorth.army.mil/dsca

The Department of the Army Pamphlet 690-46, *Mentoring For Civilian Members of the Force,* 31 July 1995

The United States Army Corps of Engineers Publication, *Learning Organization Doctrine: Roadmap For Transformation*, November 2003.

The United States Army Corps of Engineers Publication, A Commander's Guide for Developing the Workforce, 25 July 2000.

The Corps of Engineers Systems Approach to Training Handbook, 1 July 2008 http://pdsc.usace.army.mil/Downloads/COESAT%20Handbook.pdf

ER 690-1-1214 Civilian Personnel-USACE Leadership Development Program (LDP), 28 February 2011 http://publications.usace.army.mil/publications/eng-regs/ER_690-1-1214/toc.htm

ANNEX D – IDENTIFIED FORMAL TRAINING COURSES

Prospect Courses:

- Public Involvement – Communications, GS-5 to GS-11
- Plan Formulation
- Collaborative Planning
- Civil Works Orientation
- Planning Principles and Procedures
- Flood Warning Preparedness Program, GS-7 and above
- Risk Analysis for Water Resources Planning and Management, GS-7 to GS-13
- Conflict Management and Dispute Resolution, GS-12 and above

Other Purple Book Training:

- A-E Contracting
- Construction Contract Admin
- Civil Works Programming Process
- Civil Works Program Development
- Civil/Military Project Management
- Project Team Building
- Security Engineering
- Physical Security
- Risk Assessment Methodology for Dams
- Basic Financial Management – WBT
- Financial Managers – WBT

Leadership Training (www.leadership.opm.gov/Search/Program/Index.aspx):

- Leadership and Learning Seminar
- Mentoring and Coaching
- Prevention of Sexual Harassment
- Executive Development Seminar
- Management Development Seminar
- Strategic Leadership
- Seminar for New Managers

Site for Army Learning Center:

Army e-Learning
Catalog - November 2

(Course titles may change from year to year so the individual will need to consult the latest training catalogs and training venues)

Formal Emergency Responder Curriculum developed by the Readiness Support Center (RSC):

1. Level One.

    a.   USACE Civil Level One
    b.   FEMA IS 100.FWa (or equivalent IS 100 course)
    c.   FEMA IS 700.a

    (1) The RSC is a Headquarters USACE aligned training, exercise and simulation center located in Mobile, Alabama adjacent to the Mobile District (SAM). A staff of instructional designers and multi-media technicians facilitate the development, organization, and dissemination of learning tools and support services for the USACE, Federal, and State partners, and through special arrangement for the private sector. The site catalogues the various distributable products. Please see http://rsc.usace.army.mil for more information on the RSC.

    (2) PRT members must also complete one of the following Level Two courses, to correspond with their team affiliation. All courses listed are available via Distance Learning unless otherwise specified, however in-residence course, when available, may count toward this requirement. To see a list of required courses per PRT position, please visit http://rsc.usace.army.mil/Training/Required-Courses-by-PRT-Position.

2. Level Two.

    a.   Debris PRT
    a.   Temporary Housing PRT
    b.   Commodities PRT
    c.   Temporary Emergency Power PRT
    d.   Infrastructure Assessment PRT
    e.   Local Government Liaison (in-residence course only)
    f.   Temporary Roofing PRT
    g.   Logistics PRT

3. Level Three. A small percentage of USACE contingency responders may aspire to attain Level Three status, or one of the professional series titles. Responders in these positions are at the highest credentialing level, and have a superior understanding of their subject areas. Level Three Professionals are capable of performing required tasks with no supervision, and typically coordinate with Regional, national and other counterparts to ensure effective accomplishment of job tasks. Advanced position-specific training may be needed to carry out the full range of roles and responsibilities for Level Three. Members may also require training in USACE's mission, goals, and functions to better understand the relationships of the complex work they perform and how this integrates with the overall mission. Experts should be able to provide oversight and mentoring to those in Level Two positions relative to their job positions. The credentialing requirements vary depending upon the individual team members. For a complete list of Level Three positions and the courses they require, please visit https://rsc.usace.army.mil/Training/Courses-for-EM-Professionals. It is up to the individual to pursue additional training.

ANNEX E – PLANNING ASSOCIATES PROGRAM

The Planning Associates (PA) Program is an advanced training opportunity in water resources planning offered by the U.S. Army Corps of Engineers. Individuals in the EM CoP as well as Contingency Operations may find this program offers a broad perspective of Water Resource Development activities that could enhance their overall perspective in dealing with flood tisk management activities related to disaster operations.

The goals of the Planning Associates Program are to broaden planners' competencies in solving complex water resources problems and challenges, and to strengthen their leadership talents. The Program curriculum is rich in team building, leadership training, experiential training in the Corps' Civil Works business programs, case studies, individual and group projects, instructional training and experiences, and many networking opportunities with leaders from the public and private sectors. *The Planning Associates Program is targeted to journeyman-level professionals in the field of water resources, which is generally at the GS-11 and GS-12 level of Federal service.* The program consists of approximately 20 weeks of rigorous training scheduled in 1-3 week blocks.

Structure

The PA Program is intended to provide the quality training that is inherent in an effective learning organization. The curriculum is rich in team building and team leadership training; experiential training in USACE Civil Works business programs; case studies, individual and group projects and activities; communications and presentation techniques; and networking opportunities with leaders in Districts, Divisions, HQUSACE, and other Army, Administration, Congressional, and public and private water resource interest groups. There are approximately 20 courses delivered in 1-3 week TDY periods spread over 11 months.

Eligibility

The typical PA class is a demographically diverse, multi-disciplinary team of high potential GS-11 and GS-12 District employees with 5-10 years of current planning experience who would most benefit from participating in the program. Individuals with more than 10 years may be considered by exception. Successful applicants must demonstrate a passion for planning, a record of accomplishment in the planning function, and a desire to use what they will learn in future career challenges. The PAs' home offices will, as well, receive immediate benefit from the PAs' experiences by way of home office back briefs following each course session. These briefings will transmit the latest information on policies and procedures employed in other offices Corps-wide.

Contact and Funding Information:

Institute for Water Resources: **Joy.D.Muncy@usace.army.mil**
http://www.iwr.usace.army.mil/Missions/Training/PlanningAssociatesProgram.aspx

ANNEX F – FEMA TRAINING

Independent Study Program (ISP)

See IS also on**:** NIMS Courses | PDS Series | EMI Proponent

- Course List
- IS Transcript Request
- Frequently Asked Questions
- Independent Study Inquiries

Featured Topics

- NIMS Training Information http://training.fema.gov/IS/NIMS.asp
- National Response Framework http://training.fema.gov/EMIWeb/IS/IS800b.asp
- National Infrastructure Protection Plan (NIPP)
- FEMA Continuity of Operations (COOP) Training and Certification
  https://www.fema.gov/continuity-excellence-series-professional-and-master-practitioner-continuity-certificate-programs

Quick Links

- Before You Begin: Technical Information
- http://training.fema.gov/
- http://www.ndpc.us/elearning.html

Distance Learning **–** The Emergency Management Institute (EMI) offers self-paced courses designed for people who have emergency management responsibilities and the general public. All are offered free-of-charge to those who qualify for enrollment. To get a complete listing of courses, click on Course List link above. FEMA's Independent Study Program offers courses that support the nine mission areas identified by the National Preparedness Goal.

a. Incident Management
b. Operational Planning
c. Disaster Logistics
d. Emergency Communications
e. Service to Disaster Victims
f. Continuity Programs
g. Public Disaster Communications
h. Integrated Preparedness
i. Hazard Mitigation
j. Some of the courses offered by the training centers are available online.
k. National Center for Biomedical Research and Training (NCBRT)/LSU - http://www.ncbrt.lsu.edu/training/ScheduleInfo.aspx

l. AWR-119-W Prevention and Deterrence of Terrorist Acts: An Overview for All Disciplines
m. AWR-122-W Prevention and Deterrence of Terrorist Acts: Law Enforcement Version
n. AWR-190-W Foundational Awareness of WMD/Terrorism
o. AWR-191-W Introduction to NIMS/NRF
p. AWR-193-W Effects of Weapons of Mass Destruction/Terrorist (WMD/T) Incidents on Mass Feeding
q. AWR-194-W Effects of WMD/T Incidents on Bulk Distribution
r. AWR-192-W Effects of WMD/T Incidents on Mass Sheltering
s. AWR-195-W Disaster Mental Health Considerations During a Weapons of Mass Destruction/Terrorist Incident
t. AWR-197-W eCDLS (eCore Disaster Life Support)
u. AWR-117-W Preparing Communities for Agroterrorism: Awareness Level
v. The Energetic Materials Research and Testing Center (EMRTC) campus.emrtc.nmt.edu/campus
w. AWR-132-W Understanding and Planning for School Bomb Incidents
x. Texas Engineering Extension Service (TEEX) teexwmdcampus.com
y. AWR-160 Terrorism Awareness for Emergency First Responders
z. AWR-111 Emergency Medical Services (EMS) for WMD Incidents: Basic Concepts
aa. AWR-139-W Digital Forensics Basics
bb. AWR-138-W Network Assurance
cc. AWR-168-W Cyber Law and White Collar Crime
dd. AWR-169-W Cyber Incident Analysis and Report
ee. AWR-173-W Information Security Basics
ff. AWR-174-W Cyber Ethics
gg. AWR-175-W Information Security for Everyone
hh. AWR-176-W Business Information Continuity
ii. AWR-177-W Information Risk Management
jj. AWR-178-W Secure Software
kk. http://www.ctosnnsa.org/
ll. AWR-160 WMD Awareness Course Post-Test
mm.   AWR-160 WMD Awareness Course Pre-Test
nn. AWR-140 WMD Radiological/Nuclear Awareness

The College List

Colleges, Universities and Institutions Offering Emergency Management Courses (Extracted from FEMA/EMI website). Please note that USACE is not endorsing any specific vendor and individuals must ensure that they identify Army, DoD and Federal existing training before requesting funding for training from other sources.

Twelve Important Questions About External Quality Review - Reprinted with permission from the Council for Higher Education Accreditation   http://www.chea.org/

• Emergency Management Programs

Doctoral Level
Masters Level
Bachelor Degrees
Bachelor-Level Concentrations, Minors
Associate Level
Stand Alone Certificate Programs
One or More Courses

• Homeland Security Programs

Doctoral
Masters
Bachelor Degrees
Bachelor Level Concentrations, Minors
Associate
Certificates

• Public Health, Medical, and Related Programs

• International Disaster Relief/Humanitarian Assistance;
http://www.fordham.edu/iiha/pages/idha.htm

• Emergency and Disaster Management Programs in Other Countries

• Related Programs

Graduate
Bachelor
Bachelor Level Concentrations, Minors
Associate
Certificate

• Distance Learning

• Programs Being Investigated/Proposed

Data Documents

1. Alphabetical Listing of Emergency Management Collegiate Programs
2. Listing of Emergency Management Collegiate Programs by State
3. Listing of Emergency Management Collegiate Programs by Type

ANNEX G – GUIDANCE FOR PREPARING FOR AND APPLYING FOR CP12 TRAINING
GoArmyEd (GAE) HAS LAUNCHED!**

Step 1: Ensure you have an approved/current supervisor listed in Army Career Tracker (ACT) https://actnow.army.mil. This is a MANDATORY first step. If incorrect supervisor is listed in GAE, you must correct in ACT first.

Step 2: IAW CP12 guidance, careerists must have a current Individual Development Plan (IDP) in ACT before they can apply for CP-12 training.

Step 3: Careerists must create an account in GAE. https://www.goarmyed.com/.

Step 4: To apply for training, fill out the two (2) forms:

a. First, fill out the Training Application and wait for supervisor, CP12 Functional Chief Representative (FCR) Office, and Budget Analyst's final approval.

b. Second, fill out the SF182 and wait for supervisor, CP12 Functional Chief Representative (FCR) Office, and Budget Analyst's final approval.

** USACE HR has not formally launched GoArmyEd because it does not interface with CEFMS. At this time, only ADT for CP-18 funded employees goes into GoArmyEd.

ANNEX H – SAMPLE POSITION DESCRIPTIONS

Due to the many nuances that occur between geographic locations for EMs in USACE, the Position Descriptions (PDs) are examples to be tailored to the specific position location. Note the PDs are only available through the electronic version of this document.

GS-089 SERIES GRADE 07 TO 13

(Double Click on the figure below)

Figure 1 Sample Position Descriptions

Also see link below:

https://cops.usace.army.mil/sites/EM/Shared%20Documents/PL84-99%20Related%20Documents%20(presentations,%20training,%20briefings,%20tools,%20etc.)/EM%20Specialist%20089%20PDs.pdf

ANNEX I – CODE OF PRACTICE FOR THE EMERGENCY MANAGEMENT PROFESSIONAL

Preamble
Emergency Management is an important and learned profession. As members of this profession, individuals are expected to exhibit the highest standards of honesty, integrity, and professionalism. Managers in these positions are expected to implement the mission, vision, and strategic goals and objectives as well as the management framework of the program and organizations within the USACE Directorate, Contingency Operations (DCO)/Homeland Security (HS). Emergency Management has a direct and vital impact on the quality of life for all people and is dedicated to promoting the goals of saving lives and protecting property by mitigating, preparing for, responding to, and recovering from disasters/emergencies. Accordingly, the services provided by Emergency Managers/Readiness Contingency Operations Chiefs, herein referred to as Emergency Managers require honesty, impartiality, fairness, and equity, and must be dedicated to the protection of the public health, safety, and welfare while maintaining public trust and confidence. Emergency Managers must perform under a standard of professional behavior that requires adherence to the highest principles of ethical conduct and commitment to the core Army Values (Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage).

I. Fundamental Canons

Emergency Managers, in the fulfillment of their professional duties, shall:

   a.   Hold paramount the safety, health and welfare of the public and serve in the best interest of the government while maintaining public trust and confidence.

   b.   Perform services only in areas of their competence.

   c.   Issue public statements only in an objective and truthful manner.

   d.   Act for the U.S. Army Corps of Engineers as faithful agents or trustees.

   e.   Avoid deceptive acts.

   f.   Conduct themselves honorably, responsibly, ethically and lawfully so as to enhance the honor, reputation and usefulness of their profession and the integrity of the U.S. Army Corps of Engineers while building on the Army Values.

II. Rules of Practice

   1.   Emergency Managers shall hold paramount the safety, health and welfare of the public through the support of life-saving and life-sustaining services.

   2.   Integrity:

      a.   If an Emergency Managers' judgment is overruled under circumstances that endanger life

or property, they shall notify their Commander and/or Deputy Commander and such other authority as may be appropriate.

b.   Emergency Managers shall approve only those Emergency Management procedures and documents that are in conformity with established standards.

c.   Emergency Managers shall not reveal facts, data or information regarding contract documents without the prior consent of the appropriate USACE Contract Office as authorized or required by law.

d.   Emergency Managers shall not permit the use of their name or associate in business ventures with any person, firm, which they believe, are engaged in fraudulent or dishonest enterprises, or to which they may reap a profit.

e.   Emergency Managers shall not aid or abet the unlawful practice of Emergency Management procedures by any person, contractor, or agency.

f.   Emergency Managers having knowledge of any alleged violation of this Code shall report thereon to appropriate USACE officials and, when relevant to other authorities, and cooperate with the proper authorities in furnishing information or assistance as required.

g.   Emergency Managers shall perform services only in the areas of their competence and shall seek assistance from appropriate subject matter experts as required.

3.   Assignments:

a.   Emergency Managers shall undertake assignments only when qualified by education and/or experience in the specific technical fields involved.

b.   Emergency Managers shall not affix their signatures to any plans or documents dealing with subject matters in which they lack competence, nor to any plan or document not prepared under their direction and control.

c.   Emergency Managers may accept assignments, assume responsibility for coordination of an entire project, sign, and validate documents for the entire project, if each technical segment is signed and sealed only by the qualified Technical Expert who prepared the segment. This is especially relevant to levee rehabilitation project reports, etc.

d.   Emergency Managers shall issue public statements only in an objective and truthful manner and participate in media events as appropriate.

4.   Technical Expertise:

a.   Emergency Managers shall be objective and truthful in providing professional reports, statements, or testimonies. They shall include all relevant and pertinent information in such reports, statements or testimony, which should bear the date indicating when it was current.

    b.   Emergency Managers may express publicly technical opinions that are founded upon knowledge of the facts and competence in the subject matter.

    c.   Emergency Managers shall issue no statements, criticisms or arguments on technical matters that contradict existing USACE and/or administration policy
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    d.   Emergency Managers shall act for their Commander/Deputy Commander as faithful agents or trustees.

   5.   Conflict of interest:

    a.   Emergency Managers shall disclose all known or potential conflicts of interest that could influence or appear to influence their judgment or the quality of their services.

    b.   Emergency Managers shall not accept compensation, financial or otherwise, from outside parties for services on a project, or for services pertaining to a project or response effort, unless the circumstances are fully disclosed and agreed to by USACE officials.

    c.   Emergency Managers shall not solicit or accept financial or other valuable consideration, directly or indirectly, from outside agents in connection with any work for which they are responsible.

    d.   Emergency Managers in public service as members, advisors or employees of the government shall not participate in decisions with respect to services solicited or provided by them or their organizations in private or public Emergency Management practice.

    e.   Emergency Managers shall not solicit or accept a contract from a non-governmental or other Federal agency without appropriate Legal/Contract advice.

    f.   Emergency Managers shall avoid deceptive acts.

   6.   Misrepresentation:

    a.   Emergency Managers shall not falsify their qualifications or permit misrepresentation of their or their associates' qualifications. They shall not misrepresent or exaggerate their responsibility in or for the subject matter of prior assignments.

    b.   Emergency Managers shall not offer, give, solicit or receive, either directly or indirectly, any contribution to influence the award of a contract by public authority, or which may be reasonably construed by the public as having the effect of intent to influencing the awarding of a contract.

III. Professional Obligations

   1. Emergency Managers shall be guided in all their relations by the highest standards of honesty, integrity, professionalism and other Army Values.

2. Integrity:

a. Emergency Managers shall acknowledge their errors and shall not distort or alter the facts.

b. Emergency Managers shall advise their Commander/Deputy Commander when they believe a project or procedure will not be successful.

c. Emergency Managers shall not accept outside employment to the detriment of their regular work or interest.

d. Emergency Managers shall not attempt to attract an employee from another employer by false or misleading pretenses.

e. Emergency Managers shall not promote their own interest at the expense of the dignity and integrity of the Emergency Management profession.

f. Emergency Managers shall strive at all times to serve the best interest of the public while carrying out the policies of USACE and the administration.

3. Public Impact:

a. Emergency Managers shall seek opportunities to participate in civic affairs; career guidance for youths; and work for the advancement of the safety, health, and well-being of their community.

b. Emergency Managers shall not validate project plans and/or specifications that are not in conformity with applicable Engineering standards and as advised by an appropriate registered Professional Engineer.

c. Emergency Managers shall endeavor to extend public knowledge and appreciation of Emergency Management and its achievements.

4. Emergency Managers shall avoid all conduct or practice which deceives the public.

5. Administrative Management:

a. Emergency Managers shall avoid the use of statements containing a material misrepresentation of fact or omitting a material fact.

b. Consistent with the foregoing, Emergency Managers may advertise for recruitment of personnel.

c. Consistent with the foregoing, Emergency Managers may prepare articles for the lay or

technical press, but such articles shall not imply credit to the author for work performed by others.

d. Emergency Managers shall not disclose, without consent, confidential information concerning the business affairs or technical processes of any present or former employee or contractor or public body on which they serve or for which services have been provided.

e. Emergency Managers shall not, without the consent of all interested parties, promote or arrange for new employment or practice in connection with a specific project for which the Emergency Manager has gained particular and specialized knowledge.

f. Emergency Managers shall not participate, without the consent of all interested parties, in or represent an adversary interest in connection with a specific project or proceeding in which the Emergency Manager has gained particular specialized knowledge on behalf of a former client or employer.

6. Emergency Managers shall not be influenced in their professional duties by conflicting interests.

7. Gratuities:

a. Emergency Managers shall not accept financial or other considerations, including free Emergency Management designs, from material or equipment suppliers for specifying their product.

b. Emergency Managers shall not accept commissions or allowances, directly or indirectly, from contractors or other parties dealing with clients or employers in connection with work for which USACE is responsible.

c. Emergency Managers shall not attempt to obtain employment or advancement or professional engagements by untruthfully criticizing other Federal managers, or by other improper or questionable methods.

d. Emergency Managers shall not request, propose, or accept a commission or gratuity under any circumstances and especially in which their judgment may be compromised.

e. Emergency Managers shall accept part-time Emergency Management work only to the extent consistent with policies of the Federal government and in accordance with ethical considerations.

f. Emergency Managers shall not, without consent, use equipment, supplies, laboratory, or office facilities of a contractor to carry on outside private practice.

8. Emergency Managers shall not attempt to injure, maliciously or falsely, directly or indirectly, the professional reputation, prospects, practice, or employment of other Emergency Managers or Federal officials. Emergency Managers who believe others are guilty of unethical or illegal practice shall present such information to the proper USACE chain-of-command for action.

9. Emergency Managers are entitled to review and evaluate the work of other governmental response and recovery personnel when so required by their employment duties.

10. Emergency Managers shall accept personal responsibility for their professional activities.

11. Emergency Managers shall give credit for Emergency Management work to those to whom credit is due, and will recognize the proprietary interests of others.

12. Emergency Managers shall continue their professional development throughout their careers and should keep current in their specialty fields by engaging in professional practice, participating in continuing education courses, reading in the technical literature, and attending professional meetings and seminars.

Statement by USACE Director of the Directorate, Contingency Operations and Homeland Security

In order to facilitate the credentialing process of all USACE Emergency Managers and to bring a higher level of professionalism to our program we are instituting this Code of Practice specifically related to the Emergency Management program under the umbrella of the USACE Directorate, Contingency Operations and Homeland Security.

It is further noted that:

- Emergency Managers are encouraged to belong to professional organizations such as the Society of American Military Engineers, American Society of Civil Engineers, National Society of Professional Engineers, American Public Works Association, International Association of Emergency Managers and/or other such organizations that have an interest in emergency response, recovery and infrastructure security as well as promoting professional development and growth.

- Emergency Managers do not specifically have to have an Engineering degree but are recommended to possess at a minimum a 4-year degree in the sciences, Emergency Management, Administrative Management or an appropriate curriculum that enhances the overall Emergency Management program within USACE.