



U.S. DEPARTMENT OF
ENERGY

Project Management Career Development Program

Certification and Equivalency Guidelines

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ACRONYMS

A/E	Architecture/Engineering Firm
ACMP	Acquisition Career Management Program
CAA	Clean Air Act
CD	Critical Decision
CE	Continuing Education
CEG	Certification and Equivalency Guidelines
CERCLA	Comprehensive Environmental Response, Compensation, and Liability Act
CFR	Code of Federal Regulations
CHRIS	Corporate Human Resource Information System
CLP	Continuous Learning Point
CO	Contracting Officer
COR	Contracting Officer's Representative
COTR	Contracting Officer's Technical Representative
CRB	Certification Review Board
CWA	Clean Water Act
DNFSB	Defense Nuclear Facilities Safety Board
DOD	Department of Defense
DOE	Department of Energy
DOE HQ	Department of Energy Headquarters
E&C	Engineering and Construction Costs
EIR	External Independent Review
EIS	Environmental Impact Statement
EM	Office of Environmental Management
EPA	Environmental Protection Agency
ESAAB	Energy Systems Acquisition Advisory Board
ESS	Employee Self Service
EVMS	Earned Value Management System
FAC-P/PM	Federal Acquisition Certification for Program and Project Managers
FAI	Federal Acquisition Institute
FAR	Federal Acquisition Regulation
FEM	Field Element Manager
FFA	Federal Facility Agreement
FPD	Federal Project Director
GAO	Government Accountability Office
GPP	General Plant Project
GW	Groundwater
HLW	High Level Waste
HQ	Headquarters
HSS	Health, Safety and Security
IDP	Individual Development Plan
IPR	Independent Project Review
IPT	Integrated Project Team
ISM	Integrated Safety Management
IT	Information Technology
KSA	Knowledge, Skill, and Ability
LPSO	Lead Program Secretarial Office

ACRONYMS (continued)

M&I	Management and Integrating
M&O	Management and Operating
NCO	NEPA Compliance Officer
NEPA	National Environmental Policy Act
NNSA	National Nuclear Security Administration
NRC	Nuclear Regulatory Commission
OBS	Organizational Breakdown Structure
OECM	Office of Engineering and Construction Management
OMB	Office of Management and Budget
ORR	Operational Readiness Review
OSHA	Occupational Safety and Health Act
PACS	Planning and Control System
PMCDP	Project Management Career Development Program
PBI	Performance-Based Incentive
PBMC	Performance-Based Management Contracts
PE	Professional Engineer
PEP	Project Execution Plan
PMI	Project Management Institute
PMP	Project Management Professional
PSO	Program Secretarial Office
QA	Quality Assurance
RA	Registered Architect
RAM	Responsibilities Assignment Matrix
RCRA	Resource Conservation and Recovery Act
RFP	Request for Proposal
ROD	Record of Decision
S&M	Surveillance and Maintenance
SEB	Source Evaluation Board
SME	Subject Matter Expert
SOW	Statement of Work
STSM	Senior Technical Safety Manager
TPC	Total Project Cost
TQP	Technical Qualification Program
TRU	Transuranic
TSCA	Toxic Substances Control Act
TVA	Tennessee Valley Authority
WBS	Work Breakdown Structure
VE	Value Engineering
VM	Value Management

SECTION 1 INTRODUCTION

This Certification and Equivalency Guideline (CEG) establishes the U.S. Department of Energy (DOE) competency requirements for all DOE Federal project management (PM) personnel to be certified as DOE project directors in accordance with DOE Order 361.1B, *Acquisition Career Development Program, Chapter IV (Project Management Career Development Program Module [PMCDP])*. The CEG is required by DOE Order 361.1B, to be separately issued, and to contain the current certification requirements of the PMCDP.

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SECTION 2 APPLICABILITY

This CEG applies to all DOE federal project management personnel required to plan and execute projects in accordance with DOE Order 413.3B, *Program and Project Management for the Acquisition of Capital Assets*, except as noted in DOE Order 361.1B, Chapter IV (DOE Order 361.1, Change 2 was initially issued June 13, 2003 and re-issued under DOE Order 361.1A, April 19, 2004, and DOE Order 361.1B, January 24, 2008).

This document may be used as a stand-alone document or in conjunction with other qualification standards established by additional office/facility requirements, and is referenced as a portion of the DOE Acquisition Career Management Program (ACMP)^[1] Handbook.

IDENTIFICATION AND SELECTION OF PMCDP PARTICIPANTS

DOE Contractors. This CEG and DOE Order 361.1B does not apply to contractors.

Exclusions. This CEG and DOE Order 361.1B does not apply to the Bonneville Power Administration.

Grandfathering. This module does not have a “grandfather” provision for project management certification, and the Certification Review Board (CRB) will not issue a certification based solely on the candidate’s incumbency as a project director before the effective date of DOE Order 361.1B.

Participants. Certification candidates^[2] are nominated by their program office (PSO) with a profile^[3] submitted to the CRB electronically through the Corporate Human Resources Information Service (CHRIS)/Employee Self Service System (ESS). Certification profiles are not accepted from individuals without PSO approval and sponsorship.

The duties and responsibilities of a federal project director (FPD) can be found in both this CEG (see Section 3, “Duties and Responsibilities”) and DOE Order 413.3B.

INTERFACE WITH FEDERAL QUALIFICATION PROGRAMS

The PMCDP has been designed to interface with other federal qualification programs.

DOE Technical Qualification Program^[4] (TQP). Some DOE federal project directors are already qualified under the TQP. Federal project directors at defense nuclear facilities typically are senior technical safety managers (STSMs) who have satisfied STSM requirements in addition to TQP qualification requirements. TQP and STSM qualification programs include competencies in construction and project management, but do not focus on advanced project management skills. The TQP project management standard has not been approved by PMCDP, so federal project directors

^[1] The ACMP is a DOE career management program established to provide a formal, structured approach to career development for DOE's acquisition workforce, with project directors defined as one segment of this workforce.

^[2] A certification candidate is a person who has applied to the CRB for PMCDP certification.

^[3] A profile is the formal application submitted to the CRB. This document is prepared electronically in the DOE CHRIS ESS, PMCDP module and for use in support of certification requests.

^[4] Additional qualification requirements may be required for personnel at defense nuclear facilities who participate in the Technical Qualification Program (TQP).

who have qualified successfully under these programs still must be certified under the PMCDP in order to manage DOE capital assets; however, prior training and qualifications under the TQP and STSM programs may be considered as PMCDP training and work/developmental equivalencies where applicable.

Information Technology (IT). The Department also certifies IT federal project directors in support of DOE's information technology capital assets. The Office of the Chief Information Officer certifies IT federal project directors. Information about IT federal project director certification can be found at: http://cio.energy.gov/project_management.htm.

Acquisition Career Professionals. Acquisition personnel, other than federal project directors are certified under separate chapters of DOE Order 361.1B. PMCDP training is available to the acquisition community and provided on an as-needed basis.

Federal Acquisition Certification for Program and Project Managers. The Office of Management and Budget (OMB), Office of Procurement Policy has promulgated certification requirements for the acquisition workforce^[5] in civilian agencies, the Federal Acquisition Certification for Program and Project Managers (FAC-P/PM). The FAC-P/PM recognizes three levels of certification—entry/apprentice, mid level/journeyman and senior/expert. The PMCDP is compliant with the requirements of the FAC-P/PM at all levels as follows:

FAC-P/PM	EQUATES TO	PMCDP
Entry Level	=	Level 1
Mid-Level/Journeyman	=	Level 2
Senior/Expert Level	=	Level 3 & Level 4

Project directors assigned to projects considered major acquisitions^[6] are required to acquire senior level certification under the Federal Acquisition Certification Program for Program and Project Managers (FAC-P/PM).

Waivers of part or all of the FAC-P/PM requirements will only apply to senior level certifications and must be granted in writing by the Chief Acquisition Officer or designated functional manager, on a case-by-case basis. Waivers are not required for the first year following assignment to a major acquisition; however, waivers for additional time beyond that year shall be granted for no more than an additional year.

Certification under FAC-P/PM requirements may apply (at a minimum) to the following DOE project management personnel:

- Individuals with significant involvement in one or more phases of the acquisition investment process (initiation, conceptualization/design, development, implementation, modification, maintenance, evaluation, and disposal).

^[5] "Acquisition workforce" is used to refer to the universe of professionals subject to the requirements of DOE Order 361.1B and the ACMP Handbook.

^[6] Major Acquisitions are defined in OMB Circular A-11, Part 7, Exhibit 300.

- Managers with authority and responsibility for overseeing multiple phases of the acquisition investment process.
- Individuals with responsibility for leading cross-agency or acquisition investment programs for a major portion or all of the investment life-cycle.
- Individuals responsible for leading, coordinating, and managing IPTs for acquisition investments.
- Individuals participating on an IPT or a phase of the investment lifecycle with aspirations for career development as a project manager.

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SECTION 3 DUTIES AND RESPONSIBILITIES

DOE FEDERAL PROJECT DIRECTORS

- Maintain certification according to requirements of the PMCDP Module.
- Ensure their Individual Development Plan (IDP) reflects the training, continuing education (CE), and work and development requirements defined in this CEG and ACMP Handbook.
- Provide feedback on the effectiveness of the PMCDP certification program, identifying additional training and CE needs.
- Assist with training, mentoring, and certification of other federal project directors and/or other persons who wish to attain certification.

PROGRAM SECRETARIAL OFFICERS OR THEIR FORMAL DESIGNEES (including Operations Offices, Site Offices, Area Offices, Project Offices, and Service Centers)

- Ensure their federal project directors are certified according to the requirements outlined in DOE Order 361.1B, Chapter IV, the CEG, the ACMP Handbook, and the requirements in DOE Order 413.3B.
- Refer certification candidates to Headquarters CRB for certification.
- Track the certification status of persons certified under PMCDP.
- Provide the Office of Engineering and Construction Management (OECM) with updates of project assignments, developmental assignments, and certification status of persons certified under PMCDP.
- Ensure that Federal employees whose certifications are cancelled under DOE Order 361.1B, Chapter IV, are reassigned to duties other than serving as the federal project director of DOE capital assets, and cancel any incentive pay provided under DOE Order 361.1B, Chapter IV.
- Notify the Secretariat of the CRB of approved nominees for the industry rotation program sponsored by the Office of Management.
- Establish a project management function that—
 - Serves as a “homeroom” for persons certified under PMCDP; and
 - Provides a forum for exchanging ideas, sharing lessons learned, and conducting technical presentations and workshops.
- Track and report PMCDP performance measures as identified and requested by OECM.

- May provide incentives to federal project directors either as lump sum amounts or as additions to basic pay in keeping with 5 CFR (Code of Federal Regulations) Part 575 covering recruitment, relocation, and retention incentives.

FIELD ELEMENT MANAGERS OR THEIR FORMAL DESIGNEES (including Operations Offices, Site Offices, Area Offices, Project Offices, and Service Centers)

- Direct approving officials (i.e., first line/site manager) to review fulfillments/equivalencies for certification candidates in accordance with program office protocol using guidelines established by the CRB.
- As appropriate, ensure PMCDP certification requirements are used as a quality-ranking factor in all federal project director vacancy announcements.
- Conduct panel interviews for Levels 1 and 2 certifications as deemed necessary and appropriate.
- Use model “Project Manager” position descriptions developed by the Office of Human Capital Management to the maximum extent practical.
- As deemed necessary and appropriate, pay for Project Management Institute (PMI) Project Management Professional (PMP) testing fees.
- Ensure that certification and CE hour data is loaded in CHRIS/ESS.
- Maintain auditable records of training for those persons certified under PMCDP.
- Select certification candidates based on the qualification requirements in DOE Order 361.1B.
- Submit applications for PMCDP certification to the Program Secretarial Officer or designee for review and approval within 12 months of selection for new hires, reassignments, or promotions/advancements.
- Direct supervisors of persons certified under PMCDP to identify training needs according to the requirements of DOE Order 361.1B and budget for these recurring project management training needs on an annual basis.
- Ensure that persons certified under PMCDP are provided the appropriate developmental assignments and experience needed to progress to higher Levels of certification.
- Ensure that persons certified under PMCDP develop and execute IDPs consistent with the training, experience, and development requirements defined in this CEG.
- Ensure that appropriate training and CE requirements are satisfied in a timely manner to maintain certification.
- Approve individual competencies (requirements) as described in this CEG and the ACMP Handbook (as applicable).

- Ensure that training and certification records for persons certified under PMCDP are maintained in the DOE CHRIS/ESS.
- At the discretion of the field office manager/program offices and commensurate with contract management practices at the site/office, provide certified federal project directors with formal contracting officer representative authority once federal project directors have received the required training and their technical contract administration competency is verified.
- Notify the Secretariat of the CRB of approved nominees as certification candidates for developmental assignments in the industry rotation program sponsored by the Office of Management.
- Track the career path of persons certified under PMCDP to ensure training, developmental activities, and experiences are being provided and used in a manner consistent with the PMCDP defined in DOE Order 361.1B.

APPROVING OFFICIAL

- Review all competency requests as assigned in an expeditious manner.
- Document denial of competency requests in CHRIS/ESS and according to any other applicable Office/Site procedure.

OFFICE OF ENGINEERING AND CONSTRUCTION MANAGEMENT

- Using program and field nominations, selects membership to and co-chairs the CRB (the CRB co-chair responsibilities may be delegated one level).
- Ensure all DOE federal project directors are certified according to the requirements of the PMCDP Module.
- The Director, or the designee, approves all certification requirement waivers. [Note: Responsibility may be delegated per DOE O361.1B, Chapter IV, paragraph 4c(1).]
- Develop an annual complex-wide PMCDP needs assessment and statistics on federal project director retention and other persons certified under the PMCDP.
- Track the development of persons certified under the PMCDP.
- Notify persons certified under the PMCDP and their supervisors of training and developmental needs.
- Track the assignments of federal project directors through the DOE Project Assessment Reporting System and monitor the certification status.
- Develop, issue, and maintain PMCDP requirements, CEG, and the PMCDP Chapter of the ACMP Handbook.

- Provide written notification to Program offices and the Secretariat of the CRB of persons certified under the PMCDP who either have failed to maintain certification as required or are de-certified.
- Review quarterly reports on CE status and provide 90-day notification to persons certified under PMCDP and Programs of pending revocation of certification when CE requirements for maintaining certification are not met.
- Review, approve, and track CE credits in accordance with DOE Order 361.1B, Chapter IV, this CEG, and the ACMP Handbook.
- Annually evaluate project management training needs and ensure appropriate training is available through the Office of Human Capital Management or other sources.
- Establish, track, and report PMCDP performance measures to the Deputy Secretary on an annual basis.
- Assist program offices and field elements in developing any required justifications for pay incentives.
- Ensure appropriate training that satisfies the training requirements defined in this module is available to DOE federal project directors and other persons certified under the PMCDP.
- Ensure priority for placement in training courses and in developmental assignments is given to incumbent federal project directors.

NATIONAL NUCLEAR SECURITY AGENCY ADMINISTRATOR

- Using program and field nominations, selects membership to and co-chairs the CRB (the CRB co-chair responsibilities may be delegated one level).
- Ensures that all federal project directors are certified according to the requirements of the PMCDP Module.
- National Nuclear Security Administration (NNSA) Administrator or his/her designee approves all certification requirement waivers. Responsibility may be delegated per DOE Order 361.1B, Chapter IV 4d(1).

ADDITIONAL DUTIES AND RESPONSIBILITIES

Additional duties and responsibilities specific to the site, the facility, the operational activities, and/or the involved organizations may be applicable.

SECTION 4 FUNCTIONAL REQUIREMENTS

The PMCDP establishes requirements and responsibilities for all FPDs required to plan and execute projects in accordance with DOE Order 413.3B. All knowledge, skill, and ability (KSA) requirements are competency-based and encompass a range of developmental, experiential, training, and mentoring activities, which lead to certification.

The PMCDP certifies federal project directors in support of DOE's construction, experimental equipment, and environmental management capital asset projects that correspond to defined levels of project management responsibilities.

KNOWLEDGE, SKILL, AND ABILITY

The competencies contained in this document are divided into the following KSA categories for each level of certification (as applicable):

1. Project Management General
2. Leadership/Team Building
3. Scope Management
4. Communication Management
5. Quality/Safety Management
6. Cost Management
7. Time Management
8. Risk Management
9. Contract Management
10. Integration Management
11. Related Course Electives
12. Work and Developmental Activities
13. Behavioral

EQUIVALENCY

PMCDP competencies may be fulfilled through designated PMCDP training, equivalent education or training, or work experience. Fulfillment of a competency by equivalent training, education, or experience may be granted based upon an objective evaluation of the information provided by the project director in his or her profile. The supporting knowledge and/or skill statements will be considered when evaluating an individual's ability with respect to each competency requirement (see Section 6, "Detailed Knowledge and Skill Requirements" for further details).

COMPETENCY APPROVAL

Individual competencies will be approved by cognizant field personnel (approving official), including supervisors, subject matter experts, program secretarial officers and field element managers (including operations offices, site offices, area offices, project offices, and service centers), and/or training administrators. Formal procedures for competency approval in ESS are detailed in the ESS PMCDP module; see “Instructions” on the drop-down menu. This approval process shall be formalized, documented, and auditable by the sponsoring PSO.

The appropriate approving official must assess whether the certification candidate has acquired the requisite KSA for the competencies outlined in this CEG. Information provided in the profile should be results-oriented and showcase the impact the project director had on the project and/or resultant lessons learned. Documented successful completion of the competencies, training requirements, and developmental assignments may be satisfied using any of the following methods:

- Documented observance of performance
- Training courses
- Developmental assignments
- On-the-job experience
- Written examination
- Documented oral examination

DOE CORPORATE HUMAN RESOURCES INFORMATION SYSTEM /EMPLOYEE SELF-SERVICE

The Office of Engineering and Construction Management establishes a tracking system to ensure that all certification candidates meet the competency requirements contained in this CEG. Documentation of competency requirement completion must be recorded in the DOE CHRIS/ESS PMCDP training module and included in the employee’s record of qualifications.

Persons assigned as federal project directors or who are certification candidates are required to be associated to the PMCDP module in the ESS. Association to this module is considered a personnel action and must be completed by a human capital management representative of the sponsoring PSO who has administrator authority to make changes to staff members’ personnel records.

INDIVIDUAL DEVELOPMENT PLAN

Certification candidates and/or persons currently certified under PMCDP and their supervisors are expected to know and understand the training required and development needs necessary to maintain certification or to progress to higher levels of certification and project authority. All needed training, work and developmental activities, or mentorship must be entered into the federal project directors’ IDP through CHRIS/ESS.

Training. PMCDP courses listed in Section 6 “Detailed Knowledge and Skill Requirements” are recommended as the method of fulfillment for PMCDP requirements. Certification candidates and/or

persons currently certified under PMCDP and their supervisors need to plan and coordinate this training in their IDPs to ensure timely progression to higher levels of certification.

Work and Development Activities. The work and development requirements listed in Section 6 “Detailed Knowledge and Skill Requirements” consist of a range of activities. The duration of these work and development activities ranges from one to three years. Certification candidates and/or persons currently certified under PMCDP and their supervisors need to plan and coordinate these assignments in their IDPs to ensure timely progression to higher levels of certification.

Mentoring. Mentoring is required for higher-level certification (see Section 6, “Detailed Knowledge and Skill Requirements” for further details and the PMCDP web site for a recommended mentoring plan). This activity provides the federal project director with access to experienced DOE federal project directors or senior executives who can provide project management guidance and advice in informal, non-supervisory settings.

PROFESSIONAL CERTIFICATIONS

PMCDP acknowledges the extensive training and experience requirements for several professional certifications/licenses and grants fulfillment of specific PMCDP requirements. The following licenses and certifications are accepted as fulfillment of multiple PMCDP requirements. See Section 6, “Details of Knowledge and Skill Requirements.”

Project Management Professional (PMP). Project Management Institute offers a certification credential that requires the applicant to demonstrate a proficient level of project management leadership skills. PMCDP accepts this credential for numerous competencies at Levels 1 and 2. This certification has to be current.

Professional Engineer (PE). PMCDP accepts a PE license from any United States entity. This certification does not have to be current.

Registered Architect (RA). PMCDP accepts a RA license from any United States entity. This certification does not have to be current.

Certified Safety Professional (CSP). The Board of Certified Safety Professionals credentials safety, health, and environmental practitioners and sets standards related to professional safety practice. PMCDP accepts a CSP certification for fulfillment of one competency at Level 1.

Senior Technical Safety Manager (STSM). The Department of Energy certifies technical staff under the Technical Qualifications Program. STSM certification is granted through the DOE General Technical Base Qualification Standard. PMCDP accepts an STSM certification for fulfillment of one competency at Level 1.

SUPPORT SYSTEM

As part of the PMCDP effort and other requirements under DOE Order 361.1B, Program Secretarial Officers and field element managers (FEM) establish project management support offices (“homerooms”^[7]) for the professional development of DOE federal project directors and other associated project management personnel. These PMCDP homerooms provide training and work/development activities by communicating lessons learned, establishing mentoring programs, exchanging ideas, conducting technical presentations and workshops, and tracking career paths.

^[7] A centralized, informal project management support structure for the exchange of ideas, lessons learned, networking, mentoring with other federal project directors, and subject matter experts (SME). The “homeroom” is the place—either physical or electronic—for project management professionals (i.e., federal project directors) to learn and socialize with colleagues, sharing ideas about their professional developmental interests with those who have similar interests.

SECTION 5 CERTIFICATION

Certification in the PMCDP is dependent on meeting training, work, and development activity requirements and on possessing competencies commensurate with a specific level of certification. Currently, project management certification under the program is based upon the requirements outlined in the certification standard contained in DOE Order 361.1B and this CEG. The Office of Engineering and Construction Management and NNSA will grant the final certification.

Although the goal of certification may not be a requirement for some who participate, the PMCDP offers a range of training that can be geared specifically to help participants stay abreast of current applications in managerial, professional, and technical areas.

CERTIFICATION LEVEL

Persons planning to be certified under the PMCDP may attain certification levels with the following total project ^[8] cost (TPC) limits:

- Certification Level 4: TPC exceeding \$400 million (M)
- Certification Level 3: TPC greater than \$100M and equal to or less than \$400M
- Certification Level 2: TPC greater than \$20M and equal to or less than \$100M
- Certification Level 1: TPC greater than \$5M and equal to or less than \$20M

If a project director is managing a portfolio of projects, the required project director certification level is determined by the project with the highest TPC dollar value.

Certification level requirements based on project TPC should be evaluated based on the following considerations and in concert with the requirements of DOE Order 361.1B:

- General plant projects (GPPs) or similar small, routine infrastructure improvement projects may not be included in the TPC consideration.
- The certification candidate must serve on a project for at least six months in order to receive appropriate experience credit.

^[8] Project. A unique effort that supports a program mission having defined points for starting and ending undertaken to create a product, facility, or system and containing interdependent activities planned to meet a common objective or mission. A project is a basic building block (in relation to a program) that is individually planned, approved, and managed. A project is not constrained to any specific element of the budget structure (e.g., operating expense, plant or capital equipment). Projects include planning and execution of construction, renovation, modification, environmental restoration, decontamination and decommissioning, large capital equipment, and technology development activities. Work that does not include the above elements, e.g., basic research, grants, ordinary repairs, maintenance, and operation of facilities are not considered projects. However, these activities can be managed as projects. Projects are defined under PMCDP as starting at CD-0 and include Departmental construction, experimental equipment, environmental management, and capital assets.

- The certification candidate ideally will have a broad spectrum of experience that spans all project critical decisions (CD), CD-0 through CD-4. The TPC utilized to show experience at a particular certification Level may not be exclusively composed of projects that have not reached CD-1.
- For non-line item projects (e.g., Office of Environmental Management [EM] Cleanup Projects), a "Near-Term Baseline" (NTB) as approved by the Acquisition Executive can be used in lieu of the TPC for purposes of crediting experience, or for determining required certification levels relative to the above thresholds. Only Engineering and Construction (E&C) costs within the NTB may be included. Operations and non-capital asset work activities should not be included.

Considerations other than TPC may increase project director certification requirements. Among these considerations are technical complexity, management complexity, and stakeholder interests. EM may assign lower or higher required project management certification Levels than may be indicated by the TPC alone to clean up projects of various complexity, risk, and visibility per coordination with the CRB. Likewise, when new hires or reassigned incumbents assume federal project director positions, their certification level may be higher or lower than that indicated by the TPC dependent on a project's degrees of complexity, risk, or visibility. See Appendix A for examples to guide EM FEMs and Program Office in determining project certification level requirements for EM cleanup projects.

INTERIM CERTIFICATION

Participants. Private or public sector professionals hired in to project management billets that will assume federal project manager duties upon entry under DOE Order 413.3B, *Program and Project Management for the Acquisition of Capital Assets* (i.e., formal designation as the project director on at least one project beyond Critical Decision 2) are eligible for interim certification.

Requirements. Interim certification candidates must possess training and experience commensurate with established CRB requirements and be sponsored by one of the CRB Voting Members (the Sponsor).

Granting of Interim Certification. The PSO's CRB Voting Member (the Sponsor) is authorized to act on behalf of the CRB and may grant an interim certification that will allow the new hire to be formally assigned to a project in full compliance with DOE Order 361.1B.

- For PSOs with permanent CRB voting members, their CRB Voting Member must sponsor the interim certification candidate.
- For PSOs that are ad-hoc or otherwise do not have a permanent voting member on the CRB, interim certification would be granted by the OECM. OECM will act as their CRB Sponsor.
- Program Secretarial Offices must involve their CRB sponsor in the interview/selection process. The Sponsor reviews the interim certification candidate's credentials during the hiring process and determines that he or she has the requisite experience and qualifications necessary to act as a Level 2, 3, or 4 federal project director.
- The CRB sponsor will grant the interim certification, be accountable for the interim federal project director's performance under interim certification, and assist in formal certification by the CRB.

Interim certification is issued with the following qualifiers:

- Interim certification is valid for no more than one calendar year from his or her official employment start date and cannot be extended by the Sponsor.
- Within the one calendar year, the interim federal project director must go through formal CRB approval. The CRB may extend interim certification if necessary to complete final certification actions.
 - No later than nine months after interim certification, the interim federal project director must input and submit his or her application (the profile) to the CRB through the CHRIS/ESS and request PMCDP certification.
 - The Board will follow its standard review process.
 - Experience gained during this interim certification year may be credited towards requisite project management experience.
- Certification level cannot be higher than that of the project assigned.
- Candidate must attend the next available DOE “Interim Federal Project Director Orientation” class.
- A formal mentoring arrangement must be established between the Sponsor (and/or an equivalent or higher level FPD assigned by the Sponsor) and the interim federal project director. The mentoring activity must be entered into the interim federal project director’s IDP.

CERTIFICATION REVIEW BOARD

The CRB at DOE Headquarters is an independent, autonomous body that evaluates federal certification candidate applications and issues recommendations for certification to DOE/OECM and NNSA per the requirements of DOE Order 361.1B Chapter IV and the competencies established by this CEG (summarized in Appendix B). Local field office boards may be established to provide preliminary review and recommendations to the CRB.

EQUIVALENCIES

Field Element Managers/office managers direct approving officials and validate equivalencies for competencies for required coursework proposed by project management certification candidates. As part of the certification process, the CRB reviews equivalencies for compliance with PMCDP certification requirements.

WAIVERS

The CRB co-chairs have approval authority over all waivers. Waivers may be specifically identified work/development activities or for entire federal project director certification level. Such waivers are granted only in extraordinary circumstances of long incumbency combined with exceptional performance in managing capital assets.

INTERVIEWS

The CRB conducts an interview for Level 3 or 4 certification candidates, unless waived by the CRB (see Appendix C). Levels 3 and 4 certified federal project directors must master technical management and demonstrate leadership expertise, including expert leadership of project teams, expert management of project resources, and accountability for project successes and failures. These skills are necessary to manage projects effectively beyond one's technical capabilities and are identified within the PMCDP as behavioral competencies. Interview lines of inquiry include general behavioral competencies applicable to Level 3 or Level 4 federal project directors. At the discretion of the CRB, lines of inquiry may also include project management competencies applicable to Level 3 or Level 4 federal project directors, in that they may provide situational context for questions derived from behavioral competencies. Additionally, some lines of inquiry may be unique to an individual project director's experience and project history identified during the certification package review process (either by the independent reviewers or the CRB members).

Interviews are conducted after the certification candidate's profile has been provisionally approved by the CRB. The interview may be conducted face-to-face, telephonically, or through televideo, at the discretion of the CRB. The certification candidate is provided with a minimum of five questions the day before the interview and is allowed to prepare his/her responses. After the interview, the CRB deliberates and determines the certification level recommended.

If the interview is not successful, the CRB provides details on key areas that the certification candidate must improve before again requesting certification. At a minimum, the certification candidate must wait 12 months before reapplying to the CRB.

APPEALS

An applicant denied certification may appeal the CRB decision by presenting a request in writing to the CRB co-chairs with a detailed justification for consideration to overturn the CRB decision. The applicant should include a copy of the documentation package submitted to the CRB and any other relevant documentation to justify the appeal. Because any denial by the CRB is accompanied by recommendations on training and work/development activities to complete before again seeking certification, the justification must state why the recommended additional training and work/development activities are not warranted.

The OECM Director has discretion to establish a panel to a review appeal. Such appeal panels have at least three members, one each representing a PSO, the DOE Headquarters Office of Human Capital Management, and a field office. To provide for an independent and unbiased assessment of the appeal, panels do not include anyone associated with OECM or with the field office of the applicant appealing the CRB decision.

The applicant who appeals a CRB decisions unsuccessfully may complete the CRB-recommended remedial action and reapply to the CRB for certification. There is no appeal beyond the appeal panel.

Similarly, any applicant denied a recommendation for certification by a local review board may appeal the decision to the OECM Director, who will establish a three-member panel to review the decision. If the local board's decision is overturned, the applicant's request for certification and documentation package is forwarded to the CRB with a recommendation for certification.

CERTIFICATION UNDER FEDERAL ACQUISITION FOR PROGRAM AND PROJECT MANAGERS

The Acquisition Career Manager appointed by the Chief Acquisition Officer under Policy Letter 05-01, or designee, is responsible for administering the DOE FAC-P/PM certification program and issue FAC-P/PM certification.

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SECTION 6

DETAILED KNOWLEDGE AND SKILL REQUIREMENTS

The following knowledge and skills are required in order to be a certified DOE federal project director. These may be acquired by training, experience, developmental assignments, or any combination thereof. These requirements are provided for each of the four levels of certification (see Section 5, “Certification”) and are categorized by each of the 11 knowledge, skill, and ability areas (see Section 4, “Functional Requirements”).

For all required competencies, certification candidates must provide a brief statement that details their required level of knowledge, how they have put their knowledge into action, and the impact of the training, experience, and/or developmental assignments had on their project(s). This must be included in the certification candidate’s profile. This requirement is only applicable if you have not taken the requisite PMCDP course for a particular competency, and are using general experience to qualify in lieu of any other equivalent, formal training.

KNOWLEDGE/SKILL LEVEL

The knowledge/skill level that an individual must possess is defined as follows:

Familiarity-level. The ability to manage low risk and relatively simple projects or to manage more complex projects under direct supervision or a more experienced manager,^[9] and basic knowledge of, or exposure to, the subject or process adequate to discuss the subject or process with individuals of greater knowledge.

Working-level. The knowledge required to monitor and assess operations/activities of low to moderate risk, with little or no supervision,^[10] and to apply standards of acceptable performance and to reference appropriate materials and/or expert advice as required to ensure the safety of project activities.

Expert-level. The ability to manage moderate to high risk projects,^[11] and a comprehensive, intensive knowledge of the subject or process sufficient to provide advice in the absence of procedural guidance.

These requirements contain technical knowledge, technical skill, and behavioral skills, except for Level 1, which does not require behavioral skills.

TRAINING

Each competency that is tied to a PMCDP course states that the “Fulfillment of the competency may be achieved through the following: 1) successful completion of the PMCDP...course...; 2) OR the successful completion of an equivalent course...” The equivalent for PMCDP training may be relevant experience or other verifiable training.^[12]

^[9] OMB, Office of Federal Procurement Policy, *Federal Acquisition Certification for Program and Project Managers* requirement.

^[10] Ibid.

^[11] Ibid.

^[12] See Appendix D for a crosswalk of DoD Program Management certification (courses through Defense Acquisition University) to the PMCDP.

All PMCDP classes require participants to attend a minimum of ninety-percent of training and have a minimum of seventy-percent pass rate for successful completion of the course and PMCDP credit.

Priority for placement in required PMCDP training and/or a developmental assignment is as follows:

First Priority: Persons currently assigned (incumbent^[13]) as the federal project director with primary responsibility for a capital asset as defined by DOE Order 413.3B.

Second Priority: DOE staff who aspire to project management careers as federal project directors or who previously held such position but who do not currently have a project for which they have been assigned primary responsibility (e.g., deputy project directors, assistant project directors, integrated team members, and others who may desire or are encouraged to attain federal project director certification) are not required to obtain certification (a candidate); however, they may seek certification. Such persons will have second priority (behind incumbent federal project directors) for required PMCDP training and/or developmental assignments on a space available basis.

Third Priority: Other DOE staff, taking courses, but whom management has not formally identified as incumbents or candidates. They often have key responsibilities on Integrated Project Teams (IPT), serve as managers for projects other than capital assets, and support individual projects or more general project management or acquisition-related activities within offices.

PROJECT DIRECTOR EXPERIENCE

All experience claimed as fulfillment of a competency should be described briefly and explicitly with specific project examples that show what was done, how it was done, and the results of the actions taken. Specific titles, roles, and responsibilities must be described for all equivalencies. Examples of competency fulfillment have been created for each PMCDP requirement and appear subsequent to each competency requirement throughout this text. These examples are meant to act as a guide for the certification candidate, not as a template or text to be copied verbatim.

The following requirements must be met for developmental/work experience claimed on **Level 2 or higher certifications**:

- Certification candidates must demonstrate a minimum of two years of experience as an FPD or equivalent managing projects at the previous level of certification; OR,
 - A combination of one full year of FPD or equivalent experience, and one full year of deputy project director experience on an active, post CD-3 project; OR,
 - A combination of FPD and Deputy FPD experience for two continuous years on the same active, post CD-3 project is acceptable as long as the FPD experience accounts for a minimum of 12 months of that two-year period. The guidance for accepted experience governing this requirement is under **DEPUTY PROJECT DIRECTOR EXPERIENCE** on page 6-3.
- Experience in project management will not be credited for work done on projects that have yet to reach CD-0. Ideally, certification candidates should possess experience in all CD-

^[13] “Incumbent,” as used in DOE O361.1A, Chapter IV, will mean those federal project directors who are the formally assigned federal project director for a capital asset.

phases of project management; this may be spread over multiple projects. Level 2 and 4 applicants will be required to demonstrate post CD-3 experience.

- The role of project director or deputy project director must be formally recognized in project documents.
- Candidates may not use the same project experience to satisfy experience requirements for multiple certification levels unless the time periods do not overlap. For example, if a candidate served as the project director from 1/2006 – 2/2010 on the same Level 3 capital asset project, the candidate could claim the time period from 1/2006 – 1/2008 to satisfy one certification level experience requirement, and the time period from 2/2008 – 2/2010 to satisfy a higher certification level experience requirement.
- Candidates may not claim any project management experience that occurred simultaneously to satisfy certification level experience requirements. For example, a candidate cannot claim 2 years of project management experience for managing Project A from 10/2007 to 10/2008 and Project B from 10/2007 to 10/2008 because the time periods overlap; the candidate can only claim one year of experience.

DEPUTY PROJECT DIRECTOR EXPERIENCE

At Levels 2 – 4, the candidate may fulfill part of the work/developmental experience requirement by serving as a Deputy federal project director. To be granted credit for experience, the candidate must serve as a Deputy (or some other term of art) FPD on an active, post CD-3 project having a TPC greater than \$20M.

To receive work and developmental experience credit for serving as a Deputy FPD, the candidate:

- Must demonstrate he or she has been accountable and responsible, i.e. “owned” a complete, discrete and usable subset of the overall project, i.e., a complete subset of the work breakdown structure (WBS).
- Must describe and show in documentation how he or she has functioned as the FPD on a specific piece of the project scope, and be able to identify the cost, schedule, and scope of the project sub-part. This may be a separate building or a major, discrete sub-system of a very large project, like the piping and pressure vessels in a nuclear power plant.
- Must work directly for the project FPD in a capital asset construction or environmental project and be formally designated in project documents (e.g., Project Execution Plan).

EXAMPLE:

“I was in charge of the complete construction of Building 16 of the XYZ Project, a separate and distinct facility within the large ABC project. Building 16 had a TPC of \$110M and was constructed over eighteen months. I had full responsibility for the cost, schedule and scope of construction. Photographs of the building and the PEP identifying me as the Associate (Deputy) FPD are attached.”

All experience must be described with specific examples demonstrating what was done, how it was done, and what the results were.

- Deputy FPD experience may be used for certification levels 2 - 4 if the candidate functioned as outlined above.
- The same Deputy FPD project assignment cannot be used to obtain multiple levels of certification.

DOCUMENTATION

The following documentation must be submitted with all Level 2 – 4 certification packages.

- Former project director experience must be documented with a copy of project documents naming the project director. This can be through a variety of project documents such as, but not limited to:
 - Page from Project Execution Plan (PEP) that names the project director.
 - Page from Program/Project Plan naming the project director.
 - Energy Systems Acquisition Advisory Board (ESAAB) presentation naming the project director.
 - Organization chart.

If past experience cannot be validated through documents such as those listed above, the FPD will be required to obtain a signed affidavit from his or her former immediate supervisor or site manager.

- Applicants claiming experience where they were not named as the federal project director and whose role and responsibilities were equivalent to a project director must address the following key FPD roles and responsibilities or his or her project equivalencies in their certification package submittal:
 - Leads the establishment and implementation of the Project Execution Plan.
 - Approves applicable project controls changes, i.e. Level 2.
 - Presents the Quarterly Project Progress Reviews to the Acquisition Executive.
 - Serves as the single point of contact between Federal and contractor staff for all matters relating to the project and its performance.

PMCDP REQUIREMENT COMPETENCIES

The numbering system used in this section to identify the individual competencies is the same numeric coding used in the PMCDP Module of CHRIS/ESS.

LEVEL 1

Training at Level 1 is designed to develop essential interpersonal and management competencies required of high-performing, successful project managers, such as effective communication, conflict management, problem solving, and customer service.

To attain Level 1 certification, the certification candidate must:

- Appropriately demonstrate competency in 10 of the 11 KSAs (behavioral competencies are not required at Level 1).
 - *Project Management Essentials* or its equivalent, or possess a current PMP certification.
 - *Project Management Systems and Practices in DOE* or demonstrate equivalent experience.
 - *Earned Value Management Systems* or its equivalent or possess a current PMP certification.
 - *Performance-Based Management Contracting* or its equivalent or possess a current PMP certification.
 - *Contract Administration for Technical Representatives* or its equivalent.
 - *Planning for Safety in Project Management* or its equivalent.
 - *Acquisition Management for Technical Personnel* or its equivalent.
 - *Project Risk Analysis and Management*
- Successfully complete at least one of the following elective courses, as applicable.
 - *LEED for New Construction and Existing Buildings*
 - *Capital Planning for Construction Projects Under the 413.3B*
- Appropriately demonstrate requisite work/developmental requirements that focus on:^[14]
 - Experience constructing a work break down structure.
 - Preparing a project analysis documents.

[14] Ibid.

- Tailoring acquisition documents to ensure that quality, effective, efficient systems or products are delivered.
 - Analyzing and or developing requirements.
 - Monitoring performance.
 - Assisting with quality assurance.
 - Budget development.

1.1 GENERAL PROJECT MANAGEMENT

- 1.1.1 The certification candidate must demonstrate **working-level** knowledge of the federal project director's roles and responsibilities. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Project Management Systems and Practices in DOE*; OR, 2) a description of the candidate's demonstrated equivalent experience or understanding of the federal project directors roles and responsibilities (since there is no equivalent class to *Project Management Systems and Practices in DOE*, you must demonstrate equivalent experience). If the applicant does not currently possess experience working on Federal projects, private-sector experience may be substituted as long as it is comparable to the roles and responsibilities of the federal project director as outlined in the DOE O413.3B.

The justification of fulfillment through experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- The project director's responsibilities relative to the Management & Operating (M&O) or Management & Integrating (M&I) contractor.
- The purpose and operation of the IPT.
- Ethics requirements for project directors.
- Understanding of DOE Headquarters (DOE HQ)-Field relationships and Lead Program Secretarial Officers (LPSO).

Competency 1.1.1 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS, choose "PMCDP Course" as method of competency fulfillment; choose *Project Management Systems and Practices in DOE*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent experience:

NOTE: Since there is no equivalent class to *Project Management Systems and Practices in DOE*, you must demonstrate equivalent experience.

Competency 1.1.1 (continued)

In ESS, choose “Equivalency” as method of competency fulfillment. Choose “Experience.” Enter the justification and choose a verification method.

Equivalent Experience Example:

Over the past 20 years, I have been responsible for accomplishing increasingly complex and high value projects through project planning, controlling, executing, and reporting and managed at least 10 projects from planning/start-up through close-out. As the FPD for the XXX Facility Project, (mm/yyyy - mm/yyyy) I wrote the XXX site manual detailing the integration of DOE O 413.3B in all projects, including the expected roles and responsibilities. Also, I have been a member of two IPTs, and the leader of three IPTs since joining DOE.

Equivalent Experience Example:

I was the FPD for the DOE XXX Project (1/1/1999 – 12/31/2001) and the DOE XXX Facility (1/1/2002 – 3/3/2003); both projects went from CD-0 through CD-3. For all projects, I managed project resources, established milestones and schedules, authorized work, and acted as a Contracting Officer Representative. I was the program manager (project director equivalent in the U.S. Army) for the U.S. Army XXX Refurbishment and XXX Facilities Upgrade projects, 1/1/1995 – 2/2/1998); both projects went from CD-1 through CD-4 (equivalent phases).

Equivalent Experience Example:

As the subject matter expert in XXX, I participated as a member of the IPT for the XXX Project. I worked closely with the federal project director for XXX years and assisted the team in all efforts applicable to my role as XXX. I am knowledgeable of DOE O 413.3B Change 1 that details the roles and responsibilities of the federal project director, the critical decisions of the project and how the IPT is integral to the success of the project. I worked with the FPD as a liaison with the M&O contractor and participated in the site project management council, made up of all program elements on this LPSO site.

- 1.1.2 The certification candidate must demonstrate **familiarity-level** knowledge of the environmental regulations applicable to DOE projects. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Project Management Systems and Practices in DOE*; OR 2) a description of the candidate's demonstrated equivalent experience (since there is no equivalent class to *Project Management Systems and Practices in DOE*, you must demonstrate equivalent experience).

The justification of fulfillment through experience must demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- The purpose and content of each of the following environmental documents and their impact on DOE projects:
 - Environmental Impact Statements
 - Environmental Assessments
 - Safety Analysis
 - Categorical Exclusions

- Finding of No Significant Impact
- The role of the project director in the NEPA process.
- The requirements of the following laws as they impact DOE projects:
 - NEPA
 - Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA)
 - Resource Conservation and Recovery Act (RCRA)
 - Clean Water Act (CWA)
 - Clean Air Act (CAA)
 - Toxic Substances Control Act (TSCA)
 - Occupational Safety and Health Act (OSHA)
- The roles and responsibilities of the contractor for HSS protection, including integrated safety management (ISM).

Competency 1.1.2 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Project Management Systems and Practices in DOE*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007). Verification: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent experience:

NOTE: Since there is no equivalent class to *Project Management Systems and Practices in DOE*, you must demonstrate equivalent experience.

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Experience.” Enter the justification and choose a verification method.

Equivalent Experience:

As the IPT member for the XXX Project (TPC of \$99M), I assisted the FPD with all NEPA actions from beginning to end; I developed the technical direction of the NEPA action by fully considering all regulatory, technical, and stakeholder concerns; I participated in the public involvement process and responded fully to all comments received; and I ensured that environmental compliance has been incorporated in the Integrated Safety Management System.

Verification: Observed

- 1.1.3 The certification candidate must demonstrate **working-level** knowledge of DOE Order 413.3B. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Project Management Systems and Practices in DOE*; OR 2) a description of the candidate's demonstrated equivalent experience (since there is no equivalent class to *Project Management Systems and Practices in DOE*, you must demonstrate equivalent experience).

The justification of fulfillment through equivalent experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- The purpose, scope, and application of DOE Order 413.3B and the DOE 413.3 Guides. This includes the definition of key terms, essential elements, and personnel responsibilities and authorities.
- The source documents necessary to effectively manage the project.
- The critical decision process including the roles, responsibilities, and authorities for critical decisions.
- The procedures for determining contractor compliance with the requirements of DOE Order 413.3B and with the DOE Project Management Guides.
- The role of the participants in the ESAAB process, the steps in the process, and the associated schedules.
- The federal project director's role in baseline development, change control, and project status reporting, including Quarterly Project Reviews.
- The role of the project director in the performance of independent reviews (headquarters, external reviews, internal assessments, Government Accountability Office [GAO] and Inspector General reviews).
- General engineering or scientific principles required to perform DOE projects.
- The purpose, use, and content of the Project Acquisition Plan.
- The purpose, use, and content of the Project Execution Plan.
- The Earned Value Management System (EVMS) and project reporting requirements in DOE Order 413.3B.
- Integrating safety into the business case.
- Integrating ISM safety into the CD process.
- Understanding of DOE HQ-Field relationships and LPSOs.
- The role of the project director in implementing DOE policy on Value Management (VM).
- The requirement for a VM assessment prior to CD-1 approval.

Competency 1.1.3 Example Training/Experience Statement:**If you have completed the PMCDP course:**

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Project Management Systems and Practices in DOE*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent experience:

NOTE: Since there is no equivalent class to *Project Management Systems and Practices in DOE*, you must demonstrate equivalent experience.

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Experience.” Enter the justification and choose a verification method.

Equivalent Experience:

I manage all projects according to DOE O 413.3B Change 1 and have briefed staff on DOE 413.3 Guides about the revisions and clarifications of roles and responsibilities (focused on the new roles and responsibilities of FPD and IPT). I assisted in developing the site office project management and ESAAB procedures based on requirements of the Order which include: acting as the primary point of contact of all assigned projects and lead for the IPT; ensuring timely & quality completion of project documentation & other deliverables; identifying & ensuring timely resolution of critical issues within federal control; coordinating on-site & off-site Independent Project Reviews (IPR) and External Independent Reviews (EIR); ensuring documents are accurate & delivered on time; holding monthly status meetings with the contractor; and reviewing monthly updates to P3 schedules. I have participated in Critical Decisions and pre-ESAAB meetings. I also was the lead in development of the Acquisition Strategy for project XXX.

Verification: Observed

1.2 LEADERSHIP/TEAM BUILDING

- 1.2.1 The certification candidate must demonstrate **working-level** knowledge of leadership and team building. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Project Management Essentials*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience; OR 4) possess a current PMP certification.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- Team building methods and recognizing individual and team performance.
- Working toward results/goal orientation.
- Team leadership and coordination of team activities.

- Consensus building and conflict resolution techniques.
- Developing trust and confidence among team members.
- Understanding functional business areas (accounting, finance, procurement, human resources, general counsel, etc.).
- Effective leadership models and their application.

Competency1.2.1 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS, choose status “PMCDP Course” as method of competency fulfillment; choose *Project Management Essentials*; enter dates of course participation (i.e., 3/10/2001 - 03/12/2001); choose verification method: Course Completion Certificate.

OR, if you hold a current PMP certification:

In ESS, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “PMI PMP,” enter PMP number in justification/comment text box, and choose verification method: Professional Certificate/License.

IF YOU HAVE A CURRENT PMP, YOU ARE NOT REQUIRED TO PROVIDE EXPERIENCE DETAILS FOR THIS COMPETENCY.

OR, if you have not taken the class and do not hold a PMP certification, describe equivalent training/education and/or experience:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

Equivalent Training/Education:

Defense Systems Military College (mm/yyyy - mm/yyyy) stressed leadership and communication. At least 2 months of this 4-month training was dedicated to building leadership, team building, consensus building, and conflict resolution. This was done through classroom instruction, as well as case studies and role playing exercises.

Equivalent Experience:

On the XXX Project in my role as IPT team leader (mm/yyyy – mm/yyyy), I focused my attention on ensuring the staff stayed motivated and focused on supporting the project mission. This involved a lot of work in developing transition and staffing plans, providing training opportunities that prepared staff for a job post closure, and focused on team building to keep everyone working together. This resulted in an IPT that worked harmoniously, kept to their schedules and duties, and assisted each other as needed.

1.3 SCOPE MANAGEMENT

- 1.3.1 The certification candidate must demonstrate **working-level** knowledge of work breakdown structure (WBS) development and project scope baseline. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Project Management Essentials*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience; OR 4) possess a current PMP certification.

The justification of the fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge covered in the requisite PMCDP course:

- Project mission need determinations.
- Conceptual and detailed design documentation and the review thereof.
- Developing a project WBS.
- Project scope baseline development techniques and their application.
- Evaluating project alternatives.
- Scope change management.
- Configuration management.

Competency 1.3.1 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Project Management Essentials*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

OR, if you hold a current PMP certification:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “PMI PMP,” enter PMP number in justification and choose verification method: Professional Certificate/License.

IF YOU HAVE A CURRENT PMP, YOU ARE NOT REQUIRED TO PROVIDE EXPERIENCE DETAILS FOR THIS COMPETENCY.

OR, if you have not taken the class and do not have a PMP, describe equivalent training/education and/or experience:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

Competency 1.3.1 (continued)

Equivalent Training/Education:

I completed 2 training courses that addressed in detail project WBS development and all the course objectives listed in the PMCDP course catalog and CEG: PJM124, Project Planning, 6/06, (40 hours); covered: project mission need determinations, conceptual and detailed design documentation and the review; developing a project WBS; and PJM138, Cost and Schedule Estimating (21 hours), 7/06, covered: project scope baseline development techniques and their application, evaluating project alternatives, scope change management, and configuration management.

Equivalent Experience:

As FPD (or equivalent) for over 15 years, I have been directly involved in WBS development. On the XXX Accelerator project (mm/yyyy – mm/yyyy), I was directly involved in the development of project work scope statements in the process of a major competitive acquisition. As part of this process, I contributed to development of a WBS, down to the lowest work package, a WBS dictionary, and clear definition statements. The WBS acted successfully and contributed to the project staying on schedule and within budget.

- 1.3.2 The certification candidate must demonstrate **working-level** knowledge of Test and Evaluation.^[15] Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core courses, *Project Management Essentials* **and** *Project Management Systems and Practices in DOE*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

Note: A PMP certification will only satisfy one-half of this competency (*Project Management Essentials*). Since there is no equivalent course for *Project Management Systems and Practices in DOE*, you must demonstrate equivalent experience.

The justification of the fulfillment through equivalent training or experience should demonstrate all of the following knowledge examples covered in the requisite PMCDP courses:

- Participating in the development and execution of the acceptance test plan;
- Acceptance of deliverable against performance metrics standards; and,
- Application of contract terms and conditions to waivers and deviations.

^[15] Ibid.

Competency 1.3.2 Example Training/Experience Statement:**If you have completed the PMCDP courses:**

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Project Management Essentials* or *Project Management Systems and Practices in DOE*; enter dates of course participation for each (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

Note: The ESS system is not set up to allow participants to enter multiple classes for individual competencies. If you are using PMCDP training to satisfy this competency, choose one of the two options from the drop-down menu, and list the course completion dates for the other in the “comments” section.

OR, if you have not taken the classes, describe equivalent training/education and/or experience:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education/Experience.” Enter the justification and choose a verification method.

Note: A PMP certification will only satisfy one-half of this competency (*Project Management Essentials*). Since there is no equivalent course for *Project Management Systems and Practices in DOE*, you must demonstrate equivalent experience.

Equivalent Experience:

As an IPT member for the WXY project (mm/dd/yy to mm/dd/yy), I actively participated in the development of contractor key performance metrics. As part of the team, I helped define the maximum/minimum performance range requirements in terms of measurable accuracy, capacity, throughput quantity, and purity. As completion of the project on-schedule was critical to support the program mission, these performance requirements included compliance with all anticipated Critical Decision (CD) dates, along with any IPR and EIR requirements. To ensure that the overall performance parameters would be met, I was also instrumental in incorporating at Startup Test Plan, which became part of the Project Execution Plan at CD-2.

As project manager (FPD-equivalent) for the ABC project (mm/dd/yy to mm/dd/yy), I was instrumental in overseeing execution of the project’s Startup Test Plan prior to CD-4. As a result of the test plan, several deviations were discovered and corrected; since time had been built into the schedule to rectify any minor problems, the project was completed on schedule. At final closeout of the contract, I assisted the CO and COTR in the final closeout review and verifying that all contract actions had been completed and documented.

1.4 COMMUNICATION MANAGEMENT

- 1.4.1 The certification candidate must demonstrate **working-level** knowledge of interpersonal communications. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Project Management Essentials*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience; OR 4) possess a current PMP certification.

The justification of fulfillment through equivalent training or experience should demonstrate all of the following knowledge examples covered in the requisite PMCDP course:

- Technical writing including reports, decision memoranda, and technical documents (specifications, preliminary safety analysis reports, test plans, etc.).
- Editing and reviewing documents.
- Effective oral communication skills.

Competency 1.4.1 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Project Management Essentials*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

OR, if you hold a current PMP certification:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “PMI PMP,” enter PMP number in justification and choose verification method: Professional Certificate/License.

IF YOU HAVE A CURRENT PMP, YOU ARE NOT REQUIRED TO PROVIDE EXPERIENCE DETAILS FOR THIS COMPETENCY.

OR, if you have not taken the class and do not have a PMP, describe equivalent training/education and/or experience:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

Equivalent Training/Education:

M.B.A., XX College. Completed 3 leadership courses that stressed interpersonal communications: XXX (3 credit hours), XXX, 3 credit hours, and XXX 3 credit hours. These classes covered all topics for requisite PMCDP class listed in the PMCDP course catalog and the CEG. It went beyond these by including case studies and role-playing opportunities. Verification: Course Transcript or oral board.

Competency 1.4.1 (continued)

Equivalent Experience:

I am known to communicate effectively with federal staff, contractor management, regulators, and political leadership. I have prepared written technical reports throughout my career. When I was in the Navy I wrote technical specifications. On the XXX project, I interact with IPT and other site office personnel, as well as responsible contractor management on a regular basis related to assigned projects and work activities. I conduct periodic briefings, all-hands meetings, and technical discussions on the status of the project, issues and issue resolution. In addition, I represent the DOE effectively as the primary interface with external organizations (including state and federal regulators, Defense Nuclear Facility Safety Board (DNFSB), and citizen advisory boards). As a result, I have earned the respect of these organizations based on my integrity, straightforward approach to issues, technical prowess and my willingness to listen carefully to the views of others.

1.5 QUALITY/SAFETY MANAGEMENT

- 1.5.1 The certification candidate must demonstrate **working-level** knowledge of planning safety in project management. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Planning for Safety in Project Management*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrate equivalent experience.

Equivalency: Hold or receive the Senior Technical Safety Manager certification by January 31, 2010, or hold a current Certified Safety Professional certification, or successfully completed the DOE SAF220 Senior *Technical Safety Manager Overview*.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- The importance of safety to projects and DOE's image and viability.
- Emphasis of centrality of safety to every project even if it is not central to the mission.
- Identification of safety requirements and considerations at each CD level.
- The Federal Project Director's (FPD) role in safety throughout the Critical Decision (CD) process.
- The importance of alternatives analysis and conceptual design.
- How to perform and conduct a failure mode and effects analysis (FMEA).
- How to control environmental safety hazards and worker safety hazards.
- How to conduct a hazards analysis.

- How to evaluate the final design in reference to safety.
- How to manage safety during construction.

Competency 1.5.1 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Planning Safety into Project Management*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent training/education and/or experience:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Other.” Enter “Senior Technical Safety Manager” or “Certified Safety Professional” in Justification/Comment box, and choose a verification method.

Equivalent Training/Education:

I have completed the DOE 32-hour course: SAF-220 Senior Technical Safety Manager Overview.

Equivalent Experience:

I am a qualified Integrated Safety Management Phase II verification team leader. I ensured that full integration of all site ISMS programs occurred for the multiple prime contracts that existed within the XXX Project, and the XXX Project. I ensured that at each CD-phase, safety was integral to the planning, design, and construction of the XXX Project and the XXX Project. I performed and conducted a failure mode and effects analysis for the XXX Project and the XXX Project. I am knowledgeable of all HSS policies and guidance and the core functions and guiding principles of ISM.

Equivalent Experience:

I was certified as a Senior Technical Safety Manager 06/2008.

1.6 COST MANAGEMENT

- 1.6.1 The certification candidate must demonstrate **working-level** knowledge of life-cycle cost estimating. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Project Management Essentials*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience; OR 4) possess a current PMP certification.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- Lifecycle estimating techniques and methodologies.
- The principles of time value of money.
- Basic cost estimating techniques, including parametric estimating, estimating by analogy, bottom up estimating, and activity-based costing.
- Review of representative DOE estimates to apply these skills.
- The estimating and use of contingency.
- The principles and use of range estimating.
- Procurement guidelines and performance regulations.
- Earned value management.

Competency 1.6.1 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Project Management Essentials*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007; choose verification method: Course Completion Certificate.

OR, if you hold a current PMP certification:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “PMI PMP,” enter PMP number in justification and choose verification method: Professional Certificate/License.

IF YOU HAVE A CURRENT PMP, YOU ARE NOT REQUIRED TO PROVIDE EXPERIENCE DETAILS FOR THIS COMPETENCY.

OR, if you have not taken the class and do not have a PMP, describe equivalent training/education and/or experience:

Competency 1.6.1 (continued)

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

Equivalent Training/Education:

I have completed the PMI course, 1234, *Course Estimating and Life Cycle Logistics*,”32 hours (mm/yyyy – mm/yyyy). This course covered all the course topics listed in the PMCDP course catalog and the CEG, as well as additional training with software simulations and case studies. I completed the DOE course PMM555 *Federal Cost Accounting Concepts*, 6/08, 21 hours; and the DOE PMM502 *Analysis for Technical Personnel* course, 11/07, 32 hours. Verification method: Course Completion Certificate.

Equivalent Experience:

I directed and assisted in the development of the XXX Project life cycle costs from 2002-2016, which achieved baseline approval through the ESSAB. I understand and employ the principles of range estimating particularly as applied to first-of-its-kind processes and designs, and other high-risk activities. I have managed independent reviews by outside parties (U.S. Army CORPS of Engineers) during the conduct of independent cost estimates, activity-based cost analysis, and the analysis of risk management and contingency formulation. I have analyzed and approved the use of additional capital funding when a life cycle cost analysis indicates best value.

- 1.6.2 The certification candidate must demonstrate **working-level** knowledge of the Federal budget process. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Project Management Systems and Practices in DOE*; OR 2) a description of the candidate's demonstrated equivalent experience (since there is no equivalent class to *Project Management Systems and Practices in DOE*, you must demonstrate equivalent experience).

The justification of fulfillment through experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- The impacts of the Federal budget process on the project.
- The role of the project director in the Federal budget process.
- The participants in the Federal budget process and the major phases of budgeting.
- Budget documents, their development, and their use.
- Congressional, OMB, and DOE-internal budget roles and processes.
- Definitions of budget terminology.

Competency 1.6.2 Example Training/Experience Statement:**If you have completed the PMCDP course:**

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Project Management Systems and Practices in DOE* ; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent experience:

NOTE: Since there is no equivalent class to *Project Management Systems and Practices in DOE*, you must demonstrate equivalent experience.

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Experience.” Enter the justification and choose a verification method.

Equivalent Experience:

As the project director for XXX Site, XXX Facility Project, and XXX Accelerator Project, I: was accountable to implement planning to obtain budget for assigned missions in accordance with the federal budget process, worked jointly with Program Office to establish project in the Integrated Priority List; established cost estimates for projects at the earliest stages so that funding was allotted in future year budgets even ahead of formal baseline approval; developed and completed project data sheets and OMB Exhibit 300s in support of the project annual submissions; and worked with the Program Office developing cost and funding alternatives when faced with possible Continuing Resolutions.

1.7 TIME MANAGEMENT

- 1.7.1 The certification candidate must demonstrate **working-level** knowledge of project planning and resource loaded scheduling. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Project Management Essentials*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience; OR 4) possess a current PMP certification.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- Developing project schedule networks, including the definition of activity durations, and logic.
- Critical paths and other scheduling terms.
- Resource allocation.
- Reporting and displaying schedule information.

Competency 1.7.1 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Project Management Essentials*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

OR, if you hold a current PMP certification:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “PMI PMP,” enter PMP number in justification and choose verification method: Professional Certificate/License.

IF YOU HAVE A CURRENT PMP, YOU ARE NOT REQUIRED TO PROVIDE EXPERIENCE DETAILS FOR THIS COMPETENCY.

OR, if you have not taken the class and do not have a PMP, describe equivalent training/education and/or experience:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

Equivalent Training/Education:

I also completed DOE course PJM141, *Project Execution*, 8/02, 40hrs. This class preceded the PMCDP training and included all the course objectives listed in the PMCDP course catalog and the CEG.

Equivalent Experience:

On the XXX Accelerator Project, I led the DOE effort on project planning during and following a major acquisition. As part of this, I ensured plans were sufficiently developed prior to award of the contract to assure proper contract transition occurred, government risk was minimized, earned value management, tracking, and reporting systems were in place, and government furnished items were delivered, as needed. I used resource-loaded schedules in the form of Federal baselines to allow me to fulfill these commitments on or ahead of schedule. Completion of the DOE course PJM141, *Project Execution*, 8/96, 40hrs assisted me in my project planning on the DOE XXX Accelerator Project and contributed to my successful fulfillment of commitments on and ahead of schedule.

1.8 RISK MANAGEMENT

- 1.8.1 The certification candidate must demonstrate **working-level** knowledge of project risk management. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Project Risk Analysis and Management*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- Assessing and quantifying risk.
- Assigning responsibility and managing risk.
- Using tools to assess and manage risk.
- Developing risk mitigation plans.
- Integrating risk management into project management.

Competency 1.8.1 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Project Risk Analysis & Management*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent training/education and/or experience:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

Equivalent Training/Education:

Risk Management for Project Managers (PMI) completed (16 hrs) 6/7/08. This course contains the same objectives as those listed in the PMCDP Course Catalog and the CEG.

Equivalent Experience:

I participated in developing risk mitigation plans and integrating risk management into project management. As the project director for the XXX Accelerator Project, I managed both engineering-procurement-construction (capital) risks and technical and programmatic risks: risk categories were identified and analyzed using a Monte Carlo statistical simulation and project contingency needs are subsequently modified accordingly; each risk element had an identified term(s) each with several variables; risk management and

Competency 1.8.1 (Continued)

mitigation strategies were developed from the terms/variables and assigned functional managers; and finally, implementation of mitigation strategies through staff members.

1.9 CONTRACT MANAGEMENT

- 1.9.1 The certification candidate must possess **working-level** knowledge of performing as a Contracting Officer's Representative (COR). Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Contract Administration for Technical Representatives*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience. If COR training is claimed as fulfillment, the training must have been completed within the five years previous to the certification application date.

Note: If the original COR training course claimed was not completed within five years of the date of application, you must include both the original date of the training as well as any subsequent COR refresher courses. COR refresher courses must also have been completed within the five years previous to the certification application date.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- The roles and responsibilities of a COR.
- The process for modifying an existing contract.
- Methods for communicating with the contractor and the roles and responsibilities of project participants.
- Contract administration.
- Techniques for evaluating change orders.
- Evaluating contractor deliverables, accepting work, and evaluating contractor procurement guidelines and regulations.

Competency 1.9.1 Example Training/Experience Statement:**If you have completed the PMCDP course:**

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Contract Administration for Technical Representatives*; enter dates of course participation (i.e., 3/10/2001 - 3/14/2001); choose verification method: Course Completion Certificate.

Since the PMCDP course listed above is not within five years of the date of application, you would include COR refresher courses, if any:

In Justification/Comment box, enter dates of most recent COR refresher course mm/yyyy.

OR, if you have not taken the class, describe equivalent training/education and/or experience:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

Equivalent Training/Education:

DoD Defense Acquisition Workforce Improvement Act certified, Level 2 acquisition officer mm/yyyy. This certification is beyond the Level of a COR, and equates to a full Contracting Officer.

Equivalent Experience:

I understand the roles of the COR and the process for modifying contracts. I served as the COR for all major buildings, infrastructure, and operational readiness changes on the XXX Project from 12/1999 to 1/2007. COR throughout project CD-2 through CD-3 for the XXX Facility from 2/1995 to 12/1996. While working for the Army, I held a CO warrant and acted as the DOD CO for the XXX projects from 1980–1984.

- 1.9.2 The certification candidate must demonstrate **working-level** knowledge in the area of acquisition strategy development and acquisition planning, and pre-award actions required in acquisition planning. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Project Management Systems and Practices in DOE*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- Federal policy for project planning that includes Acquisition Strategies Mission Need Statements.

- DOE policy for project planning, budgeting, and management.
- Developing project Acquisition Strategies and Mission Need Statements.
- Using risk management skills in analyzing and recommending technical, location, and acquisition alternatives for Acquisition Strategies.

Competency 1.9.2 Example Training/Experience Statement:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Project Management Systems and Practices in DOE*; enter dates of course participation (i.e., 3/10/2007 – 3/12/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent training/education and/or experience:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

Equivalent Training/Education:

Completed the U.S. CORE of Engineers course *Acquisition for the Project Manager*, 50 hours, mm/yyyy. This course covered all the course objectives listed in the PMCDP Course Catalog and the CEG. It also included case studies and software simulations.

Equivalent Experience:

I am knowledgeable of the Federal policy for project planning that includes Mission Need Statements on current projects, I apply approaches as identified in DOE O 413.3B Change 1 for developing acquisition strategies and have incorporated DOE’s Sample Acquisition Strategy tools in my development efforts; I directed and/or personally completed the development of acquisition strategies for Level 4 (and smaller) projects, including the XXX Project; I created a strategy to outsource large facilities to small business and developed a design competition to establish a Cost Plus Incentive Fee contract; and I was instrumental in directing the establishment of a privatization contract for XXX Facility Project. As a commercial contractor, I established successful strategies for a variety of cost plus and fixed price contracts, all of which were profitable.

- 1.9.3 The certification candidate must demonstrate **working-level** knowledge in the area of performance-based management contract planning. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Performance-Based Management Contracting*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience; OR 4) possess a current PMP certification.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- DOE policy for Performance-Based Management Contracts (PBMC):
 - Contract types and their applications; and,
 - FAR requirements.
- DOE's Strategic Management System: planning, budget formulation and execution, and program evaluation.
- Aligning performance incentives to DOE organizational goals.
- Acquisition planning for and developing PBMCs to include:
 - Team roles and responsibilities;
 - Requirements documents;
 - Performance works statements;
 - Performance incentives;
 - Work authorizations;
 - Performance baselines; and,
 - Establishing performance goals for the contractor(s).
- Using performance-based management elements to include:
 - QA surveillance plans.
 - Contract management and administration plans.
 - Risk assessments and analysis incentive plans.
 - Performance evaluation and measurements plans; and,
 - Earned value management.

Competency 1.9.3 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status, choose “PMCDP Course” as method of competency fulfillment; choose *Performance-Based Management Contracting*; enter dates of course participation (i.e., 6/07/2004 - 6/10/2004); choose verification method: Course Completion Certificate.

OR, if you hold a current PMP certification:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “PMI PMP,” enter PMP number in justification and choose verification method: Professional Certificate/License.

IF YOU HAVE A CURRENT PMP, YOU ARE NOT REQUIRED TO PROVIDE EXPERIENCE DETAILS FOR THIS COMPETENCY.

OR, if you have not taken the class and do not have a PMP, describe equivalent training/education and/or experience:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

Equivalent Training/Education:

Completed DOE course PAC172, *Types of Contracts*, 11/05, 40 hrs. This course covered all types of contracts issued by DOE and covered all the course objectives listed in the PMCDP Course Catalog and the CEG.

Equivalent Experience:

I am knowledgeable of the various contract types and the FAR requirements. I have been the project director on PBI contracts. I have extensive DOE and DOD project management experience and am currently assisting the COR for the River Bend Remediation Project. I have been involved in the preparation of contract language, bid packages, preparation of independent cost estimates, incentive strategies, fees, and execution, and administering of the contract for various types of contracts. This includes fixed price contracts (FFP), cost plus type contracts (CPPC, CPFF, CPIF and FPPIF), bid packages, contractor bid information meetings, fair cost estimate preparation, bid receipt and evaluation, award and administration of the contract.

In recent years there has been an increased use of performance-based incentive contracts that show some advantages over more subjective contracts when properly prepared. In response, I have developed requirements documents for performance work statements and performance baselines. I have effectively used performance incentives to encourage attainment of certain goals, as well as conditional payment of contractor fee to hold the contractor accountable when safety, cost/schedule and project quality requirements are not satisfied.

Competency 1.9.3 (Continued)

As an example, as the project director for the XXX project, I manage contractor performance agreements and measures, integrate schedule development and change control, and have negotiated with building trades labor managers to determine prevailing wage/fringe rates. In all, I manage and oversee approximately \$20M in plant equipment purchases and \$75M in construction subcontracts, monitoring the awards for best value, disputed costs, number of change orders, and component quality levels to comply with the established Quality Assurance Plan.

In addition, I am responsible for oversight of the allocation of the XXX project financial resources and the establishment of internal controls for financial systems. With the assistance of my Integrated Project Team, I am able to accurately determine provisional, performance and schedule fee awards within the framework of the contract, develop the appropriate project performance measures, and then monitor and evaluate project performance throughout the project's life cycle. These Performance Work Statements included milestones, deliverables, and performance measures/expectations; and used incentives to motivate the contractor to achieve desired levels of performance against specified performance measures.

- 1.9.4 The certification candidate must demonstrate working-level knowledge in the areas of the DOE Acquisition System. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Acquisition Management for Technical Personnel*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- Awareness of the statutes that govern the Federal Acquisition System, to include the FAR;
- Utilizing the types of contracts DOE can use to procure supplies;
- Understanding of the complete breadth of acquisition planning and contract execution activities:
 - Pre-solicitation notices;
 - Procurement requests;
 - RFPs;
 - Award;
 - Debrief/Protest;
 - Payment;
 - Contractor management; and,
 - Termination;
- SEB and its functions; and,
- The function and applicability of M&O contracts.

Competency 1.9.4 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status, choose “PMCDP Course” as method of competency fulfillment; choose *Acquisition Management for Technical Personnel*; enter dates of course participation (i.e., 6/07/2004 - 6/10/2004); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent training/education and/or experience:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

Equivalent Training/Education:

I have been effective in acquiring and managing resources to effectively achieve project objectives, with recent success demonstrated for the XYZ and WXY Projects. I led the effort to obtain an approved baseline for these two operations projects following award of the new infrastructure and remediation contracts, obtaining CD-2/3 approval for both baselines.

For the WXY remediation contract, my involvement began from the project’s gap analysis, demonstrating the need and initial RFI as part of our market research. I assisted in developing the contracting strategy, the final Statement of Objectives, and the final criteria by which we could evaluate responses. An RFP was issued in FedBizOps; offeror proposals were then forwarded to the Source Evaluation Board (SEB).

As a SEB voting member for the WXY remediation contract, I was responsible for evaluating the offerors from a business perspective for technical feasibility, technical realism and most probable cost perspective. I evaluated costs by category (material, subcontract, labor) to determine feasibility of the proposals. The final selection was not subsequently protested, with one unsuccessful offeror citing the level of detailed analysis performed by the SEB demonstrated a thorough and unbiased selection process.

My business acumen has been enhanced throughout my career through a succession of complex projects. I have served in a variety of functions, serving as the lead Site Program Manager at Headquarters and, currently, as the Federal Project Director for the XYZ and WXY infrastructure and remediation projects. In this position, I am responsible for the evaluation and oversight of project performance from a business perspective, including overall contract performance.

1.10 INTEGRATION MANAGEMENT

- 1.10.1 The certification candidate must demonstrate **working-level** knowledge in the areas of project control, configuration management, and life cycle logistics.^[16] Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Project Management Essentials*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience; OR 4) possess a current PMP certification.

The justification of the fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- Techniques in change control and configuration management.
- Preparing, reviewing, and approving baseline changes.
- Basic decision making techniques.
- Project control techniques and their application.

Competency 1.10.1 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Project Management Essentials*; enter dates of course participation (i.e., 9/07/2005 - 11/20/2005) choose verification method: Course Completion Certificate.

OR, if you hold a current PMP certification:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “PMI PMP,” enter PMP number in justification and choose verification method: Professional Certificate/License.

IF YOU HAVE A CURRENT PMP, YOU ARE NOT REQUIRED TO PROVIDE EXPERIENCE DETAILS FOR THIS COMPETENCY.

OR, if you have not taken the class and do not have a PMP, describe equivalent training/education and/or experience:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

^[16] Ibid.

Competency 1.10.1 (continued)

Equivalent Training/Education:

DAU on-line course *Configuration Management*, 40 CLPs [continuous learning points], mm/yyyy. This course covered all of the topics in the PMCDP Course Catalog and the CEG. It also had many software on-line simulation exercises. This course in conjunction with my DOE experience is more than equivalent to the PMCDP course alone.

Equivalent Experience:

I am knowledgeable of the techniques in change control and configuration management and in preparing and approving baseline changes. At the XXX and XXX Facility projects, I set up rigorous and disciplined project configuration control protocols that governed any changes to cost, scope, or schedule. The protocols flow from those established under the Change Control Board and flow through the DOE field function to the contractor. These controls have helped ensure that changes are known, managed, and approved by a single approval authority prior to execution. In addition, they have allowed me to eliminate inappropriate constructive changes to the contract and Project baselines, and have forced contractors to create efficiencies and experience positive earned value to help absorb unexpected events that crop up along the way.

- 1.10.2 The certification candidate must demonstrate **working-level** knowledge in the areas of EVMS and project reporting. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Earned Value Management Systems*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience; OR 4) possess a current PMP certification.

The justification of the fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- EVMS processes and techniques for organizing, planning, and authorizing project work.
- Monitoring performance.
- Presenting the graphical cost, and schedule elements of the project baseline based on the WBS.
- Selecting the appropriate EVMS technique for different WBS elements.
- Collecting, interpreting, and reporting earned value data.

Competency 1.10.2 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Earned Value Management Systems*; enter dates of course participation (i.e., 1/17/2007 - 1/20/2007), choose verification method: Course Completion Certificate.

OR, if you hold a current PMP certification:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “PMI PMP,” enter PMP number in justification and choose verification method: Professional Certificate/License.

IF YOU HAVE A CURRENT PMP, YOU ARE NOT REQUIRED TO PROVIDE EXPERIENCE DETAILS FOR THIS COMPETENCY.

OR, if you have not taken the class and do not have a PMP, describe equivalency:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

Equivalent Training/Education:

DoD course *Earned Value Management*, 40 hours, mm/yyyy. This course is part of the DoD Project Management Certification program and covered all of the course objectives listed in the PMCDP Course Catalog and the CEG.

Equivalent Experience:

I have used EVMS on several projects and know the methods for applying earned value techniques to quantify work progress. At the XXX Accelerator and XXX Facility projects, to ensure that consistent monitoring and tracking against the baseline occurred, I reviewed contractor project control systems to assure rigorous and consistent standards were established for accounting and calculating earned value against the baseline requirements; and I incorporated routine systems in each project for performing earned value reviews, variance analysis, discussed mitigating strategies, and committed to actions for resolution.

1.11 TRAINING ELECTIVES

To obtain Level 1 certification, the candidate must complete one of the following two elective options (1.11.1 or 1.11.2) or satisfy the competency requirements through equivalent training or experience.

1.11.1 The certification candidate must demonstrate **familiarity-level** knowledge in the areas of green building construction and maintenance. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP elective course, *LEED for New Construction and Existing Buildings*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

The justification of fulfillment through equivalent training or experience should demonstrate all of the following knowledge examples covered in the requisite PMCDP course:

- Implementing Leadership in Energy and Environmental Design (LEED) Green Building Rating System green initiative goal standards for new construction and existing building maintenance;
- Relating climate change and building impacts to DOE projects; and.
- Understanding the five categories of LEED.

Competency 1.11.1 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *LEED for New Construction and Existing Buildings*; enter dates of course participation (i.e., 1/17/2007 - 1/20/2007), choose verification method: Course Completion Certificate.

OR, if you have not taken the class,

In ESS PMCDP module, choose status “Equivalency” as method of competency fulfillment. Choose equivalency “PE or RA License,” enter PE or RA number in justification and choose verification method: Professional Certificate/License.

Equivalent Experience:

Currently, as project manager (FPD-equivalent) for the ABC Admin Building project (mm/dd/yy to present), I have been instrumental in incorporating several of the LEED green initiative goal standards. Originally planned for a Greenfield site, I advocated the use of site where another facility had recently been demolished (brownfield) resulting in economical (minimizing utility runs) and environmental benefits (category 1). Rainwater runoff from the roof was captured and used for support landscaping (Category 2). To reduce energy consumption, the building will use an external insulation system, thereby minimizing the heat-sink properties of a normal masonry building as well as the facility’s internal temperature fluctuations (Categories 3 and 5). This external insulation is made of 80 percent recycled materials (Category 4).

Competency 1.11.1 (continued)

Critical Decision-3 was authorized on mm/dd/yy; the project is currently on-schedule and construction is expected to be completed by mm/yy. Once the facility is occupied and fully operational, a LEED analysis will be done to measure and compare the results with the LEED Rating System.

- 1.11.2 The certification candidate must demonstrate **familiarity-level** knowledge in capital planning for capital asset projects under the 413.3B. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP elective course, *Capital Planning for Capital Asset Projects Under the 413.3B*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- Present the government’s structured capital planning process and discuss how it applies to the Department of Energy’s Acquisition Management System.
- Learn how to leverage capital assets for strategic outcomes using tools and resources at Federal Project Director's (FPDs) disposal to report information to HQ.
- Introduce capital planning as a structured process.
- Demonstrate how the DOE O 413.3B Critical Decision (CD) process for acquiring capital assets supports this structured process.
- Provide examples of how project information is used to support the Project Data Sheet (PDS) and OMB Exhibit 300 reporting requirements.
- Understand the FPD’s role in each step of the capital planning process.

Competency 1.11.2 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Capital Planning for Construction Projects Under the 413.3B*; enter dates of course participation (i.e., 1/17/2007 - 1/20/2007), choose verification method: Course Completion Certificate.

OR, if you have not taken the class, demonstrate equivalency:

In ESS PMCDP module, choose status “Equivalency” as method of competency fulfillment.

SAMPLE RESPONSE IS CURENTLY UNDER DEVELOPMENT

1.12 WORK AND DEVELOPMENT ACTIVITIES

To achieve certification, the certification candidate must perform developmental assignments or show experience that demonstrates application of the required knowledge and skills.

The following are the required developmental assignments:

- 1.12.1 Work for 12 months as a project engineer or IPT member; **OR** possess a current PMP certification; **OR** possess a PE or RA license.

Competency 1.12.1 Example Training/Experience Statement:

In ESS, choose status “Designation of Equivalency” as method of competency fulfillment. Choose “Experience,” enter justification and choose verification method that is applicable.

Experience:

I have four years experience as a project engineer/IPT member at the XXX Facility Project (mm/yyyy – mm/yyyy); project phases ranged from CD-0 through CD-4. My roles included acting as the subject matter expert in seismic design and construction. I interfaced with the IPT, produced seismic documents for stakeholder and regulatory bodies, such as the DNFSB and the state environmental departments.

OR, if you hold a current PMP or certification:

In the ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “PMI PMP,” enter PMP number in justification and choose verification method: Professional Certificate/License.

IF YOU HAVE A CURRENT PMP, YOU ARE NOT REQUIRED TO PROVIDE EXPERIENCE DETAILS FOR THIS COMPETENCY.

OR, if you hold a PE or RA license:

In ESS PMCDP module, choose status “Equivalency” as method of competency fulfillment. Choose equivalency “PE or RA License,” enter PE or RA number in justification and choose verification method: Professional Certificate/License.

IF YOU HOLD A PE OR RA LICENSE, YOU ARE NOT REQUIRED TO PROVIDE EXPERIENCE DETAILS FOR THIS COMPETENCY.

1.12.2 Three years (minimum) experience in project management; **OR** possess a current PMP certification. Expertise should include knowledge and skill from participating in most of the following activities:

- Conducting design and project reviews
- Developing and/or approving engineering drawings
- Performing field construction inspections
- Performing contract administration functions in his/her role as a project director
- Evaluating contractor construction deliverables
- Participating in the Federal budget formulation and execution processes
- Developing Project Data Sheets
- Defining project scope and the project WBS
- Writing and/or approving specifications
- Writing and/or approving decision memoranda and project reports
- Developing the project acquisition strategy and the Acquisition Plan
- Writing the Project Execution Plan and getting it approved
- Participating in the ESAAB process
- Participating in the NEPA and other regulatory processes and writing NEPA documents
- Participating in quarterly project reviews
- Participating in trade-off analyses and/or value engineering studies
- Developing and updating project schedules and cost estimates
- Developing and maintaining project risk management plans
- Developing and using an EVMS and performing earned value analyses

Note: The following positions do not count towards experience in project management: program manager, property manager, Health, Safety and Security (HSS), and financial positions.

Note: A candidate must work on a project for a minimum of six months for the experience to count towards the three year requirement.

Competency 1.12.2 Example Training/Experience Statement:

In ESS PMCDP module, choose status “Equivalency” as method of competency fulfillment. Choose equivalency “Experience,” enter justification and choose verification method that is applicable.

Experience:

I have three years experience as a project engineer/IPT member at the XXX Facility Project (mm/yyyy – mm/yyyy); project phases ranged from CD-0 through CD-4. My roles included acting as the subject matter expert in seismic design and construction. I interfaced with the IPT, produced seismic documents for stakeholder and regulatory bodies, such as the DNFSB and the state environmental departments.

OR, if you hold a current PMP certification:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “PMI PMP,” enter PMP number in justification and choose verification method: Professional Certificate/License.

IF YOU HAVE A CURRENT PMP, YOU ARE NOT REQUIRED TO PROVIDE EXPERIENCE DETAILS FOR THIS COMPETENCY.

- 1.12.3 Candidates must demonstrate one year of experience in project management within the last five years prior to the FPD certification application date. A PMP certification will satisfy this project management experience requirement as long as the PMP certification has been earned within the last five years.^[17]

Competency 1.12.3 Example Training/Experience Statement:

In ESS PMCDP module, choose status “Equivalency” as method of competency fulfillment. Choose equivalency “Experience,” enter justification and choose verification method that is applicable.

Experience:

I have 3 years experience as a project engineer/IPT member at the XXX Facility Project (mm/yyyy – mm/yyyy); project phases ranged from CD-0 through CD-4. My roles included acting as the subject matter expert in seismic design and construction. I interfaced with the IPT, produced seismic documents for stakeholder and regulatory bodies, such as the DNFSB and the state environmental departments.

1.13 BEHAVIORAL

No behavioral competencies are required for Level 1.

^[17] OMB, op.cit.

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LEVEL 2

Training at Level 2 is designed to develop the essential interpersonal and management competencies required of high-performing, successful project managers, such as team building, influencing/negotiating, decisiveness, partnering, and managing a diverse workforce.

To attain a Level 2 certification, the certification candidate must:

- Successfully complete all the Level 1 requirements.
- Appropriately demonstrate the applicable KSA Level 2 competencies or successfully complete the following Level 2 core courses:
 - *Advanced Concepts in Project Management* or equivalent experience.
 - *Project Management Simulation* or its equivalent.
 - *Project Leadership/Supervision* or its equivalent.
 - *Effective Program and Project Communication* or equivalent experience.
 - *Cost & Schedule Estimation* or its equivalent.
 - *Scope Management/Baseline Development* or its equivalent.
- Successfully complete at least two of the following elective courses.
 - *Value Management* or its equivalent.
 - *Federal Budget Process in DOE* or its equivalent.
 - *Environmental Laws and Regulations* or its equivalent.
 - *Real Property Asset Management* or its equivalent.
- Appropriately demonstrate requisite work/ developmental requirements that focus on: ^[18]
 - Performing market research.
 - Developing and applying technical processes and technical management processes.
 - Performing or participating in source selection.
 - Preparing acquisition strategies.
 - Managing performance based service agreements.
 - Developing and managing a project budget.

[¹⁸] Ibid.

- Writing a business case.
- Strategic planning.

2.1 GENERAL PROJECT MANAGEMENT

- 2.1.1 The certification candidate must demonstrate **working-level**^[19] knowledge of systems engineering. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Advanced Concepts in Project Management*; OR 2) a description of the candidate's demonstrated equivalent experience (since there is no equivalent class to *Advanced Concepts in Project Management*, you must demonstrate equivalent experience).

The justification of fulfillment through experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- The use of the systems engineering model in project management.
- Functional allocation and functional requirements definition as used in systems engineering.
- Design reviews (conceptual, preliminary, critical, system, etc.).
- Trade-off analyses.
- Configuration management from a systems engineering perspective.

Competency 2.1.1 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Advanced Concepts in Project Management*; enter dates of course participation (i.e., 3/10/2005 - 3/12/2005); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent experience:

NOTE: Since there is no equivalent class to *Advanced Concepts in Project Management*, you must demonstrate equivalent experience.

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Experience.” Enter the justification and choose a verification method.

^[19] Ibid.

Competency 2.1.1 (continued)

Equivalent Experience:

I participated in project reviews that utilized system engineering methods in defining functional requirements and in conducting trade-off analysis. As the project director for the XXX Project, I exercised a full system engineering approach. The systems engineering program for the project was examined closely and found satisfactory, resulting in minimized rework for the project. Optimization of capabilities was also performed to avoid excess capacity through time and motion studies.

- 2.1.2 The certification candidate must demonstrate **working-level**^[20] knowledge of value management. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Advanced Concepts in Project Management*; OR 2) a description of the candidate's demonstrated equivalent experience (since there is no equivalent class to *Advanced Concepts in Project Management*, you must demonstrate equivalent experience).

The justification of fulfillment through experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- DOE policy on VM.
- The limited impact of the Federal Acquisition Regulations (FAR) requirements on DOE VM studies.
- The VM assessment requirements for CD-1 approval.
- Team composition and the importance of VM experience.
- The advantages of using VM early in the project lifecycle.

^[20] Ibid.

Competency 2.1.2 Example Training/Experience Statement:**If you have completed the PMCDP course:**

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Advanced Concepts in Project Management*; enter dates of course participation (i.e., 3/10/2005 - 3/12/2005); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent experience:

NOTE: Since there is no equivalent class to *Advanced Concepts in Project Management*, you must demonstrate equivalent experience.

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Experience.” Enter the justification and choose a verification method.

Equivalent Experience:

I understand the six-step VM job plan and the advantages of using VM early in the project lifecycle. As the project director for XXX Site project, I directed value-engineering programs implemented from the start of the project in accordance with DOE directives. The project required contractors to continue VM activities throughout the project. The project was completed on time and under budget.

- 2.1.3 The certification candidate must demonstrate **working-level**^[21] knowledge in pre-project planning. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core courses, *Advanced Concepts in Project Management* **and** *Project Management Simulation*; OR 2) the successful completion of an equivalent course or training for *Project Management Simulation* and the successful completion of the PMCDP core course, *Advanced Concepts in Project Management* (there is no course or training equivalent for *Advanced Concepts in Project Management*); OR 3) a description of the candidate's demonstrated equivalent experience.

The justification of fulfillment through equivalent training or experience should demonstrate all of the following knowledge examples covered in the requisite PMCDP courses:

- The use of up-front project definition in developing project scope.
- Stakeholder alignment techniques.
- The use of the Project Definition Rating Index.

^[21] Ibid.

Competency 2.1.3 Example Training/Experience Statement:

If you have completed the PMCDP courses:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Advanced Concepts in Project Management* on 1/23/2005, and completed *Project Management Simulation* on 3/20/2005; enter dates of course participation; choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent training/education and/or experience:

Note: Equivalent training may be used to satisfy the PMCDP core course, *Project Management Simulation*; however, there is no equivalent training for the PMCDP course, *Advanced Concepts in Project Management*.

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

Equivalent Training/Education:

DoD project management course *Pre-Project Planning for Technical Personnel*, mm/yyyy, 40 hours. This course was part of my DoD Level 3 Program Management Certification and covered all the course objectives listed in the PMCDP Course Catalog and the CEG.

Equivalent Experience:

I am knowledgeable of the Project Definition Rating Index and participated in its use on the XXX Project. For the XXX Facility Project, I conducted a site-wide examination of mission needs and acted as a SME to DOE team reviews of common needs and capabilities. For the XXX Project, I participated as team leader in establishing options prior to CD-0 decisions by HQ. In addition, I was involved in the development of the Request for Planning for obtaining the design/build contract, which involved extensive review of pre-conceptual design information and alternatives.

- 2.1.4 The certification candidate must demonstrate **working-level** knowledge of facilitation techniques and conflict resolution methods. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Project Leadership/Supervision*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

The justification of the fulfillment through equivalent training or experience should demonstrate the following knowledge covered in the requisite PMCDP course:

- Problem solving and conflict resolution.
- Facilitation techniques and facilitating discussions/meetings.

Competency 2.1.4 Example Training/Experience Statement:**If you have completed the PMCDP course:**

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose PMCDP core course, *Project Leadership/Supervision*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent training/education and/or experience:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

Equivalent Training/Education:

Facilitation Techniques/Conflict Resolution (Management View) (24 hrs) 5/5/02. This class covered all the objectives listed in the PMCDP Course Catalog and the CEG. It also included conflict simulations among class members.

Equivalent Experience:

I am very experienced in problem solving and conflict resolution. For the XXX Project, there was a problem between the project and the stakeholders over engineering seismic construction methods on one of the fabrication facilities. I facilitated a workshop of stakeholders, regulators, and contractors in 2006 to establish a path forward. This major effort resulted in bringing diverse points of view around to a common set of goals and objectives. On the XXX Project, there was an employment conflict on the IPT in my tenure as DOE project director. I met separately with the conflicting parties and listened to their complaints and grievances. I then devised a plan of reconciliation and presented to both parties. While neither party wanted to admit that they had compromised in order to reach a settlement, both eagerly accepted the path forward. These parties had no further employment conflicts during my tenure as FPD and they worked harmoniously with the rest of the IPT.

2.2 LEADERSHIP/TEAM BUILDING

- 2.2.1 The certification candidate must demonstrate **working-level** knowledge of leadership principles. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Project Leadership/Supervision*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- Developing and communicating clear goals and vision.

- Recognizing individual and team performance.
- Effective leadership styles for different situations.
- Leading integrated project teams.
- Developing and implementing operating procedures and systems.
- Working with external project stakeholders.

Competency 2.2.1 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose PMCDP core course, *Project Leadership/Supervision*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent training/education and/or experience:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

Equivalent Training/Education:

Leadership/Supervision (PMI) (40 hrs) 12/14/03, and MST153, *Personnel Management for Supervisors*, 1/06, 32hrs. Combined, these courses covered the course objectives listed in the PMCDP Course Catalog and the CEG.

Equivalent Experience:

I am very knowledgeable in developing and communicating clear goals and vision. I frequently recognize individuals and team performance. As a leader, I define clear vision and I am able to recruit and attract talented personnel to achieve mission success. My military experience and training provided me the basis for command presence and participative leadership. At Ft. Bragg, I led an IPT of six persons. This team had severe personnel clashes when I was assigned to the project. I was able to identify the problem, develop a plan to address the issues, and worked with the individuals to coach them to make required behavioral changes. Both of the individuals involved in the dispute went on to become excellent leaders who learned from this incident. From the time this incident was resolved the team worked cohesively and followed my leadership with no problems.

The project teams I have led both within and outside of DOE have been successful and rewarding for all participants. I am able to communicate effectively, support my subordinates, and respond to managers. I have a detailed understanding of technical and business aspects of work, and I find common sense approaches to get the job done. I provide continuous feedback to my team, listen to their inputs and concerns, and adapt my projects for success.

Competency 2.2.1 (continued)

On my current project, XXX Project, I lead a staff of 23. I have challenged them to follow my lead and provide clear and un-wavering direction and decision-making. This project is a complex and technical challenge to all involved and my leadership is allowing it to continue on schedule and under budget.

- 2.2.2 The certification candidate must demonstrate **working-level** knowledge of human resources supervision and motivational techniques. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Project Leadership/Supervision*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- Motivational techniques.
- Assigning and evaluating work.
- Identifying individual team members' strengths and weaknesses.
- Individual performance planning and reviews.

Competency 2.2.2 Example Training/Experience Statement:**If you have completed the PMCDP course:**

In ESS PMCDP module, choose status "PMCDP Course" as method of competency fulfillment; choose PMCDP core course, *Project Leadership/Supervision*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent training/education and/or experience:

In ESS PMCDP module, choose status "Designation of Equivalency" as method of competency fulfillment. Choose equivalency "Education & Experience." Enter the justification and choose a verification method.

Equivalent Training/Education:

Human Resources Management for Managers (DOE PM0111), (18 hrs) 4/5/97, and GAT296, *Harassment Free Workplace*, 9/06, 8 hours.

Competency 2.2.2 (continued)

Equivalent Experience:

I am very experienced at assigning and evaluating work. I have conducted individual and team performance reviews. I have been a supervisor/manager and have extensive experience in all aspects of human resources management of a federal workforce. As a project director at U.S. Army Ft. Bragg Refurbishment project, and Ft. Hood Facilities Upgrade project, XXX Site, XXX Project, XXX Project, and the XXX Project: I have directed reassignments, instilled discipline, resolved personal disputes of all sorts, encouraged diversity and equal opportunity, and have established a reputation for being open and fair in my dealings with all; I delegated to subordinates, ensure their training and preparation for assignments, and encourage their professional advancement; I have assisted in designing and applying recognition and incentive programs for my office unit; I have participated in development of subordinate IDPs; and I mentored personnel at all levels on a frequent basis.

- 2.2.3 The certification candidate must demonstrate **working-level** knowledge of integrated project team building. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Project Leadership/Supervision*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- Project staffing requirements analysis, interviewing, and position management.
- Consensus building.
- Developing trust and confidence among team members.
- Organizing teams.
- Effectively planning and managing multiple tasks among team members.
- Monitoring and tracking results.
- Assigning work.

Competency 2.2.3 Example Training/Experience Statement:**If you have completed the PMCDP course:**

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose PMCDP core course, *Project Leadership/Supervision*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent training/education and/or experience:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

Equivalent Training/Education:

Leadership/Supervision (PMI) (40 hrs) 12/14/06, and GAT186, *Seven Habits of Highly Effective People*, 7/08, 32 hrs. Combined, these classes have the same course objectives as those listed in the PMCDP Course Catalog and the CEG.

Equivalent Experience:

As the project director for the XXX Site Project, I assembled and developed an IPT based on project requirements for technical expertise. I have worked with both matrixed organizations and the challenges of managing multiple tasks, as well as project dedicated staff. As the IPT took form (a matrixed organization), I explained and reinforced the team’s roles and responsibilities, what they were to do, the objectives and goals, and when items were due. Through work assignments, each team member knew his/her role and, combined, we could monitor and track results, ensuring that no activity would be lost. Monitoring and tracking progress was reinforced through routine meetings throughout the project and implemented a communication strategy that kept members informed. As team leader, I guided the team, made requisite assignments, and successfully mediated any challenges that arose. Several of my IPT members have decided to make project management their career, based upon the positive IPT experience during the XXX project.

2.3 SCOPE MANAGEMENT

- 2.3.1 The certification candidate must demonstrate **working-level** knowledge of the techniques used in scope management, baseline development, and WBS development. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Scope Management/Baseline Development*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- Baseline development techniques.

- WBS development/decomposition.
- Identifying requirements as functional or non-functional and discretionary or non-discretionary.
- Prioritizing requirements.
- Recognizing and controlling scope changes.

Competency 2.3.1 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS, choose “PMCDP Course” as method of competency fulfillment; choose *Scope Management/Baseline Development*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalency:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

Equivalent Training/Education:

DOE PAC226, *Statement of Work*, 6/95, 16 hrs; DOE PMI999, *Baseline Development*, 12/2003, 16 hours; *Work Breakdown Structures*, PMI, 1/2007, 8 hours. These courses combined covered all the objectives listed in the PMCDP Course Catalog and the CEG.

Equivalent Experience:

I have participated in the development of several WBSs and in prioritizing requirements and in controlling scope changes. As the project director for the XXX and XXX Accelerator projects, I used my extensive knowledge in WBS principles to manage or provide oversight of projects to verify project planning, establishment of cost and budgets, verified time, costs, and performance are tracked, schedules and status reports to ensure resource distribution and assignments for project elements are established. I have managed work packages and cost accounts for various WBS levels. I used both WBS and Organizational Breakdown Structure (OBS) to manage performance, as well as an internal process to identify and approve all changes to project scope; both construction and deductive contract scope changes. I established and/or modified project controls and configuration management systems. I established systems engineering assessments as a key part of planning to ensure that effective tools were selected for scheduling, monitoring plant procurements, developing resource loaded baselines, assessing risks to establish cost and schedule contingencies and mitigate project capital and technical risks, and ensuring project reporting meets requisite requirements for earned value reporting and tracking. I established a project controls system to provide early warnings of poor performance throughout WBS/OBS elements.

2.4 COMMUNICATION MANAGEMENT

- 2.4.1 The certification candidate must demonstrate a **working-level** knowledge of effective briefing techniques. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core courses, *Advanced Concepts in Project Management* **and** *Effective Program and Project Communication*; OR 2) the successful completion of equivalent courses or training; OR 3) demonstrated equivalent experience (since there is no equivalent class to *Advanced Concepts in Project Management*, you must demonstrate equivalent experience for this half of the competency requirement).

The justification of the fulfillment through equivalent experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP courses:

- Making formal presentations to senior management.
- Communicating with diverse audiences.
- Making persuasive communications with well-founded convincing arguments.
- Communicating with multiple types of stakeholders.

Competency 2.4.1 Example Training/Experience Statement:

If you have completed the PMCDP courses:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Advanced Concepts in Project Management*; enter dates of course participation (i.e., 3/10/2005 - 3/12/2005); choose verification method: Course Completion Certificate.

OR, if you have not taken the classes, describe equivalent experience:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

Equivalent Training/Education:

U.S. Army War College, mm/yyyy – mm/yyyy. This X year training centered on developing communication skills, including intensive training on briefing at an executive level, to both senior staff, as well as the media and congressional representatives. This training was spread out over the X years of the courses, and at least 60 hours were dedicated to this communication skill.

Equivalent Experience:

I have provided briefings (monthly status report, quarterly project reports, milestone change recommendations, etc.) to both field and Headquarters personnel. For the XXX Accelerator Project and the XXX Project: I provided news media interviews with

Competency 2.4.1 (continued)

television, and local press; I made many presentations to stakeholders and regulators in a particularly effective manner; and when preparing each presentation, I have considered the political environment, specific job experience, skills sets, and training of my audience. My presentations have been enhanced through my own listening skills, where I demonstrate respect, encourage my teammates to participate, as appropriate, and show members of the audience that I value their opinions and ideas of others.

2.5 QUALITY/SAFETY MANAGEMENT

2.5.1 The certification candidate must demonstrate **working-level**^[22] knowledge of quality management. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Advanced Concepts in Project Management*; OR 2) a description of the candidate's demonstrated equivalent experience (since there is no equivalent class to *Advanced Concepts in Project Management*, you must demonstrate equivalent experience).

The justification of fulfillment through equivalent experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- Developing/interpreting QA and Quality Control plans and procedures.
- Systems and component testing and inspection processes.
- The requirements of DOE Order 414.1A, QA, and 10 CFR 830.120.
- Time Quality Management principles.
- The quality auditing process.

Competency 2.5.1 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Advanced Concepts in Project Managements*; enter dates of course participation (i.e., 3/10/2005 - 3/12/2005); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent experience:

NOTE: Since there is no equivalent class to *Advanced Concepts in Project Management*, you must demonstrate equivalent experience.

^[22] Ibid.

Competency 2.5.1 (continued)

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Experience.” Enter the justification and choose a verification method.

Equivalent Experience:

I am knowledgeable of DOE O 414.1A and 10CFR 830.120. On XXX Accelerator Project, I participated in development of QA and Quality Control Plans, along with the matrixed subject matter experts of the IPT. I have directed Level 4 projects at the XXX Accelerator Project, and XXX Project, which required establishing NQA-1 quality programs for critical work. I directed an upgrade of site QA programs to meet the requirements for the XXX Project.

2.6 COST MANAGEMENT

- 2.6.1 The certification candidate must demonstrate **working-level**^[23] knowledge of cost and schedule estimating processes. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Cost and Schedule Estimation*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- Cost Estimate Initiation – Using GAO Cost Estimation Guide Steps to provide a framework for estimate development.
- Estimate Scope – WBS and the parameters; ground rules and assumptions needed for estimate development.
- Estimate Data Sources – Estimate tools, data sources and the collection, analysis and use of data.
- Parametric Cost Estimate Development – Cost estimating methods and procedures for parametric type estimating.
- Detailed Cost Estimate Development – Cost estimating methods and procedures for detailed, bottom-up estimating.
- Schedule Development – Techniques for development of project schedules.
- Cost-Schedule Integration – How cost estimates and schedules are integrated and used together within DOE.

^[23] Ibid.

- Estimate Review and Sensitivity Analysis – Approaches used to review cost estimates developed by contractors and others, including sensitivity analysis of the estimate.
- Risk and Uncertainty Analysis – Principles and techniques; management reserve, contingency, and how both are calculated/determined.
- Comprehensive, complete and accurate estimate documentation.
- Clear, concise and useful presentation of cost estimates to management and stakeholders.
- Estimate Update and Maintenance – Issues encountered after a cost estimate is developed and approved, including subsequent revision and updates.
- Development and Use of Government Estimates – DOE requirements and use of independent estimates and estimate reviews.
- Life Cycle Cost Estimates and Analysis – How they are developed and used.

Competency 2.6.1 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS, choose “PMCDP Course” as method of competency fulfillment; choose *Cost and Schedule Estimation*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalency:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

SAMPLE RESPONSE CURRENTLY UNDER DEVELOPMENT

2.7 TIME MANAGEMENT

- 2.7.1 The certification candidate must demonstrate **working-level**^[24] knowledge of automated scheduling software. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Project Management Simulation*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

^[24] Ibid.

The justification of the fulfillment through equivalent training or experience should demonstrate all of the following knowledge examples covered in the requisite PMCDP course:

- The use of automated scheduling tools.
- Performing schedule analysis, crashing, and resource-leveling.

Competency 2.7.1 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Project Management Simulation*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent training/education and/or experience:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

Equivalent Training/Education:

Primavera for Project Management (PMI) completed (16 hrs) 6/7/08. This course contains the same objectives as those listed in the PMCDP Course Catalog and the CEG.

Equivalent Experience:

As a project director on XX Site Project, I have used Primavera software for scheduling work and for establishing resource loading, as well as for monitoring project performance on a weekly and monthly basis. I coordinated the implementation of a pilot to interface earned value reporting software with site scheduling and cost accounting data systems. I am familiar with automated scheduling. I have built schedules utilizing P3 to determine critical path and run different scenarios to analyze aspects of a schedule.

2.8 RISK MANAGEMENT

This competency shall have been developed to a working-level knowledge at Level 1. Therefore, no additional competency training/equivalency is required in this category for Level 2 federal project directors.

2.9 CONTRACT MANAGEMENT

This competency shall have been developed to a working-level of knowledge at Level 1. Therefore, no additional competency training/equivalency is required in this category for Level 2 federal project directors.

2.10 INTEGRATION MANAGEMENT

This competency shall have been developed to a working-level of knowledge at Level 1. Therefore, no additional competency training/equivalency is required in this category for Level 2 federal project directors.

2.11 TRAINING ELECTIVES

The PMCDP offers electives for Level 2 certification candidates. To attain certification at Level 2, the certification candidate must select **two** elective options and complete the competency requirements.

2.11.1 The PMCDP course, *Cost and Schedule Estimation*, is no longer an elective option and has become a Level 2 core requirement – see competency 2.6.1.

2.11.2 The PMCDP course, *Scope Management/Baseline Development*, is no longer an elective option and has become a Level 2 core requirement – see competency 2.3.1.

2.11.3 The certification candidate must demonstrate **working-level**^[25] knowledge of value management. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP elective course, *Value Management*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- Using value management for re-examining projects with a view to reducing total project costs.
- Ability to understand value engineering (VE)/value management concepts, principles, definitions, and the various legal and regulatory drivers that now mandate its application.
- With a focus on the value management process, building and leading value management teams.
- Understanding the 6-step value management job plan.
- Understanding contractual aspects.
- Understanding the project life cycle and function analysis in the value management process.

Competency 2.11.3 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS, choose “PMCDP Course” as method of competency fulfillment; choose *Value Management*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

^[25] Ibid.

Competency 2.11.3 (continued)**OR, if you have not taken the class, describe equivalency:**

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

Equivalent Training/Education:

Value Management in Projects, AMA, 24 hours, 3/2008; *Value Engineering*, Masters level course in project management, XXX University, 3 credit hours, 1/2007 – 5/2007. These courses covered all the course objectives listed in the PMCDP Course Catalog and the CEG.

Equivalent Experience:

I have expert-level knowledge of VE & VM principles and practices as required by DOE O 413.3B, OMB Circular A131, FAR Part 48, and PL 104-106.

I have expert-level knowledge of VE & VM principles and practices as required by DOE O 413.3B, OMB Circular A131, FAR Part 48, and PL 104-106. As the project director for the XXX Accelerator Project, I managed VE processes and oversaw the contractor’s use of the nationally recognized Six-Sigma Process and required training (yellow belt) for several federal staff members in this process. I was also co-lead on an initiative to evaluate all project requirements eliminating redundancy or non-value added standards and processes. This initiative yielded \$18M in capital saving and a corresponding life-cycle cost avoidance. These processes and others have identified hard cost savings of about \$250M and a projected life-cycle cost avoidance of \$900M.

- 2.11.4 The certification candidate must demonstrate **working-level** ^[26] knowledge of DOE environmental regulations. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP elective course, *Environmental Laws and Regulations*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

Current DOE environmental policies and implementing guides, as well as federal environmental regulations to include:

- NEPA
- Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA)
- Resource Conservation and Recovery Act (RCRA)
- Clean Water Act (CWA)

^[26] Ibid.

- Clean Air Act (CAA)
- Toxic Substances Control Act (TSCA)
- Occupational Safety and Health Act (OSHA)

Competency 2.11.4 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS, choose “PMCDP Course” as method of competency fulfillment; choose *Environmental Laws and Regulations*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalency:

Equivalent Training/Education:

U.S. Army course *Environmental Regulation*, 32 CLPs, 5/2004; DOE PMM888 *Environmental Regulations for Non-technical Personnel*. These courses covered all the course objectives listed in the PMCDP Course Catalog and the CEG.

Equivalent Experience:

I have participated in NEPA analysis and understand the requirements for RCRA,

CERCLA, CAA, and National Pollutant Discharge. As project engineer for the XXX Facility Project, I served as the NEPA Compliance Officer (NCO) from 5/2002 through 1/2005, completed the state RCRA/CERCLA/CAA, and pollution discharge reporting. I was the stakeholder liaison for all environmental matters on this project. I was directly responsible for assuring compliance with all applicable environmental and safety regulations, including those from NEPA, CAA, National Pollution Discharge Elimination System, CWA, and OSHA. I led the preparation and approval of all NEPA documents prepared during this period, including Categorical Exclusions, Environmental Assessments, Environmental Impact Statements (EIS), and supporting documents. Completing these documents required extensive knowledge of NEPA, DOE environmental regulations, and close interactions with Stakeholders. I supported the Team throughout the early phases of the project and construction by preparing NEPA documents and input to support the project. I am a senior technical safety manager and lead ISM and HSS audits for other projects at the XXX site.

As the NEPA Subject Matter Expert representing DOE’s position on NEPA matters, I led all interactions with DOE-GC, Regulators, State Officials, Stakeholders, and members of the public. My NEPA expertise led to the preparation and successful issuance of the Guardian Waste Facility EIS, which facilitated the Waste Management Project in the shipment of over 300,000 cubic feet of low-level waste. As a result, Senior Management recognized me for my NEPA expertise and successful issuance of NEPA documents on several occasions during my tenure as NEPA NCO with a Special Service Award.

- 2.11.5 The certification candidate must demonstrate **working-level**^[27] knowledge of the Federal budget process. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP elective course, *Federal Budget Process in DOE*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- The budget formulation process.
- The budget execution process.
- The impact of the Government Performance and Results Act on the budget process.
- Implementing DOE Order 135.1, Budget Execution - Funds Distribution and Control.
- Congressional and OMB roles and requirements in budget formulation.
- Responding to OMB and Congressional inquiries, questions & answers, etc.

Competency 2.11.5 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS, choose “PMCDP Course” as method of competency fulfillment; choose *The Federal Budget Process in DOE*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalency:

Equivalent Training/Education:

Advanced Budget Appropriations (DOE) (16 hrs) 4/15/04, and *Federal Cost Accounting Concepts*, 6/99, AMA, 24 hrs.

Equivalent Experience:

I have more than 20 years experience in planning, preparing, and implementing federal and private sector budgets in programs ranging from \$8 million to over \$1.2 billion dollars. As the FPD on XXX Facility Project, mm/yyyy – mm/yyyy, my responsibilities included successful management and direction of annual efforts to plan and prioritize the project budgets, meet program goals [as they pertained to the project], and work with HQ on all budget matters pertaining to this project. Throughout- my career, I have managed budget planning and implementation for waste management, environmental restoration, project management, and facility construction and renovation projects.

^[27] Ibid.

- 2.11.6 The certification candidate must demonstrate **working-level** knowledge of real property life-cycle asset management. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP elective course, *Real Property Asset Management*, OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- A systematic, integrated approach to the management of federal real property.
- Real property planning and management.
- Ten-Year Site Plans.
- Real property status reporting requirements and mechanisms.
- Value management.
- Performance management and DOE and contractor role and responsibilities for real property asset management.
- Requirements contained in the Executive Order, Federal Real Property Asset Management (EO 13327 - 69 r. Reg. 589, February 4, 2004) which places greater visibility on management of real property assets.

Competency 2.11.6 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS, choose "PMCDP Course" as method of competency fulfillment; choose *Real Property Asset Management*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalency:

Equivalent Training/Education:

Successfully completed a facilities management certification or certificate program at an accredited university or institution of higher learning, or by a nationally or internationally recognized association: Professional Certificate in Facility Management, George Mason University Certified Facility Manager, International Facility Management Association; completed U.S. Navy *Facilities and Property* course, 24 hours, 2006. These courses cover all the course objectives as outlined in the PMCDP Course Catalog and CEG.

Equivalent Experience:

I developed, reviewed, and/or approved Ten Year Site Plans, including facility and infrastructure prioritized project lists for construction, renovation, recapitalization, demolition, and maintenance/operations. I executed the work under constrained budget

Competency 2.11.6 (continued)

authorization. I analyzed and reported on real property past performance and projected outcomes, including sustainment activities and recapitalization to ensure facilities were in a suitable condition and operationally available for their intended use. I tracked actual maintenance expenditures against planned levels, facility condition and performance measures, facilities database information, and deferred maintenance. I performed value engineering by analyzing essential facility functions and selecting the lowest life-cycle cost option.

I managed or provided oversight of actions to acquire, manage, and dispose of real estate, including disposition planning, long-term stewardship of contaminated facilities and land, and NEPA reviews.

2.12 WORK AND DEVELOPMENT ACTIVITIES

To achieve certification, the certification candidate must perform developmental assignments or show experience that demonstrates application of the required knowledge and skills. Information provided should be results-oriented and showcase the impact the federal project director had on the project and/or lessons learned. The following are the required developmental assignments:

- 2.12.1 Work for a minimum of two years as a Level 1 Project Director or satisfy the following equivalencies (2.12.1.1, 2.12.1.2, or 2.12.1.3).

Competency 2.12.1 Example Training/Experience Statement:

In ESS PMCDP module, choose status “Equivalency” as method of competency fulfillment. Choose equivalency “Experience,” enter justification and choose verification method that is applicable.

Example:

Position: 11/93-3/96: FPD-equivalent. See attached documentation designating me as 1) the Project Manager and 2) giving an ESAAB presentation as Project Manager.

Project: DOE XXX project, TPC \$29M.

What I did: I was the lead for the IPT and worked under the DOE 4700 series of project management orders. I wrote the Project Plan and Acquisition Plan for this project. I brought the project from KD-0 through KD-3 (CD-phase equivalents) during my tenure; the project was on-schedule and within budget.

- 2.12.1.1 Equivalency: Possess a combination of one year of Level 1 FPD experience and one year of deputy project director experience. A combination of FPD and Deputy FPD experience for two continuous years on the same active, post CD-3 Level 2 or higher project is acceptable as long as the FPD experience accounts for a minimum of 12 months of that two-year period. The guidance for accepted experience governing this requirement is under **DEPUTY PROJECT DIRECTOR EXPERIENCE** on page 6-3.

Competency 2.12.1.1 Example Training/Experience Statement:

OR, if you do not have the requisite two years as Level 1 project director, show equivalency:

In ESS PMCDP module, choose status “Equivalency” as method of competency fulfillment. Choose equivalency “Experience,” enter justification and choose verification method that is applicable.

Example:

Position: 4/1984-5/1984: Civilian project director working for the DOD/United States Army. See attached documentation stating I was the Project Director.

Project: U.S. Army Ft. Bragg Refurbishment and Ft. Hood Facilities Upgrade projects, TPC of \$19M, a Level 1 project.

What I did: I was totally responsible for this capital asset construction project. I was assigned at the end of preliminary design and brought the project through completion and delivery to the Army. I was responsible for all budget, cost and schedule, and working with the contractor on all contract issues (this was a firm fixed price contract). I was the COR and worked closely with the Contracting Officer to ensure that work was performed within scope of the contract.

Example:

Position: 12/2008- Present: DOE deputy project director. See separately provided documentation formally designating me as deputy project director.

Project: XYZ Project, TPC of \$250M.

What I did: I was assigned as the deputy FPD for this project on 12/2008; the project was awarded CD-3 status on 12/2009. As deputy FPD, I am the head of the IPT for the overall project. Presently, I am responsible for the construction of Building 7, a completely separate and distinct facility within the overall XYZ Project. Building 7’s construction began at the same time the overall XYZ Project was awarded CD-3 (12/2009), and construction on this building is expected to conclude sometime in late 2011. I am fully responsible for the cost, schedule and scope of Building 7’s construction efforts – this sub-project’s TPC is approximately \$27 M. Photos of the building and the PEP listing me as the deputy FPD are included with the profile.

- 2.12.1.2 Equivalency: Work for one year as a Level 1 Project Director, and serve one year as a functional manager on a Level 4 project (i.e., engineering manager, procurement manager, construction manager, environmental compliance manager, project controls manager, licensing/quality assurance manager).

Competency 2.12.1.2 Example Training/Experience Statement:

OR, if you do not have the requisite two years as Level 1 project director, show equivalency:

In ESS PMCDP module, choose status “Equivalency” as method of competency fulfillment. Choose equivalency “Experience,” enter justification and choose verification method that is applicable.

Position: 4/1984-5/1984: Civilian project director working for the DOD/United States Army. See attached documentation stating I was the Project Director.

Project: U.S. Army Ft. Bragg Refurbishment and Ft. Hood Facilities Upgrade projects, TPC of \$19M, a Level 1 project.

What I did: I was totally responsible for this capital asset construction project. I was assigned at the end of preliminary design and brought the project through completion and delivery to the Army. I was responsible for all budget, cost and schedule, and working with the contractor on all contract issues (this was a firm fixed price contract). I was the COR and worked closely with the Contracting Officer to ensure that work was performed within scope of the contract.

Position: 12/2003-1/2005: Functional manager (construction manager). See separately provided documentation formally designating me as construction manager.

Project: DOE XXXX Project, TPC of \$450M, a Level 4 project.

What I did: This unique project was not run by an M&O, but DOE personnel only. I was assigned to this project just as it received CD-0 [12/2003]. I was a member of the IPT, responsible for all construction operations and interface with the contractor and subcontractors and suppliers. CD-1 was reached 5/2/04 and CD-2 was awarded 12/30/04.

2.12.1.3 Equivalency: Work for one year as a Level 1 Project Director, and serve one year as a supervisor of federal project directors. Typical roles and responsibilities/activities of a formally documented supervisor of federal project directors are:

- Assigns federal project directors who manage a portfolio of Capital Asset projects > \$20M and having an aggregate TPC greater than \$100 million.
- Reviews key project documentation such as Project Execution Plan and Acquisition Strategy.
- Participates in Quarterly Performance Reviews and ESAAB presentations.
- Concurs in Level 2 or higher Baseline Change Proposals.
- Provides recommendations to the Acquisition Executive on federal project director project assignments.

- Prepares Supervisor's Performance Management Plan which contains critical elements and standards from the projects for which their subordinate federal project directors are responsible (in accordance with the Deputy Secretary's memorandum dated 12 December 2004).
- Demonstrates KSAs related to DOE project management principles and practices by recent work experience or recent completion of PMCDP training courses.

Competency 2.12.1.3 Example Training/Experience Statement:

OR, if you do not have the requisite two years as Level 1 project director, show equivalency:]

In ESS PMCDP module, choose status "Equivalency" as method of competency fulfillment. Choose equivalency "Experience," enter justification and choose verification method that is applicable.

Position: 4/1984-5/1984: Civilian project director working for the DOD/United States Army. See attached documentation stating I was the Project Director.

Project: U.S. Army Ft. Bragg Refurbishment and Ft. Hood Facilities Upgrade projects, TPC of \$19M, a Level 1 project.

What I did: I was totally responsible for this capital asset construction project. I was assigned at the end of preliminary design and brought the project through completion and delivery to the Army. I was responsible for all budget, cost and schedule, and working with the contractor on all contract issues (this was a firm fixed price contract). I was the COR and worked closely with the Contracting Officer to ensure that work was performed within scope of the contract.

Position: 12/1999-1/2005: Supervisor of 5 federal project directors (Director of Project Management) XXXX Program Secretarial Office. See attached documentation listing me as Director of Project Management.

Project: Portfolio of projects managed had TPC of \$955M, and all projects were greater than \$20M.

What I did: My duties included review and approval of the PEPs and two acquisition plans; participated in Quarterly Performance Reviews and ESAAB presentations; concurred in Level 2 or higher Baseline Change Proposals; recommended FPD assignments to the Acquisition Executive; prepared the Supervisor's Performance Management Plan. I have completed all Level 1 and Level 2 PMCDP core courses and participated in a formal mentoring relationship by a senior Senior Executive Service, certified federal project director.

2.12.2 One year of experience as a supervisor or as a team leader.

Typical roles and responsibilities/activities while serving as a supervisor or a team leader are assignment and evaluation of the work of professional employees.

Competency 2.12.2 Example Training/Experience Statement:

In ESS PMCDP module, choose status “Equivalency” as method of competency fulfillment. Choose equivalency “Experience,” enter justification and choose verification method that is applicable.

Example:

Position: 1988-1990: I was design team lead

What I did: I evaluated the work of the member of the design team and recommended improvements, worked collaboratively with all members, and provided guidance on as needed basis.

Example:

Position: 2/1995- present: Deputy Director of Projects.

What I did: I am the formal supervisor of other project personnel on XXX site since 2005. I am responsible for all personnel actions, discipline, time keeping, etc. I conduct semiannual reviews of personnel and work with them in their IDPs and career path decisions. I am an approving official for PMCDP competency and certification requests.

2.12.3 One year of project management experience serving as a federal project director or project engineer on a post CD-3 phase project, or serve one year with an Architecture/Engineering (AE) firm or DOE M&O/ M&I contractor on a post CD-3 project.

Competency 2.12.3 Example Training/Experience Statement:

In ESS PMCDP module, choose status “Equivalency” as method of competency fulfillment. Choose equivalency “Experience,” enter justification and choose verification method that is applicable.

Experience:

Position: 4/1980-5/1984: Civilian project director/program manager working for the DOD/United States Army.

Project: U.S. Army XXX Facilities Upgrade projects, TPC of \$19M.

What I did: I managed these projects through completion/delivery. I was totally responsible for cost and schedule. These projects went through phases similar to DOE CD-0 through CD-4; both projects were in construction (CD-3) starting in April 1980.

Competency 2.12.3 (Continued)

OR if you do not have the requisite one-year of project management experience serving as a federal project director or project engineer on a post CD-3 phase project, show equivalency [serve one year with an Architect/ Engineering firm or DOE M&O/ M&I contractor on a post CD-3 project]:

In ESS PMCDP module, choose status “Equivalency” as method of competency fulfillment. Choose equivalency “Experience,” enter justification and choose verification method that is applicable.

Position: 3/1983 – 3/1984, Construction Manager for XXXX Architect/Engineering Company.

Project: XXXX Building construction.

What I did: I managed these projects through completion/delivery. I was totally responsible for cost and schedule. Responsible for the XXXX Building construction, a post CD-3 equivalent project (CD-3 equivalent started 2/1983).

- 2.12.4 The certification candidate must demonstrate two years (minimum) of experience within the past five years prior to the certification application date serving in project management roles in support of construction, experimental equipment, or environmental management capital asset projects. Expertise should include knowledge and skill from participating in most of the activities listed under competency 1.12.2 on page 6-36 of the CEG.^[28]

Competency 2.12.4 Example Training/Experience Statement:

In ESS PMCDP module, choose status “Equivalency” as method of competency fulfillment. Choose equivalency “Experience,” enter justification and choose verification method that is applicable.

Experience:

Position: 4/2006-4/2008: Construction Manager for XXXX Engineering Company. See separately provided documentation naming me as the Construction Manager.

Project: Responsible for the XXXX Building construction, \$33M TPC, a post CD-3 equivalent project.

What I did: Totally responsible for all construction activities, including schedule, cost, contractors and suppliers.

^[28] Ibid.

2.13 BEHAVIORAL

The PMCDP is designed to train and develop both leadership and communication KSAs. Federal project directors should focus behavioral information on their development as a leader and communicator.

2.13.1 The certification candidate must demonstrate a **working-level** knowledge in good people relations by providing his/her opinion of the key ingredients in building and maintaining successful project management business relationships, how they implemented them on a specific project, and the results on the project.

Expertise should reflect experience in a majority of the following characteristics:

- Demonstration of respect for others and treat them with dignity;
- Active listening to all parties and points of view;
- Being open to other opinions;
- Considering diversity of opinions prior to making decisions; and
- Developing effective relationships with personnel at all levels.

Competency 2.13.1 Example Experience/Training Statement

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Experience.” Enter the justification and choose a verification method.

Challenge/Issue:

The XYZ Project required an expedited shipment of 20,000 drums of low-level waste for disposal. However, State Regulators had delayed shipment, stating there was not sufficient data to support the proposal as an appropriate disposal site. Time was of the essence, with the delay resulting in the need for expedited shipments to satisfy project schedule and budget milestones.

What I Did:

My good people relations were key to the success. I convened the IPT in order to quickly provide in-depth responses to State Regulator queries. Although this was an intensive and immediate effort, I had already cultivated a good working relationship with IPT members by recognizing good individual and team performances through in-place reward systems, resulting in high morale and trust within the team. After the required information was provided, I orchestrated on-site meetings at the proposed site with site officials and State Regulators to demonstrate that the site had been thoroughly researched, and that it was appropriate to receive this type of waste.

Benefits to Project(s):

As a result of my efforts and a dedicated IPT, the site was able to accept this waste for disposal and the project achieved a significant Waste Management milestone.

Competency 2.13.1 (Continued)

Outcome/Result:

As a result of my success, I was selected to be the Employee Concerns Manager in 2003 and served in this capacity for over four years. This selection reflected Management's confidence in my good people relations.

Applicable Training:

Seven Habits of Highly Effective People (PMI) (12 hrs) 2003; *Coaching and Counseling Skills* (PMI) (8 hrs) 2002; *Leadership in Managing Group Dynamics* (AMA) (20 hrs) 2001; *Leadership Development/Mentoring* (PMI) (24 hrs) 2000; *Conflict Dispute Resolution* (PMI) (8 hrs) 2000; and *Effective Communication Skills* (AMA) (16 hrs) 1998.

- 2.13.2 The certification candidate must demonstrate a **working-level** knowledge of self management by providing the details of a situation in which he/she recognized a potential organization or policy problem as an opportunity, including what he/she did and the impact on the project.

Expertise should reflect experience in a majority of the following characteristics:

- Dealing with ambiguity.
- Problem solving.
- Ethics and values.
- Being action oriented.

Competency 2.13.2 Example Experience/Training Statement

In ESS PMCDP module, choose status "Designation of Equivalency" as method of competency fulfillment. Choose equivalency "Experience." Enter the justification and choose a verification method.

Challenge/Issue:

While serving as the project manager for WXY project from June 1995 - December 1996, one of the most challenging project tasks was to excavate a 2-mile, 17-foot diameter tunnel (CD 0 - CD 3). When I first took over the task, there were hundreds of safety deficiencies, involving silica dust, noise, diesel emissions, rail alignment, and ground support. Some of them remained unresolved for as long as one year. In addition, there were significant divisions between the safety group and the construction staff that needed integration and mending. The safety group was more compliance-oriented as compared to providing instruction, guidance, and coaching to the production groups. This impeded production of the construction schedule. The challenge was to meet the schedule while maintaining compliance.

What I Did:

Shortly after I became project manager, my first action was to reduce the ambiguity surrounding the project by putting together a focus team to address the open deficiencies. I conducted integration meetings with every functional area responsible for conducting work underground over a two-year period, from which my team was able to benefit from

Competency 2.13.2 (Continued)

a variety of innovative ideas and solutions. In doing so, I involved the safety organizations in the up front planning process, and eventual buy-in, of the entire task. This early involvement of the safety groups with the design and construction staff mitigated the number of deficiencies during real-time production of the schedule.

Benefits to Project(s):

The long-term safety deficiencies were closed and the overall mission was a success. The production schedule was met and there were no deaths; major injuries were minimized.

Outcome/Result:

The safety record as it stands today for this type of operation is the best within the DOE.

Applicable Training:

Seven Habits of Highly Effective People (PMI) (12 hrs) 2003.

- 2.13.3 The certification candidate must demonstrate a **working-level** of knowledge of good work processes by providing a detailed specific example of when he/she developed an innovative solution to a project challenge, including the challenge, what roles were played by others in refining the innovation, and the impact of the actions on the project.

Expertise should reflect all of the following characteristics:

- Drive for results.
- Priority setting.
- Managing and measuring.

Competency 2.13.3 Example Experience/Training Statement**Challenge/Issue:**

In November 2003 I was the project manager for two large Congressional line item projects – HXY and LXY, dealing with vitrification of both high and low level wastes, respectively. These projects were undergoing concurrent design and construction, and were critical to the Department's waste processing program. These were both very complex projects, complicated by competing resources, and issues involving seismic criteria that jeopardized the projects' schedules and costs.

What I Did:

I continually stressed the importance of establishing, measuring, and achieving results for the contractor and myself by formulating realistic short and long-term goals and milestones. I did this by ensuring that milestones were well understood by all parties and stakeholders, that they were realistic, and that all parties felt a degree of ownership regarding the success of the project.

As previously mentioned, resolution of the seismic issue had to be completed within a narrow window to minimize the impacts to the project; I did this by developing facility-specific seismic criteria to obtain Secretarial certification to resume construction. This

Competency 2.13.3 (Continued)

effort required significant coordination with large number of experts, including the DNFSB members and staff. The project was successfully completed on schedule.

As the project manager for these major system acquisitions, I was required to exercise my judgment in organizing work and balancing priorities. Conflicting priorities were weighed to assess the need to attend meetings, make phone calls, and prepare project reports. I ensured that both federal and contractor personnel understood the linkage between administrative priorities and mission needs (including regulations, policies, and procedures).

Finally, I assessed the contractor's performance, both perceived and as a result of reviewing performance data, to understand where there may be performance issues related to program implementation and goal achievement.

Benefits to Project(s):

As a result of the facility-specific seismic criteria, issues regarding ground motion for the projects were resolved, construction resumed.

Outcome/Result:

Major changes were avoided, and only minor impacts were experienced to the overall schedule and cost.

- 2.13.4 The certification candidate must demonstrate a **working-level** knowledge of creating purpose by providing a detailed specific example of a situation in which he/she recognized a potential organization or policy problem as an opportunity, including his/her actions and the impact on the project.

Expertise should reflect all of the following characteristics:

- Strategic agility.
- Managing vision and purpose.

Competency 2.13.4 Example Experience/Training Statement

Challenge/Issue:

As the newly appointed project manager for the XYZ project, it became evident that the project management system was in disarray. Fluctuating funding, program redirection, and of less than adequate data reporting and accounting methods made it difficult to track and predict continually changing subproject milestones. What appeared to be so logical and straightforward was extremely challenging for the laboratories, federal staff, and contractors to understand and effectively emulate to change the direction of the program. Issues of accountability, traceability, and integration appeared to be foreign to their way of life. In addition, motivating the entire organization was a challenge, as each organizational department had to understand the importance of this initiative even though they were involved with their other normal day-to-day responsibilities.

Competency 2.13.4 (Continued)**What I Did:**

I realized that the way to enhance the vision and purpose of this major program would be through better controls and traceability that all parties involved could easily understand. As a result, I set about developing a Planning and Control System (PACS) to facilitate a standardized approach for conducting project management activities. Further, I established a formal training program that has shown the federal employees how to take responsibility for the work of which they had oversight. This tool aided them in understanding contractor performance measures, the relationship of work completed to the dollar value, assisting them in meeting their deliverables and understanding schedules.

Benefits to Project(s):

Benefits realized by the project from the PACS included the following enhancements: (1) management of the formulation and execution of the project's fiscal year cost plans; (2)

control of the approved funding and execution of sub tasks; (3) financial and accounting oversight of integrated contractors in a form of independent reviews of financial practices and procedures; (4) validation of contractor accounting transactions; (5) provision of historical data for audit activity requirements; (6) development of multi-year procurement strategies for procurement initiation and purchase; (7) management of project capital equipment; and (8) HQ level "what if" budget oriented scenario responses for each of the last three years.

Outcome/Result:

The PACS has since been applied to other projects at the site, as well, and benefits are still acknowledged by the employees.

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LEVEL 3

To attain a Level 3 certification, the certification candidate must:

- Successfully complete all the Level 1 and Level 2 requirements.
- Appropriately demonstrate all applicable KSA Level 3 competencies. These may be fulfilled by:
 - Successful completion of the PMCDP core course, *Program Management and Portfolio Analysis* or its equivalent.
 - Successful completion of the PMCDP core course, *Advanced Risk Management* or its equivalent.
 - Successful completion of two PMCDP elective courses. The PMCDP offers electives in two groups (Groups A and B) for Level 3. To attain certification at Level 3, certification candidates must successfully complete at least one elective from each group.

Group A:

- *Project Execution and Readiness Reviews* or its equivalent.
- *Systems Engineering* or its equivalent.

Group B:

- *Labor Management Relations* or its equivalent.
- *Negotiation Strategies & Techniques* or its equivalent.
- *Facilitating Conflict Resolution* or its equivalent.

- Appropriately demonstrate requisite work/developmental requirements that focus on: ^[29]
 - Managing and evaluating agency acquisition investment performance.
 - Developing and managing a program budget.
 - Building and presenting a successful business case.
 - Reporting program results.
 - Strategic planning.
 - High-level communication with internal and external stakeholders.

^[29] Ibid.

3.1 GENERAL PROJECT MANAGEMENT

- 3.1.1 The certification candidate must demonstrate **expert-level** knowledge of program management and portfolio analysis. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Program Management & Portfolio Analysis*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- Strategic planning and strategic goal establishment.
- Information gathering and analysis for multiple projects.
- Resource allocation between multiple (competing) projects.
- Project portfolio analysis.

Competency 3.1.1 Example Training/Experience Statement:

In ESS, choose “PMCDP Course” as method of competency fulfillment; choose *Program Management & Portfolio Analysis*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalency:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education/Experience.” Enter the justification and choose a verification method.

Equivalent Training/Education:

DOE course PMMM999 *Advanced Strategic Planning* (16 hrs) 4/15/04, and *Managing a Portfolio of Projects*, 6/99, AMA, 24 hrs. These courses combined meet all the course objects as outlined in the PMCDP Course Catalog and the CEG.

Equivalent Experience:

I have participated in an IPT that established strategic planning goals and conducted project portfolio analysis. Due to the high dollar value and the large scope of the XXX Project, I implemented a full program management approach. I employed a systems engineering approach to consider the large number of technical issues that had to be addressed over 42 properties. I assembled three interdisciplinary teams early in the project composed of members with experience and degrees in civil engineering, ground water hydrology, health physics, geotechnical engineering, regulatory compliance, and cost and scheduling. I acted as the team leader for the three interdisciplinary teams and broke the work down to the work package level, and then plans were made followed by resource loading the different activities. Each property was planned and implemented as an individual project; I managed the projects as a portfolio in a manner similar to that of a headquarters program manager. The project came in under budget and ahead of schedule.

3.1.2 The certification candidate must demonstrate **expert-level** knowledge of DOE O 413.3B and all separately issued Guides relating to the Order by providing specific project examples of their comprehensive, intensive knowledge of the Order and supplemental Guides. Items to address should include a majority of the following knowledge examples:

- Critical Decisions.
- ESAAB.
- Project Execution Plans.
- Baseline Change Control Boards.
- Quarterly Project Reviews.
- Independent Project Reviews.

Competency 3.1.2 Example Experience Statement:

Since there is no required PMCDP course for this competency, you must demonstrate experience.

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Experience.” Enter the justification and choose a verification method.

Experience:

Challenge/Issue #1:

For the XXX Project at Elk Junction, (11/2003 – 12/2008) I was assigned as the Project Director 12/2003 (see amended Preliminary Project Execution Plan (PPEP) excerpt, page 22, dated 12/03 submitted under separate cover). In 2004, DOE project funding shortfalls resulted in the delay of the design for the project definition phase. The project had received CD-0 on 03/04.

What I did:

I led development of the conceptual design, Acquisition Strategy, PPEP and the project data sheet, and worked with the EPA and Nuclear Regulatory Commission (NRC) on the approval of a Conceptual Design for the project, based on similarity of design and performance goals with previous XXX projects of the same scope and site hydrological conditions. I briefed senior management at both monthly and QPRs and prepared and briefed the Secretarial Acquisition Executive at project ESAABs. When cost and schedule issues arose that threatened the project baselines, I informed both XX senior management and OECM and obtained approval for implementation of recovery activities. As federal project director I approved Level 2 Baseline change in accordance with the PPEP and PEP.

Benefits to Project(s):

Under my leadership, the project obtained CD-2 in 06/04, CD-3 in 10/05, with completion of the project, and project closeout in 12/08.

Competency 3.1.2 (continued)

Outcome/Result:

As federal project director for this major system project for XX Program secretarial Office, I successfully executed the project and demonstrated expert knowledge of DOE O 413.3B and its separately issued Guides.

Challenge/Issue #2:

As the FPD for the XXXX Project, which involved the treatment and disposition of liquid High Level Waste (HLW) at the XXX Site, I was responsible for development of the Mission Need and PPEP. The schedule was potentially impacted by Congressional legislation that required the DOE to perform a demonstration of the ability to process, treat and disposition HLW resulting from reprocessing of Spent Nuclear Fuel.

What I did:

CD-0/CD-1 were obtained in 5/03 after I affected record-time development of the Mission Need Statement, and simultaneous development of the PPEP, Conceptual Design, Acquisition Strategy, IPT Charter, project data sheet, and other required CD-1 documentation. These documents were extremely difficult to develop within the allotted congressionally mandated timeframe and required significant interactions with the state and federal regulators, OMB, Congress, and senior DOE executives including OECM. Project funds were reprogrammed to accommodate the unprecedented additional support for the IPT and the conceptual design development.

Particularly pressing were the development of special requirements to address Safeguards & Security concerns, integration of the IMS, development of the performance baseline, and acquisition strategy implementation. I also served as the COR for the entire project. During development of the CD-3 documentation, the project experienced significant technical problems related to the validation of waste form compliance with the receiving site's specifications. I established a special Independent Review Team comprised of technical experts, receiving-site representatives and some of our Project IPT members (and observer participation by the regulators and stakeholders) to explore available options to meet the technical requirements without significantly increasing the cost and schedule.

Benefits to Project(s):

A preferred alternative was selected, presented to senior management, and adopted, with changes being incorporated into the PPEP and the performance baseline. Special performance measures were negotiated with the contractor to ensure tracking and acceptable delivery of the defined end metrics.

Outcome/Result:

The recovery strategy proved successful and allowed the project to complete CD-3 in 6/04.

3.2 LEADERSHIP/TEAM BUILDING

3.2.1 The certification candidate must demonstrate **expert-level** knowledge of leadership/team building by providing his/her opinion of the key ingredients in building and maintaining successful project management business relationships, how they implemented them on a specific project, and the results on the project. Items to address should include a majority of the following knowledge examples:

- IPTs,
- Communicating goals and vision,
- Recognizing individuals and team performance,
- Conflict resolution and interactions with project stakeholders.

Competency 3.2.1 Example Experience Statement:

Since there is no required PMCDP course for this competency, you must demonstrate experience.

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Experience.” Enter the justification and choose a verification method.

Experience:

Challenge/Issue:

As federal project director of the XXX Project at XXX site for the past eight years, I have been responsible for development of all project documents and project implementation.

What I did:

First and foremost, I have made my goals clear to maintain accountability to my senior management (AE/PSO), to provide them with current project status reports, to alert them to potential issues and/or areas of concern to ensure there are no surprises especially if there is a potential impact to the project baselines, and to present them with a recommended path forward based on an analysis of alternatives for solutions to cost, scope, and schedule issues as they are forecasted or occur unexpectedly due to problems beyond the project’s control.

To carry out these responsibilities, I established the project’s IPT Charter and Team, provided them with the necessary guidance and leadership, and delegated appropriate decision-making authority. I have ensured and led the development and maintenance of our responsibilities assignment matrix, which not only clarified the roles and responsibilities of each IPT member, but also identified their appropriate counterpart(s) within the prime contractor’s organization.

Competency 3.2.1 (continued)

Benefits to Project(s):

As FPD, I maintained the accountability and responsibility, providing the project with a sole Federal focal point for interactions with internal and external entities/organizations/personnel which involve all project matters of key decision-making, change control, and contractor performance evaluation and fee determinations, as well as project status and discussion of areas of concern. Internally, this included other DOE organizations regarding Safeguards & Security, Health Safety and Security, contracting and contractor performance, design reviews, budget formulation and defense, and reporting. Externally, this included interactions with affected state and federal regulatory agencies, Congress and their staff, OMB, and multiple stakeholder organizations. The benefit of maintaining good relations with external stakeholders was extremely important, due to their potential to cause slowdowns or unreal expectations in project fund expenditures or project scope and schedule – all of which were avoided.

Challenge/Issue #2:

Resolution of conflict issues regarding stakeholders.

What I did:

A specific example of an action I took to resolve a conflict issue was the establishment of a quarterly forum for our affected stakeholders. The forum provided an independent facilitator and development of agenda to address any parties' potential issues. In addition to dealing one-on-one with each organization, this provided a vehicle for parties to address areas of common interest/concern/overlap and neutralized any biased or self-serving expectations through each organization serving as a check on the validity and reasonableness of all other organizations' expectations.

Benefits to Project(s):

An example of the benefits of holding this forum was the resultant compromise between Environmental Protection Agency (EPA) state and federal organizations, and NRC, on the methods to attain compliance with both RCRA and CERCLA sampling and reporting requirements for the storage siting-location activities of the project. The compromise resulted in over \$2M/year savings from previous sampling and reporting requirements.

Summary Outcome/Result:

I learned, early on in project management, that establishment of these internal and external relationships were key in project success. They require my personal efforts and guidance for my IPT members to ensure that we established trust, confidence in our technical and administrative processes, honesty, and reliability, as well as sincerity and commitment to follow through with implementation of the commitments we made. It is a constant challenge for a project manager to ensure openness, honesty, recognizing individual and team performance, and follow up on expressed needs and concerns of affected parties, while ensuring maintenance of a realistic balance with the project scope providing the best value for the government.

3.3 SCOPE MANAGEMENT

3.3.1 The certification candidate must demonstrate **expert-level** knowledge of scope management by providing details of a specific example of when the scope of a project had a major challenge, including his/her response, and how that event shaped the way he/she now manages projects. The candidate should address scope items, and must include a majority of the following knowledge examples:

- Utilization of a WBS.
- Participating in analysis of monthly contractor performance reports.
- Knowledge of the contract and DOE O 413.3B scope change approval levels.
- Performing design/construction verification reviews.

Competency 3.3.1 Example Experience Statement:

Since there is no required PMCDP course for this competency, you must demonstrate experience.

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Experience.” Enter the justification and choose a verification method.

Experience:

Challenge/Issue:

While serving as the federal project director of the XXXX project, I conducted monthly project reviews with the contractor that included the scope of the contract. Over one three-month period, there were notable claims by the contractor of ACWP exceeding BCWP with a variance explanation of the differences, which seemed reasonable at the time, but proved to be erroneous as a result of these comprehensive reviews.

What I did:

I initiated a trending analysis, which determined that the variance analyses were multiplying. A second, more detailed review of the work packages involved and the specific WBS elements, and their scope, cost, and schedule estimates, determined that the contractor had not exercised their change control system in accordance with the defined parameters of the contract requirements. Thus, the Contractor Management team had inadvertently allowed lower level staff to incorporate scope changes which accommodated Regulator concerns expressed in meetings on project status or through direct contacts which had been established originally to facilitate communications. Fortunately, it was also determined that the scope changes did not exceed any of the DOE O 413.3B thresholds. To resolve this issue I required the contractor to submit a recovery plan for ensuring appropriate change control requirements were implemented including a recommendation on each of the scope changes previously approved.

Competency 3.3.1 (continued)

Benefits to Project(s):

Development of the recovery plan was done with full agreement, by contractor management that resulted in their liability being addressed in subsequent DOE award fee determinations for those activities.

Outcome/Result:

As a result, I instituted our internal review process of the contractor performance data thru on-site construction walk downs and design documentation reviews. I also required the contractor to provide more information on the projects' scheduling, accounting, and performance measure systems. This involved a minimal increase in staff review time, an extra step of validation of data, and savings of greater than \$4.8M for the balance of the project performance period.

3.4 COMMUNICATION MANAGEMENT

3.4.1 The certification candidate must demonstrate **expert-level** knowledge of communication management by providing details of a specific example of a project when he/she got co-workers, team members, or others to effectively communicate with each other, including how this was accomplished, and the impact on the project. Items to address should include a majority of the following knowledge examples:

- Oral communications.
- Technical documentation.
- IPT activities.
- Facilitating discussions/meetings.

Competency 3.4.1 Example Experience Statement:

Since there is no required PMCDP course for this competency, you must demonstrate experience.

In ESS PMCDP module, choose status "Designation of Equivalency" as method of competency fulfillment. Choose equivalency "Experience." Enter the justification and choose a verification method.

Experience:

Challenge/Issue:

As the federal project director of the XXX project, the challenge was to resolve and improve communications between my staff and personnel from other affected parties, including the contractor.

Competency 3.4.1 (continued)**What I did:**

As the federal project director, I established our quarterly forum meeting for affected stakeholders/contingents. This quarterly forum provided an independent facilitator and development of agendas to address any parties' potential issues. In addition to dealing one-on-one with each organization, this provided a vehicle for parties, including the project's IPT, to address areas of common interest/ concern/ overlap, and to neutralize any biased expectations through each organization serving as a check on the validity and reasonableness of all other organizations' expectations.

Benefits to Project(s):

One example of the benefits of holding this forum was the resultant compromise between EPA state and federal organizations, and NRC, on the methods and documentation to attain compliance with both RCRA and CERCLA sampling and reporting requirements for the storage siting-location activities of the project. The compromise resulted in over \$2M/year savings from previous sampling and reporting requirements.

Outcome/Result:

In addition to the specific benefit described above, the forum provided streamlined communications between affected parties, consistent, up-to-date documentation of project status information, and real-time awareness of project activities which may have encountered performance difficulties in the future due to previously unexpressed concerns from agencies or individuals. This allowed the DOE, as well as the contractor, to be forewarned of potential project stumbling blocks and to plan, in advance, the most cost-effective and schedule-optimized adjustments required in project planning documents and implementation.

3.5 QUALITY/SAFETY MANAGEMENT

3.5.1 The certification candidate must demonstrate **expert-level** knowledge of quality/safety management by providing details of a specific example of a situation that presented a safety/quality management paradox, including how this was approached, and the outcome. Items that should be addressed include a majority of the following knowledge examples:

- Integrated Safety Management.
- DOE Safety Policies.
- DOE Quality Assurance Orders.
- Testing/inspections.

Competency 3.5.1 Example Experience Statement:

Since there is no required PMCDP course for this competency, you must demonstrate experience.

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Experience.” Enter the justification and choose a verification method.

Experience:

Challenge/Issue:

The XXX project encountered a quality/safety issue with the ability to clean and refurbish the hot cell required for emplacement of the processing equipment. The quality/safety issue involved the inability to reduce the contamination sufficiently, by means of using remote robotic equipment, versus increasing exposures by sending in HP Techs to perform the detailed cleaning of cracks and crevices not reachable by the remote equipment. Solutions initially considered by the IPT required a sacrifice in both the quality of the results and a compromise of developed safety procedures, as well as an increase to the cost and schedule to accommodate the manpower burden and time to perform this arduous process.

What I did:

As the federal project director, I brought in hot cell experts from XX and XX sites, including quality and ISM personnel, to discuss these issues and benefit from lessons-learned from their operations. As a result, the IPT was able to incorporate the use of specialized acid wash solutions and application techniques developed by their contractors. Use of this process ensured the resultant required quality in the work performance while precluding the entry of personnel, thus negating increased radiation doses to those personnel.

Benefits to Project(s):

The adoption of this technique was tested successfully and later incorporated into the work packages at almost no cost increase.

Outcome/Result:

The use of this type of forum boosted the IPT personnel enthusiasm through their ability to find technically sound solutions, which increased the safety envelope in the job performance without compromising DOE safety and quality requirements.

3.6 COST MANAGEMENT

3.6.1 The certification candidate must demonstrate **expert-level** knowledge of cost management by providing details of a lesson learned on a project that helped the candidate effectively manage cost, including how this experience improved his/her performance as a federal project director. Items that should be addressed include a majority of the following knowledge examples:

- Project Execution Plan.
- Project Plan.
- Integrated Project Teams.
- Change Control.
- Cost Analysis.

Competency 3.6.1 Example Experience Statement:

Since there is no required PMCDP course for this competency, you must demonstrate experience.

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Experience.” Enter the justification and choose a verification method.

Experience:

Challenge/Issue:

When I was assigned as the federal project director of the XXX project at XXX site, the project had already an approved PEP with Performance Baselines and the Cost Management Plan. During the first three months of performing my FPDs functions, it became apparent to me that the initial CD-2 cost baseline had been developed with conservative assumptions of maintaining the same unit costs over the life-cycle of the project. The contract had also been negotiated to ensure that the contractor had high-level change control authorities in cost management functions, based on the belief that they were the experts in the field and would produce the best value to the government under these arrangements.

What I did:

To analyze this issue, I formed an IPT to look into the reported cost variances, and to perform trending analysis, along with a more detailed cost estimating and EVM analyses, as appropriate. The IPT identified not only what was planned and what was spent, but also what work had actually been delivered to-date for the funds expended. The IPT recommended a re-evaluation of cost overrun controls, as well as a study to determine how costs could be reduced, with new bottom-up estimates facilitated by actual work performance parametrics. I also had the IPT conduct trade-off analyses and identify cost incentives which were then negotiated into the contract, providing additional fee-earning potential while reducing the work performance costs through incorporation of lessons-learned process improvements and adoption of newly available technologies. The contractor was also able to produce the same desired quantity and quality of work at less cost and in a shorter timeframe.

Competency 3.6.1 (continued)

Benefits to Project(s):

Required contractor actions included the redefinition of the scope, cost and schedule for multiple work packages and realignment of the designation of Cost Accounts to accommodate changes and provide more consistent cost reports. The IPT also recommended adjusted the Cost Control Permissible Thresholds in the PEP. This involved detailed negotiations with the contractor to correct the original liberal agreements on their levels of authority and control, without instituting a micro-management environment. The Cost Baseline revision resulted in a \$28M reduction in costs budgeted for project work performance. The results were win-win for the contractor and the federal government.

Outcome/Result:

These techniques of cost management and lessons-learned were later applied, in the development of the Cost Plan and Performance Baseline development, from the start, in later project management assignments as the Project Director for the XXXX and the XXXX Projects.

3.7 TIME MANAGEMENT

3.7.1 The certification candidate must demonstrate **expert-level** knowledge of time management by providing details of the systems used for project planning and project scheduling. The candidate should address proficiency in the following areas:

- Keeping track of multiple projects including tracking progress to successfully meet deadlines.
- Developing schedule networks, critical paths, resource allocation.
- How he/she used it on a specific project, and the impact on the project.

Competency 3.7.1 Example Experience Statement:

Since there is no required PMCDP course for this competency, you must demonstrate experience.

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Experience.” Enter the justification and choose a verification method.

Experience:

Challenge/Issue:

As federal project director of the site-wide XXX Project, which was made up of multiple sub-projects, each designed and managed by the facility manager, I was faced with a question of how to deal with a reduction of available funds and schedule issues. Review of the subproject scope, schedules and costs revealed that each project had been

Competency 3.7.1 (continued)

individually planned and was competing for limited resources available on-site under a broad scope sub-contract for certain portions of work performance, which supplemented site prime contractor staff self-performing other portions of the work.

What I did:

To accommodate budget reductions, to determine resource allocation needs, and to optimize efficiencies in costs and schedules for all of these subprojects, I established and led an IPT working group to compare project networks and to develop an integrated Critical Path schedule. This involved re-sequencing of activities in the XX, XXX, XXX, and smaller subprojects. Under my direction, we specifically re-planned activity sequencing to optimize availability of the special subcontract workforce and identified start and stop points which specifically characterized interdependent activities, precluded downtimes (which were costly in demobilization and remobilization), and minimized activity durations by having the right workforces performing the appropriate work activities. We utilized diagramming, network templates (and sub-net fragments), focused on differentiating between mandatory and discretionary dependencies, and standardized subproject reporting formats.

Benefits to Project(s):

First, the institution of a consistent reporting format ensured an integrated monthly report, allowing us to compare subproject status and maintain a rolling-wave iterative planning realignment through our change control system; this also allowed us to maintain an optimized critical path schedule and project baseline. Establishment of additional interim milestones for each subproject provided markers in our monitoring and tracking of progress, thus enabling more accurate forecasts and necessary corrective actions before issues arose in the performance of the work. In addition, the incorporation of new project management software produced consistent data for status reports and reviews, and was adopted by each of the subprojects, thus eliminating previously existing inconsistencies. These changes additionally facilitated a real reduction in the risk assumptions and contingencies for each sub-project and culminated in completion of the entire project three years earlier than originally estimated/planned, and under budget by \$4.7M.

Outcome/Result:

The DOE and XXX awarded the involved IPT team members and selected involved contractor employees special acknowledgement awards and cash bonuses for the teamwork in improving the project management processes adopted and implemented in this major project integration effort.

3.8 RISK MANAGEMENT

- 3.8.1 The certification candidate must demonstrate **expert-level** knowledge of advanced risk management practices. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Advanced Risk Management*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- Identifying critical issues and risks.
- Conducting root cause analysis.
- Applying risk categorization principles.
- Advanced techniques for project risk identification, quantification, and analysis.
- Using modeling tools and techniques in managing risk.
- Using simulations in risk analysis.
- Developing complex risk management plans.
- Applying lessons-learned from accident/incident investigations.

Competency 3.8.1 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Advanced Risk Management*; enter dates of course participation (i.e., 3/10/2007 - 3/14/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent training/education and/or experience:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

Equivalent Training/Education:

Strategic Planning for Projects, PMI, 24 hours, 2007; *Mitigating Risk*, AMA, 16 hours, 2004. These combined courses covered all course objectives listed in the PMCDP Course Catalog and the CEG.

Competency 3.8.1 (continued)**Equivalent Experience:**

I know the steps in identifying risks and using modeling tools and techniques in managing risks. I have participated in risk management with all my projects and have implemented advanced risk management methods for each project assigned and developed mitigation strategies and plans to deal with all types of project risks.

As the project director for the XXX Facility Project, I instituted formal risk analysis as part of the project design. This project was a complex project involving multiple waste streams and varying forms of treatment and disposal. I used a systems engineering approach to the risk management of this project, and specialists in each area of work were recruited to participate in a number of meetings to identify project risks. Once risks were qualified and quantified, mitigation strategies were developed, and ownership of risk elements were assigned using a risk register. As risks were triggered, the team re-evaluated the event for residual risk, if any, for the consequence of risk on the final cost.

The XXX Project involved the cleanup of the former XXX site so the land could be used as a wildlife refuge. To complete the work, the DOE and the contractor needed to evaluate the risks and then assign ownership to personnel best suited to handle each risk. As the project director, I worked with my team to identify risk handling and mitigation options that best met the needs of the DOE. In some instances, the contractor had taken positions that favored self-interest as opposed to the DOE interests. I worked with the site to monitor the performance to ensure that the contractor adequately dealt with his risks and had the guidance necessary to perform the work. Although the contractor had heavy incentives to control cost and schedule, continued monitoring by HQ and the Site was necessary to prevent decisions from being made that were favorable to the contractor while increasing risks to DOE. Most costs associated with the project risks were based on technical decisions; certain initial technical decisions can lead to other costs and activities down the road. By monitoring and understanding the risks that affected technical progress and costs, I was able to provide Senior DOE Managers with the information they needed to make their decisions that directly focused on risk reduction.

3.9 CONTRACT MANAGEMENT

3.9.1 The certification candidate must demonstrate **expert-level** knowledge of contract management by providing details of a contractual problem he/she encountered and how it was solved, to include how this affected his/her contractual expertise and savvy. The candidate should address a majority of the following knowledge examples:

- COR.
- Contract administration.
- Evaluating contractor deliverables.
- Contractor change proposals.

Competency 3.9.1 Example Experience Statement:

Since there is no required PMCDP course for this competency, you must demonstrate experience.

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Experience.” Enter the justification and choose a verification method.

Experience:

Challenge/Issue:

As federal project director and COR for XXX activities, I was faced with an unusual contracting issue regarding up to 50-year old contracts with commercial sites from the XXX program. Congress passed legislation, which mandated federal funding for such sites, but was silent on the roles and responsibilities of affected parties in the conduct of such activities. Contracts (sole-source justification) were individually negotiated with those companies, which still owned and operated these facilities, to self-perform the work, and federal funding was appropriated. Given the existence of NRC licenses at some of those sites, DOE had no authority to “direct work” but was responsible for reporting expenditures. Some work was done with the NRC to concurrently review and comment on D&D plans, but the final jurisdiction remained with the NRC and was focused on nuclear compliance rather than efficient project management.

What I did:

Under my leadership, the disparity in the interpretation of intent between the affected federal agencies and the commercial firms was brought to the attention of OMB and Congressional staff; an amendment to the Bill was passed to ensure a clearer definition of intent and roles and responsibilities. I also worked with OMB to help formulate language in the appropriations bill to help clarify the DOE role in funding expenditures for these projects. Furthermore, contract authority was granted to competitively procure D&D contractors other than the licensee/owner when clear evidence was produced to justify this deviation in the original expectations. I was able to obtain NRC support in working with the licensees/owners to facilitate access and clearly define liability/authority definitions in the matter of HSS, nuclear safety, S&S and similar potential issues and/or points of contention between the involved entities.

Benefits to Project(s):

In XXX, working with contract senior staff and our legal department, as well as HQ legal & procurement offices, DOE implemented new D&D liability contract clauses in all new contracts and any contract extensions involving work with radioactive materials. These were particularly significant given the XXX contracting role for the XXX fuel research and new fuel-type development.

Based on shared lessons-learned with other sites and HQ offices, future claims which arose were routed through me for review. Given the antiquity of some of the records storage requirements, and new personnel involved over the years in the process (lacking familiarity with past issues) some claims were re-submitted which had years ago been refuted by DOE. This resulted in the eventual acceptance of our recommendation to adapt the records storage requirement for D&D projects as well as claims, thus precluding re-occurrence of this tendency to subject DOE/OMB to potential re-hashing of legal determinations previously made.

Competency 3.9.1 (continued)**Outcome/Result:**

This experience resulted in a keen awareness of the need to address key liability issues in contracts, to preserve on improved processes in contract management, and to work closely with other affected federal parties to ensure the intent of the law is met with the best results for expenditures of federal funds.

3.10 INTEGRATION MANAGEMENT

3.10.1 The certification candidate must demonstrate **expert-level** knowledge of integration management by providing details of a lesson learned when integrating a project, including the issue/situation, the approach taken, the results of his/her actions on the project, and how it improved his/her performance as an federal project director. The candidate should address all of the following items:

- Project control techniques.
- Change control.
- Configuration management.

Competency 3.10.1 Example Experience Statement:

Since there is no required PMCDP course for this competency, you must demonstrate experience.

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Experience.” Enter the justification and choose a verification method.

Experience:

Challenge/Issue:

I served as the Project Director of the State Siting & Construction Program for Radioactive Waste Disposition in Minnesota. The project was established in accordance with legislation and its Congressionally mandated schedule through the standard processes of development of the Project Charter, Preliminary Project Scope Statement, Project Management Execution Plan and the inclusive elements of the change control processes, configuration management, end point definition, project cost, scope and schedule, team organization and definition of the roles, responsibilities and authorities of each team member. The project team consisted of personnel directly assigned to the team, as well as matrixed individuals from other state organizations, including advisory capacity positions representing various regulator and stakeholder entities.

The issue that arose, which began to affect project work performance and accountability, was related to the need to make trade-off decisions among competing priorities/objectives of project staff, Regulators, and stakeholder groups. These included such items as the

Competency 3.10.1 (continued)

ranking of selection criteria and the appropriate expenditure levels for research versus field and/or project oversight activities. The issue was further complicated by differing

personal objectives and conflicting proposals for project changes. During the evaluation stage, a weakness in accountability for some of the matrixed individuals became evident, due to conflicts in priorities arising from not only reporting to two or more managers, but those generated by their individual work requirements. Specifically, the staff geologists and the state geologist were in violent disagreement regarding some of the siting criteria ranking, and it appeared the engineers tasked with the design development were being forced to fast track the conceptual design due to schedule pressures, but were struggling with multiple variant design parameters because of the potential in deviations from the documented criteria.

What I did:

It became clear that several actions were required to resolve this situation. I conducted a series of interviews with all project team members to better understand individual issues and their bases. I met with the senior managers of the affected organizations along with representatives of the Governor's office to ensure top-level involvement and support for changes needed above my authority level. During these meetings we developed a thorough understanding of the conflicts and established clarification and consensus on the priorities. Roles, responsibilities, and authority designations were further defined and clarified ensuring no areas were left to interpretation.

Project documentation was updated, and each team member was required to become thoroughly familiar with not only what they thought was in their purview, but with all documentation and processes, including configuration management. This effort was complemented with more frequent team meetings with all members present.

Benefits to Project(s):

The project came back on schedule and ran more smoothly and effectively than before, and experienced some increased efficiencies in cost and schedule due to the increased communication and new sense of teamwork.

Outcome/Result:

This experience resulted in a keen awareness by upper management of the additional effort required in the up-front planning of the project, the level of detail in processes and procedures when dealing with a matrixed organization, and the vital need for communication to keep the team working as a team. In addition, it highlighted the importance of the rigor and formality in the Change Control Board function, and the need to fully educate team members on expectations in their work performance. It is imperative and beneficial they see the whole picture and not just their assigned segments.

3.11 TRAINING ELECTIVES

The PMCDP offers electives in two groups (Groups A and B) for Level 3. To attain certification at Level 3, certification candidates must successfully complete at least one elective from each group.

Group A comprises training centered on development of the working-level technical expertise, while Group B comprises training centered on development of the working-level expertise in communication and leadership skills.

3.11.A Group A.

3.11.A.1 The certification candidate must demonstrate **expert-level**^[30] knowledge of the project execution process, including Operational Readiness Reviews (ORR). Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP elective course, *Project Execution and Readiness Reviews*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- The steps in the ORR process.
- The DOE role in the ORR process.
- Contractor requirements for ORRs.
- Developing a Safety Analysis Report.
- How safety systems are used at DOE facilities.
- Interpreting the hazards analysis results.
- Selecting ORR team members.
- The orientation and training requirements for ORRs.

Competency 3.11.A.1 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose, *Project Execution and Readiness Reviews*; enter dates of course participation (i.e., 3/10/2001 - 03/12/2001); choose verification method: Course Completion Certificate

OR, if you have not taken the class, describe equivalent training/education and/or experience:

^[30] Ibid

Competency 3.11.A.1 (continued)

Equivalent Training/Education:

DOE course PJ599 *Operational Readiness Reviews*, 24 hours, 5/2002. Master's level course *Project Execution*, XXX University, 3 credit hours, 2001. These courses combined cover the PMCDP course objectives as outlined in the PMCDP Course Catalog, and the CEG. The XXX University class also added in-depth project management insight through visiting project management professionals from many different project perspectives, including private sector construction, financial projects, USCOE representative discussing how they execute projects. These classes gave me an excellent understanding of how ORR fit into project execution and how I can innovate on my projects with the knowledge of how it is successful accomplished outside the Department.

Equivalent Experience:

I fully understand the steps in the ORR process and I have participated as a team member in conducting ORRs. I have participated in various roles, including planning, execution, line management oversight, and performance of Operational Readiness Reviews for a number of projects in accordance with the DOE Order 425.1. In February 2000, as the project director for the XX Project, I was involved in the DOE planning and line management oversight of contractor readiness, Contractor ORR and subsequently, providing support to the independent DOE ORR for a successful readiness certification. As the project director for the XXX Project, I performed the Readiness Assessment in September 1999. I have also performed Operational Readiness Reviews for a number of smaller projects as a member of the HQ ORR team.

3.11.A.2 The certification candidate must demonstrate **expert-level**^[31] knowledge of systems engineering. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP elective course, *Systems Engineering*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- The systems engineering process.
- Directing the project requirements development process.
- Managing the system architecture development.
- Tradeoff analyses.
- Life-cycle cost analyses.

^[31] Ibid.

- Systems Integration.
- Writing scope of work and functional design criteria.
- Functional requirements decomposition.

Competency 3.11.A.2 Example Training/Experience Statement:If you have completed the PMCDP course:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Systems Engineering*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent training/education and/or experience:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

Training Equivalent:

Systems Engineering Management completed (SysCorp) (80 hrs), Richland, Washington, 12/2001. This course covered all the course objectives as listed in the PMCDP Course Catalog and the CEG. This course also included software simulation and extensive case studies. I was able to immediately use this training in my daily project management duties.

Equivalent Experience:

I have participated in IPTs that conducted tradeoff analysis and Life-cycle cost analysis. As the DOE project director for the XXX Facility, I employed a systems engineering approach for a functional and system feasibility analyses for numerous designs to treat a wide variety of material. I developed a Systems Engineering Management Plan along with a SOW and a WBS based on these functions and requirements. This formed the basis for a significant portion of the DOE, EPA, and DOS Agreements. I ensured that early attention was given to the required functionality of the project to clearly establish the requirements for success, and then continued with the design and construction. Many times the requirements of the different systems had competing and opposing requirements and had to be carefully worked for the whole to be successful. By integrating a large number of disciplines and specialty groups into teams, I was able to assure the whole lifecycle process from early concept through operations could be accounted for and incorporated into the project.

3.11.B Group B.

3.11.B.1 The certification candidate must demonstrate **expert-level** knowledge of labor management relations. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP elective course, *Labor Management Relations*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- Labor agreements.
- The basic rights of employees and labor organizations.
- Union proposals and tactics in negotiation.
- Negotiating labor agreements.
- Dealing with labor unions regarding working conditions.
- Preventing unfair labor practices.
- Techniques and procedures of labor contract administration.

Competency 3.11.B.1 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Labor Management Relations*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent training/education and/or experience:

Equivalent Training/Education:

Labor and Management, AMA, 6/2006, 32 hours. *Unions in the 21st Century*, XXX company, 5/2005, 8 hours; *Management of Contractors*, 8/2007, DOE Course PMM555, 24 hours. . This training covered all the course objectives as outlined in the PMCDP Course Catalog and the CEG. I was able to immediately put this training to use in my role as FPD on the XXX Project, and successfully dealt with one of the craft unions working for the contractor and had no schedule impacts.

Equivalent Experience:

I am knowledgeable of the basic rights of employees and labor organizations. I have participated in reviewing union proposals and dealing with labor unions on the job site.

Competency 3.11.B.1 (continued)

As the project director for the XXX Project, I negotiated the annual wage and fringe benefits packages with the Building Trades liaison. I chartered independent teams to interview over 100 craft workers (about 5 percent of workforce) to determine and assess labor relations and hiring practices. To determine prevailing regional wage rates, I reviewed and analyzed craft discipline breakdown and demand for each specific project phase and evaluated the market comparison. Following significant or recurring work place incidents, I met with local and international labor union representative and have required the prime contractor to meet to reinforce performance expectations. Finally, I ensured the Site Services Agreement, which provides consistency and uniformity in labor practices by all regional DOE contractors, was executed as approved.

- 3.11.B.2 The certification candidate must demonstrate **expert-level**^[32] knowledge of negotiation strategies and techniques. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP elective course, *Negotiation Strategies and Techniques*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- Negotiations theory.
- The steps of the negotiations process.
- Developing negotiation strategies and plans.
- Ethics in negotiations.
- Employing competitive negotiations and collaborative negotiations.
- Negotiating cost and schedule.

Competency 3.11.B.2 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Negotiation Strategies and Techniques*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent training/education and/or experience:

^[32] Ibid.

Competency 3.11.B.2 (continued)

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

Equivalent Training/Education:

Negotiating in the 21st Century, for Project Managers, PMI, 40 hours, 2007. Much of the training provided in this course examined real life scenarios of negotiating, both with individuals and with groups. This training included case studies and simulated negotiations. This training covered all the course objectives as outlined in the PMCDP Course Catalog and the CEG. I was able to immediately put this training to use in my role as FPD on the XXX Project, and successfully negotiated with the contractor for change in scope to my contract without any cost or schedule impacts.

Equivalent Experience:

I have participated in contract negotiations on several multimillion dollar contracts and understand the value of developing early the strategies and plans for negotiations. As the project director for various capital and operations projects, I have been the single point of contact between the Federal government and the contractor for all matters relating to those projects. In these positions, I have negotiated modification of technical approach; addition of scopes; alteration of schedules; development and approval of new cost; determination of agreed path forward for resolution of issues; changes in priorities, development of fee and award fee milestones; and, supporting settlement of Request for Equitable Adjustments.

My position as project director for the XXX Project has required routine and special negotiations with external regulators. I have successfully negotiated changes to Tri-Party Agreement Milestones with the Washington State Department of Ecology that allowed DOE to continue development of critical projects, avoid penalties, and eliminate adverse publicity risk. I have also negotiated with the DNFSB, especially during resolution of seismic issues arising at the River Bend Remediation Project. In this instance, DNFSB disagreements with DOE determination of earthquake risk had led to a construction stoppage for the entire project. I managed the “resolution and implementation of Ground Motion Issue: for the project from 2005 to 2006; my negotiations resulted in the approval by the Secretary of Energy, and removal of restrictions on construction.

All of these negotiations required development of negotiation strategies and use of specific techniques. It required establishing going-on positions with an understanding of how far they can deviate from the position before it would be necessary to consult upper-level management. Most importantly, all negotiations were performed from an ethics-based outcome with an understanding that the results had to be fair to both the DOE and contractor’s needs for it to work.

- 3.11.B.3 The certification candidate must demonstrate **expert-level**^[33] knowledge of facilitation techniques and conflict resolution processes. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP elective course, *Facilitating Conflict Resolution*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- Recognizing potential conflict situations.
- Neutralizing conflict situations.
- Negotiating “win-win” solutions.
- Conducting negotiating sessions.
- Using interpersonal strategies to resolve/minimize conflict in groups and between employees.
- Facilitation techniques in resolving conflicts.
- Individual responses to conflict.
- Communications theory and styles.
- Active listening techniques.
- Mediation and settling differences.

Competency 3.11.B.3 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Facilitating Conflict Resolution*; enter dates of course participation (i.e., 3/10/2007 - 3/12/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent training/education and/or experience:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

^[33] Ibid.

Competency 3.11.B.3 (continued)

Equivalent Training/Education:

Listening to Win, PMI, 24 hours 2007; *Conflict Resolution*, DOE PJ899, 8 hours, 2006; *Group Facilitation Techniques*, DOE PJ801, 8 hours, 2004. The combination of these courses covers all course objectives as outlined in the PMCDP Course Catalog and the CEG. I have used this knowledge in my role as FPD and IPT member on many occasions to diffuse potential conflicts among staff members, as well as with stakeholders.

Experience:

While a DOE project director for the XXX site, I used facilitators and served in that capacity in developing remedial design features included in project's Record of Decision (ROD). When the original plan incorporated into the ROD was rejected, another plan had to be developed. I worked with the EPA representative to help bring the responsible parties to closure with the regulatory agencies. I became experienced in encouraging disputing parties to propose options and ideas for how to resolve issues in dispute and to concentrate on areas of agreement, not disagreements.

While a DOE project director for the XXX project, I worked with parties to understand all potentials, communicate effectively, and recognize opportunity for compromise. I established a framework for finding a mix of compromises to resolve the conflict. My thorough knowledge of rules and guiding principles were effective in the final conflict negotiation. As the facilitator, I provided an opportunity for each group member to contribute to the discussion and share ideas. Both of these instances provided me with significant experience in establishing techniques for conflict resolution, which included diagnosing causes of conflict, mediation, negotiation, and problem solving.

3.12 WORK AND DEVELOPMENT ACTIVITIES

To achieve certification, the certification candidate must also perform developmental assignments or show experience that demonstrates application of the required knowledge and skill. Information provided should be results-oriented and showcase the impact the federal project director had on the project and/or lessons learned. The following are the required developmental assignments for this competency category:

- 3.12.1 Work for a minimum of two years as a Level 2 federal project director or satisfy the following equivalency (3.12.1.1).

Competency 3.12.1 Example Training/Experience Statement:

In ESS PMCDP module, choose status "Equivalency" as method of competency fulfillment. Choose equivalency "Experience," enter justification and choose verification method that is applicable.

Experience:

Position: Project director

Competency 3.12.1 (continued)

Project: XXX Project, TPC \$99M, a Level 2 project, from KD-1 approval, 6/1986 until KD-3/B 12/1991. See attached documentation stating I was the Project Manager (FPD equivalent).

What I did: I was totally responsible for the IPT, cost and schedule. I prepared the Project Plan and Acquisition Plan for this project. Since this project was a joint venture with XX Program Office, I had intensive contacts with the two HQ program offices to ensure that everyone was briefed on cross program issues and project progress. I also spent a great deal of time working with the local and state stakeholders, as well as the regulatory oversight organizations. This project was completed six months late, and 1 percent over budget. Budget over run was primarily due to Congressionally mandated budget cutbacks that caused a major slip in schedule. I was able to re-define scope with the contractor, which made up 6 months on the schedule (off of a 12 month schedule slip) and minor cost increases.

- 3.12.1.1 Equivalency: Possess a combination of one year of Level 2 FPD experience and one year of deputy project director experience. A combination of FPD and deputy FPD experience for two continuous years on the same active, post CD-3 Level 2 or higher project is acceptable as long as the FPD experience accounts for a minimum of 12 months of that two-year period. The guidance for accepted experience governing this requirement is under **DEPUTY PROJECT DIRECTOR EXPERIENCE** on page 6-3.

Competency 3.12.1.1 Example Training/Experience Statement:

OR, if you do not have 2 years as a Level 2 FPD, describe equivalency [Possess a combination of one year of Level 2 project director experience, and one year of deputy project director experience; OR, a combination of FPD and deputy FPD experience for 2 years on the same project is acceptable as long as the FPD experience accounts for more than 12 months of the two-year time period.]

In ESS PMCDP module, choose status “Equivalency” as method of competency fulfillment. Choose equivalency “Experience,” enter justification and choose verification method that is applicable.

Equivalent Experience:

Minimum 1 year as Level 2 Project Director:

Position: FPD.

Project: 2/1995-12/1996, FPD, XXX Facility, TPC \$250M = 1 years, 10 months. See documentation submitted under separate cover stating I was the Project Director.

What I did: I was totally responsible for the IPT, cost and schedule. I prepared the Project Plan and Acquisition Plan for this project. Since this project was a joint venture

Competency 3.12.1.1 (continued)

with XX Program Office, I had intensive contacts with the two HQ program offices to ensure that everyone was briefed on cross program issues and project progress. I also spent a great deal of time working with the local and state stakeholders, as well as the regulatory oversight organizations. This project was completed six months late, and one percent over budget. Budget exceedance was primarily due to Congressionally mandated budget cutbacks that caused a major slip in schedule. I was able to re-define scope with the contractor, which resulted in making up six months on the schedule and minor cost increases.

Example:

Position: 10/2007- Present: DOE deputy project director. See separately provided documentation formally designating me as deputy project director.

Project: ABC Project, TPC of \$300M.

What I did: I was assigned as the deputy FPD for this project on 10/2007; the project was awarded CD-3 status on 12/2008. As deputy FPD, I am the head of the IPT for the overall project. Presently, I am responsible for the construction of Building 12, a completely separate and distinct facility within the overall ABC Project. Building 12's construction began at the same time the overall ABC Project was awarded CD-3 (12/2008), and construction on this building is expected to conclude sometime in late 2011. I am fully responsible for the cost, schedule and scope of Building 12's construction efforts – this sub-project's TPC is approximately \$35 M. The PEP listing me as the deputy FPD is included with the profile.

- 3.12.2 Be mentored by a Level 3 or 4 federal project director for six months or satisfy the following equivalencies (3.12.2.1 or 3.12.2.2). [NOTE: For Level 3 federal project director to qualify as a mentor, he/she must have a minimum of two years experience on a Level 3 or higher project.]

Competency 3.12.2 Example Training/Experience Statement:

In ESS PMCDP module, choose status "Equivalency" as method of competency fulfillment. Choose equivalency "Experience," enter justification and choose verification method that is applicable.

Experience:

Ms. Jane Smith, a certified Level 4 FPD, at the XXX Accelerator Project, formally mentored me 1/20006 - 7/2006.

OR:

Experience:

Ms. Jane Smith, a certified Level 3 FPD, at the XXX Accelerator Project, formally mentored me 1/20006 - 7/2006. Ms. Smith has been assigned to the Level 3 XXX Accelerator Project for over 2 years: 3/8/2003 – 9/30/2008.

- 3.12.2.1 Equivalency: Be formally mentored for one year by a member of the Senior Executive Service, or other executive excepted service positions, such as “EN”, “EJ”, “EK”, etc. [NOTE: The mentoring activity must be entered into the Individual Development Plans of both the mentor and mentoree. A formal agreement must be signed by both parties detailing the goals, activities, etc. of the mentoring arrangement.]

Competency 3.12.2.1 Example Training/Experience Statement:

OR, if you were not mentored by a Level 3 or 4 federal project director for six months, describe equivalency [Be formally mentored for one year by a member of the Senior Executive Service]:

In ESS PMCDP module, choose status “Equivalency” as method of competency fulfillment. Choose equivalency “Experience,” enter justification and choose verification method that is applicable.

Experience:

12/1991-12/1992: John Brown, Senior Executive Service, Director of Project Management for my site office, formally mentored me. This mentoring was part of my IDP and written in a formal document, signed by both parties.

- 3.12.2.2 Equivalency: Serve as a member of the Senior Executive Service for two years (minimum).

Competency 3.12.2.2 Example Training/Experience Statement:

OR, if you were not mentored by a Level 3 or 4 federal project director for six months, describe equivalency [Serve as a member of the Senior Executive Service for two years]:

In ESS PMCDP module, choose status “Equivalency” as method of competency fulfillment. Choose equivalency “Experience,” enter justification and choose verification method that is applicable.

Experience:

12/99 - 12/2008: I am member of the Senior Executive Service.

- 3.12.3 Serve one year as a COR as determined by the Contracting Officer or satisfy the equivalency 3.12.3.1.

Competency 3.12.3 Example Training/Experience Statement:

In ESS PMCDP module, choose status “Equivalency” as method of competency fulfillment. Choose equivalency “Experience,” enter justification and choose verification method that is applicable.

Competency 3.12.3 (continued)

Experience:

Position: 2/2001 – 3/2004: COTR.

Project: The XXXX Project at Richland.

What I did: My involvement included development of the contract work scope, and cost estimate, preparation of the RFP, review of proposals, and participation as a technical advisor on the Source Selection Board. I then acted as the COR for performance of the contract work, through closeout of the contract. During this period, I made recommendations to the CO for changes to the contract and issued Technical Direction in accordance with the contract and PEP. During the contract performance period it was determined that the contractor required a unique expertise, available only from a single firm, for some of the contaminants involved in the soil washing. I participated with the CO in the development of a sole source justification for obtaining well defined limited services from this contractor, with a fixed-price, limited scope SOW, and contract.

Training:

DOE course *Contract Administration for Technical Representatives* 1/2005 (24 hrs);

DOE course, *COTR Refresher*, 1/2007 (8 hrs)

Training Equivalent:

DOD training for COTRs, course WXYZ, completed (24 hrs) 6/7/2005.

3.12.3.1 Equivalency: Serve for two years (minimum) as a formally designated Technical Monitor.

Typical roles and responsibilities/activities of a Technical Monitor involved in such activities as:

- Assisting COR in interpretation of contract requirements.
- Questioning technical assumptions or other aspects of analyses, commenting on contract deliverables (through the COR).
- Providing guidance and technical input (through the COR) related to government furnished services and items.
- Interacting regularly with the contractor in support of the COR.
- Administering technical, administrative, and/or funding aspects of a task assignment, as assigned by the COR.

Both COR and Technical Monitor must have successfully completed the DOE course *Contract Administration for Technical Representatives*. COR initial or refresher training must have been completed within the five years previous to the certification application date.

Competency 3.12.3.1 Example Training/Experience Statement:

OR if you do not have the requisite one year as a COR, show equivalency [serve two years (minimum) as a formally designated Technical Monitor, Typical roles and responsibilities/activities of a Technical Monitor]:

In ESS PMCDP module, choose status “Equivalency” as method of competency fulfillment. Choose equivalency “Experience,” enter justification and choose verification method that is applicable.

Position: 2/2001 – 3/2004: Technical Monitor

Project: The XXXX Project at Richland.

What I did: My involvement included assisting the COR in interpretation of contract requirements, and participation as a technical advisor on the Source Selection Board through closeout of the contract. During this period, I made recommendations to the CO for changes to the contract as well as providing guidance and technical input (through the COR) related to government furnished services and items.

Training:

DOE course *Contract Administration for Technical Representatives* 1/2005 (24 hrs);
DOE course, *COTR Refresher*, 1/2007 (8 hrs)

3.13 BEHAVIORAL

The PMCDP is designed to train and develop both leadership and communication KSAs. Federal project directors should focus the response to the following behavioral competencies with specific information demonstrating growth as a leader and communicator, beyond their Level 2 behavioral skills.

- 3.13.1 The certification candidate must demonstrate a well developed, **expert-level** project management competency in leading change by providing a detailed specific example of when he/she convinced a supervisor, site manager, and/or project team on an idea or concept for improving the project management performance, including how the candidate proceeded and the result on the project.

The justification of fulfillment for this competency should demonstrate a majority of the following knowledge, skills, and abilities:

- Continually striving to improve performance.
- Maintaining focus, intensity, and persistence, even under adversity.
- Demonstrating Leadership.
- Motivating others.
- Being open to change.

- Dealing with ambiguity.

Competency 3.13.1 Example Training/Experience Statement:

Challenge/Issue:

As the federal project director for all XXXX environmental restoration projects at a DOE field office I was faced with a challenge by HQs requesting me to report budget data in a manner inconsistent with our site standard operating procedures. The problem, as defined by the HQ organization, was their inability to do comparative analyses and funding allocations between us and three other field offices due to inconsistencies in the budget data reporting between these offices. They also indicated this situation made it difficult to defend the budgets to OMB and Congress. Initial consultations with our budget director and the field office manager resulted in an unwillingness to participate in the workshops planned by HQ with the affected field offices to revise the projects budget & reporting codes and reporting levels.

What I did:

I identified key issues in order to question the cost of implementation, known adversity to change by budget personnel, whether the proposed change could be implemented effectively and efficiently, and determine/define identification of potential benefits. I was also concerned that our lack of participation in the process may leave us “behind” in weighing in on what our particular site issues may be and how they would need to be accommodated. I proceeded to consult with HQ and my peers from other field offices to develop a clearer understanding of the issues, as well as being more receptive to proposed solutions.

Benefits to Project(s):

As a result of a white paper I developed, I was able to convince my senior management that there were potentially significant benefits to be realized from our direct involvement. I got buy-in from the budget personnel and we worked together in the HQ workshop process.

Outcome/Result:

The outcome of these efforts were a major improvement in our ability to develop and defend the project budget, improved reporting and accountability, and an actual increase in our funding allocation as a result of these modifications in the way we “did business.”

Applicable Training:

Motivating Change (AMA) (16 hrs) 12/1/2000, and *Increasing Human Effectiveness* (PMI) (20 hrs) 3/6/1999.

- 3.13.2 The certification candidate must demonstrate a well developed, **expert-level** project management competency in leading people by providing details of a specific example of a project when he/she got co-workers, team members, or others to effectively communicate with each other, including how this was accomplished, and the impact on the project.

The justification of fulfillment for this competency should demonstrate a majority of the following knowledge, skills, and abilities:

- Maximizing people's potential.
- Fostering high ethical standards.
- Inspiring and motivating others.
- Empowering people.
- Fostering team spirit and trust.
- Assessing developmental needs.

Competency 3.13.2 Example Training/Experience Statement:

Experience:

Challenge/Issue:

As the FPD for four years on the XXX Project, I led an IPT of specialists supporting me in the review and direction of the work. When a vacancy was identified, a peer offered transfer of an employee, with the condition of also transferring two employees he felt was not performing up to expectations.

What I did:

I interviewed all employees involved in the transfer and agreed to take them all. I knew that it was critical to not only motivate the incoming employees, but to foster a team spirit with all of my team members.

Before making new assignments of these personnel, I conducted more detailed discussions to learn what they had been doing previously, what their expertise was, and what they were interested in doing within our team. It was apparent that the previous supervisor had assigned them in areas, which they did not feel qualified to perform. With this in mind, I worked hard to inspire them by tailoring their assignments and working with them on their Individual Development Plans. They soon became near top performers on the team, worked well with the other team members, and were highly praised by their counterparts at the field and the contractor organizations.

Benefits to Project(s):

The new employees brought expertise to the team that was previously missing, and other team members worked closely with them to bring them up to speed, in spite of their original reluctance to having their own work assignments readjusted to accommodate the team restructuring.

Outcome/Result:

I was later commended for the team effort and the team performance improvement, and was able to justify a performance award for the team, including cash bonuses commensurate with the increased contributions made by key members of the team.

3.13.3 The certification candidate must demonstrate a well developed, **expert-level** project management competency in producing results by providing details of a specific example when he/she developed an innovative solution to a project challenge, including what the challenge was, what roles were played by others in refining the innovation, and the impact of the actions on the project.

The justification of fulfillment for this competency should demonstrate a majority of the following knowledge, skills, and abilities:

- Holding self and others accountable.
- Promoting continuous improvement.
- Formulating short-and long-term goals.
- Organizing work and balancing priorities.

Competency 3.13.3 Example Training/Experience Statement:

Experience:

Challenge/Issue:

As the federal project director for the Decommissioning of the Three Plutonium Fuel Fabrication Facilities in three different locations across the country, I was faced with the challenge of the disposition of transuranic (TRU) waste, which, at that time had no identified acceptable means for reduction of alpha wastes, packaging, transportation and no disposition/storage facility. Transportation had previously been accomplished using the rail ATMX cars from RF, which had expired certification and would be costly to re-certify and operate. The disposition of the TRU was additionally complicated by the differences in site disposal waste categorization definitions. All three projects were projecting a major increase in cost and schedule to perform the work, and possible inability to complete due to existing restrictions and unavailability of appropriate transport equipment.

What I did:

To resolve this issue, I led development of white papers on the specific technical issues, and got agreement for support from appropriate experts from RF, RL, SR, AL and HQ organizations. I set up a series of three workshops to define the problems, organize the work, make assignments to contact additional experts as well as rail and trucking officials, research glovebox washing experience, propose solutions including defining short term and long term goals, and to negotiate and gain acceptance/approval from senior management.

Benefits to Project(s):

I held myself and others accountable for the 3 projects and all were completed on time and under budget due to the cost savings realized from the implementation of the new technology, size-reduction, and decreased transportation costs from originally estimated required ATMX rail cars.

Competency 3.13.3 (continued)**Outcome/Result:**

The result was the adoption of a proven washing system to reduce contamination, a procedure for dismantlement and size reduction, approved packaging specifications, and agreement from two sites to accept two categories of waste (with revision to their criteria to standardized criteria approved by HQ) generated in the process. Project documents were revised through appropriate change control processes in place and were implemented.

- 3.13.4 The certification candidate must demonstrate a well developed, **expert-level** project management competency in business acumen by providing details of a specific management or technical problem he/she solved, including the approach to the problem, the role played by others, and the outcome.

The justification of fulfillment for this competency should demonstrate all of the following knowledge, skills, and abilities:

- Assessing staffing,
- Allocating of financial resources, and
- Ensuring effective procurement and contracting procedures.

Competency 3.13.4 Example Training/Experience Statement:

Experience:

Challenge/Issue:

As federal project director for the XXX Projects at XX and XX Offices, it became apparent that the funding for the small sites was being continually deferred to reserve the maximum funding for the larger sites with more extensive scope and higher risk. Although these larger sites did have greater health risks, not all funds were going for the reduction of those risks. The small sites were expending significant funds on surveillance and maintenance (S&M) costs, which meant keeping them in a safe holding condition but no work was accomplished to close them.

What I did:

I called a conference of all managers of the site projects, and required them to come with detailed cost estimates for incremental funding needed to complete the small sites, and prioritized lists of funding reduction impacts for the large sites. In convening this group, it was clear that a spirit of cooperation existed and realization of the benefits of reprogramming minor funds would result in a win-win for all parties and the project as a whole. The total funding profile for the small sites merely needed to be increased by \$12M over 4 years (\$1.5M/large site/year) and did not result in any increase staffing. This information was negotiated with senior management and OMB staff, as well as Congressional staff, to ensure there were no surprises in understanding of the thought process and benefits of this path forward.

Competency 3.13.4 (continued)

Benefits to Project(s):

Following agreement on the appropriate funding for, and completion of the work at, the small sites, the previous annual base funding for their S&M, \$60M/year, was then transferred permanently to the base funding for the large sites.

Outcome/Result:

OMB, the regulators, and DOE senior managers were supportive and pleased with this financial arrangement and the resultant cost savings. It resulted in increased Return-On-Investment and more effective resource utilization than previously planned in the performance baseline.

- 3.13.5 The certification candidate must demonstrate a well developed, **expert-level** project management competency in building coalitions and communications by providing details of a specific example of when he/she had to find common ground with a wide range of stakeholders, including how he/she went about finding consensus and resolution, and the outcome.

The justification of fulfillment for this competency should demonstrate a majority of the following knowledge, skills, and abilities:

- Maintaining the capacity to explain and advocate all project practices.
- Serving as an experienced negotiator.
- Being effective in networking with project stakeholders.
- Representing the organization.
- Maintaining working relationships.
- Working effectively in groups or teams.
- Reviewing reports and documents.

Competency 3.13.5 Example Training/Experience Statement:

Experience:

Challenge/Issue #1:

As the federal project director for the XXX Technology and Transportation Project, I was assigned as the DOE representative for international repository research projects. The first challenge involved the limitations in allowable in-situ research in the U.S.

What I did:

I negotiated the scope and funding of the research being done in Switzerland and Sweden to ensure inclusion of parameters of the greatest concern by the geologists of the USGS and affected states. This involved extensive negotiations with representatives of seven other countries, and commitment of U.S. funding, only when the Return-On-Investment would be advantageous to the four repository projects in the U.S. The research parameters were assimilated from extensive interactions with the other Project Directors, USGS, and State Geologists and Governors' offices from 19 states. This was possible by establishing and maintaining close working relations with all offices.

Challenge/Issue #2:

However, it became apparent that the scope of those international projects could not accommodate our needs entirely.

What I did:

In response to this second challenge, I led collaboration with the program office and other project directors to define the needs for a new research project. I led the team of negotiators of technical experts, contracts personnel, and legal personnel and negotiated U.S. funding of a \$10M Exploratory Shaft in Canada. The Canadians had the means to conduct the work and not the resources; DOE had the resources and not the means (specifically, an acceptable site) to perform it in the continental U.S. DOE established the performance requirements, reporting requirements, access to the data, and access to the facility for our technical experts to lead some sub-projects of research.

Benefits to Project(s):

When originally proposed, this option was considered not feasible, but after extensive negotiations and networking, I was able to convince all affected parties of the benefits and working as a team, the project produced the desired technical data.

Outcome/Result:

After completion of the shaft and the first two years of research, DOE extended the contract with the Canadian government and expanded the research program to accommodate issues and areas of concern requiring in-situ demonstration to convince the regulators and stakeholders of the advantages of proceeding with the repository program. Arrangements were made for real-time access to performance data and input through review and comment on the technical reports produced.

3.14 INTERVIEW REQUIREMENT

Level 3 certification candidates must successfully complete DOE CRB panel interviews, unless waived by the CRB. The CRB may also elect to interview the current site/office manager before interviewing the certification candidate. New DOE hires for positions requiring Level 3 certification must successfully complete CRB panel interviews, unless waived by the CRB. The procedures for these interviews are issued by the CRB.

3.15 REFERENCE CHECKS

Reference checks may be requested for Level 3 candidates to provide Board members with additional input to validate the ability and readiness of a candidate to manage projects at a higher level. The certification candidate is asked to provide the following references with the certification application:

- Federal Acquisition Executive for his/her most recent project
- Two professional references (either site manager or supervisor and a co-worker with whom the FPD has worked in the past 5 years)

The procedure for reference checks is administered by the PMCDP.

LEVEL 4

To attain a Level 4 certification, the certification candidate must:

- Successfully complete all the Level 1, Level 2, and Level 3 requirements.
- Appropriately demonstrate all applicable KSA Level 4 competencies. These may be fulfilled by:
 - Successful completion of the PMCDP core course *Level 4 Executive Communications* or equivalent experience.
 - Successful completion of one of the following PMCDP elective courses:
 - *Strategic Planning* or its equivalent.
 - *Advanced Leadership* or its equivalent.
- Appropriately demonstrate requisite work/ developmental requirements that focus on:^[34]
 - Managing and evaluating agency acquisition investment performance.
 - Developing and managing a program budget.
 - Building and presenting a successful business case.
 - Reporting program results.
 - Strategic planning.
 - High-level communication with internal and external stakeholders.

4.1 GENERAL PROJECT MANAGEMENT

This competency shall have been developed to an expert-level of knowledge at Level 3. Therefore, no additional competency training/equivalency is required in this category for Level 4 federal project directors.

^[34] Ibid.

4.2 LEADERSHIP/TEAM BUILDING

- 4.2.1 The certification candidate must demonstrate **expert-level** knowledge of OMB processes and requirements. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Executive Communications*; OR 2) the description of the candidate's demonstrated equivalent experience (since there is no equivalent class to *Executive Communications*, you must demonstrate equivalent experience).

The justification of fulfillment through equivalent experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- DOE's role in championing projects to OMB.
- OMB and GAO inquiries.
- Understanding/following protocols.
- Support for budget appropriation requests.
- OMB Questions & Answers.

Competency 4.2.1 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status "PMCDP Course" as method of competency fulfillment; choose *Executive Communications*; enter dates of course participation (i.e., 3/10/2007 - 3/14/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent experience:

SINCE THIS IS A UNIQUE CLASS FOR DOE, THERE IS NO COURSE EQUIVALENCY AND YOU MUST DEMONSTRATE EXPERIENCE.

In ESS PMCDP module, choose status "Designation of Equivalency" as method of competency fulfillment. Choose equivalency "Experience." Enter the justification and choose a verification method.

Equivalent Experience:

As the federal project director of Environmental Restoration at four field offices, I led the establishment of the expedited small sites disposition IPT to free up funding being used for S&M at multiple facilities rather than completing environmental restoration work scope.

The primary issue was the reprogramming of funding allocation distributed between sites and the requirement to develop new ranking factors for the determination of priorities in funding between sites. OMB was pressured by Congressional staff to optimize DOE funding at the highly visible XXX major sites with high pressures from stakeholders to maintain maximum funding.

Competency 4.2.1 (continued)

Over a four-year period, I led the IPT development of the strategy to complete the small sites and convert their entire funding profile to increase the base funding at the large sites. This initially involved working with the project directors, budget personnel and senior management at the field offices, as well as senior management and budget personnel from HQ. To better defend the changes in the budget appropriations, it also required that I involve OMB with the process and the ranking criteria.

The strategy my team developed was successful in expediting small-sites disposition and transferring remaining funds to the larger sites. All site disposition projects were completed. In addition, the success of the project and funds management was a direct result of the transparency by involving OMB from the start. At first, GAO raised concerns and initiated a study of this revised process; I was the lead in developing the responses to several subsequent OMB and GAO inquiries.

4.3 SCOPE MANAGEMENT

This competency shall have been developed to an expert-level of knowledge at Level 3. Therefore, no additional competency training/equivalency is required in this category for Level 4 Project Directors.

4.4 COMMUNICATION MANAGEMENT

4.4.1 The certification candidate must demonstrate **expert-level** knowledge of congressional relations. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Executive Communications*; OR 2) the description of the candidate's demonstrated equivalent experience (since there is no equivalent class to *Executive Communications*, you must demonstrate equivalent experience).

The justification of fulfillment through an equivalent experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- Inter-agency representation.
- Effective interaction with external stakeholders.
- Communicating/interfaces with external stakeholder group.
- Conducting telephone interviews.
- Conducting ambush interviews.
- Dealing with reporters.
- Roles and responsibilities of the Public Affairs Office.
- Public speaking techniques.

- Speaking at televised events.
- Input to Congressional hearings.
- Presentations to Congressional staff.
- Understanding the role of Congressional Affairs.
- Championing projects to Congressional officials.
- Communicating with Congressional, state, and local political officials.
- Congressional and GAO inquiries.
- Understanding/following protocols.
- Congressional Questions & Answers.

Competency 4.4.1 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Executive Communications*; enter dates of course participation (i.e., 3/10/2007 - 3/14/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent experience:

SINCE THIS IS A UNIQUE CLASS FOR DOE, THERE IS NO COURSE EQUIVALENCY AND YOU MUST DEMONSTRATE EXPERIENCE.

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Experience.” Enter the justification and choose a verification method.

Equivalent Experience:

When I assumed the role of FPD for the XXX Campaign in 1/03, the project was experiencing cost overrun and schedule delays due to technical challenges; the project had been on the Red List in the DOE Deputy Secretary Report for some time. A missed milestone would delay the program for at least 18 months, causing severe problems and delays with dependent programs in sister agencies. As such, Congress, other federal agencies, the Tennessee Valley Authority (TVA), and regulators had a unique interest in this project; my challenge was to make the project healthy while keeping the diverse group of stakeholders informed of my progress.

I led critical reviews, identified factors responsible for negative performance, and instituted many changes. To improve the technical approach, I led value engineering studies with industry/academia experts to identify more efficient processes that would allow us to deliver the project within the cost/schedule constraints. I kept agency and

Competency 4.4.1 (continued)

state representatives/officials informed of my progress, and worked through the DOE Congressional Affairs office to respond to inquiries from members of Congress. This program was technically complex and the first-of-its-kind; to help members of Congress understand these complexities I helped orchestrate an information forum at the Capitol, which was well received. I responded to GAO inquiries, and developed responses to Congressional inquiries through the Department's Congressional Affairs office.

Through my leadership and my excellent support team, the project was brought back on-track and met all crucial milestones. The transparency that resulted from my information sharing led to better understanding of this technically complex and challenging program on the part of all stakeholders, and provided the needed support when dealing with less-than-cooperative partners.

At the successful conclusion of the project, the Board of Directors for TVA was asked to present a briefing to Congressional staff. As I had become known as the trusted voice for the project and DOE, the Board of Directors asked me to accompany them and present the briefing, highlighting the challenges, the processes involved, and the expected benefits.

- 4.4.2 The certification candidate must demonstrate **expert-level** knowledge of techniques used in conducting public hearings. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP core course, *Executive Communications*; OR 2) the description of the candidate's demonstrated equivalent experience (since there is no equivalent class to *Executive Communications*, you must demonstrate equivalent experience).

The justification of fulfillment through an equivalent experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- Techniques for conducting public hearings.
- Communicating/interfacing with external stakeholder groups.
- Effective interaction with internal and external stakeholders.
- Communicating lessons-learned.
- Active listening techniques.
- Conflict resolution techniques.

Competency 4.4.2 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Executive Communications*; enter dates of course participation (i.e., 3/10/2007 - 03/14/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent experience:

SINCE THIS IS A UNIQUE CLASS FOR DOE, THERE IS NO COURSE EQUIVALENCY AND YOU MUST DEMONSTRATE EXPERIENCE.

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Experience.” Enter the justification and choose a verification method.

Equivalent Experience:

The XXXX Project was on the Red List of the Deputy Secretary Monthly Project Report and received significant attention from DOE senior management. Regulatory commitments were missed, unfavorable financial performance experienced, and DOE's credibility had diminished. The challenge was to build confidence with the regulators, the public, and other stakeholders, and to convince these entities that we had the ability to deliver the commitments as promised.

My first step was to take initiatives to firm up the work scope, refine the technical approach, streamline the critical path, and sharpen cost estimates. These efforts led to development of a technically defensible baseline.

To gain support of the revised baseline, I briefed each organization individually, responded to concerns, and integrated them into the revised baseline. I instituted structured forums to proactively provide issues/status of the execution progress on a regular basis. These engagements included bi-weekly meetings, monthly project reviews, monthly teleconferences, and public and media briefings. These forums facilitated resolution of regulatory issues, streamlined the process for obtaining their approvals, and satisfied public/media information needs.

The project excelled at financial/schedule performance, met all the regulatory commitments as promised, and reinvigorated these entities' confidence in DOE.

Over time, a strong partnership was forged with these entities laying a foundation for mission success. With steady execution progress, my efforts convinced those involved that our revised approach was sound and workable. I became known as the trusted voice for the project and DOE. All entities expressed their appreciation for my inclusive efforts and a proactive external interface management approach.

4.5 QUALITY/SAFETY MANAGEMENT

This competency shall have been developed to an expert-level of knowledge at Level 3. Therefore, no additional competency training/equivalency is required in this category for Level 4 federal project directors.

4.6 COST MANAGEMENT

This competency shall have been developed to an expert-level of knowledge at Level 3. Therefore, no additional competency training/equivalency is required in this category for Level 4 federal project directors.

4.7 TIME MANAGEMENT

This competency shall have been developed to an expert-level of knowledge at Level 3. Therefore, no additional competency training/equivalency is required in this category for Level 4 federal project directors.

4.8 RISK MANAGEMENT

This competency shall have been developed to an expert-level of knowledge at Level 3. Therefore, no additional competency training/equivalency is required in this category for Level 4 federal project directors.

4.9 CONTRACT MANAGEMENT

This competency shall have been developed to an expert-level of knowledge at Level 3. Therefore, no additional competency training/equivalency is required in this category for Level 4 federal project directors.

4.10 INTEGRATION MANAGEMENT

This competency shall have been developed to an expert-level of knowledge at Level 3. Therefore, no additional competency training/equivalency is required in this category for Level 4 federal project directors.

4.11 TRAINING ELECTIVES

The PMCDP offers elective courses for Level 4. To attain certification at Level 4, candidates must successfully complete at least one elective course or demonstrate equivalent training and/or experience.

4.11.1 The certification candidate must demonstrate **expert-level**^[35] knowledge of strategic planning processes. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP elective course, *Strategic Planning*; OR 2) the successful completion of an equivalent course or training; OR 3) demonstrated equivalent experience.

^[35] Ibid.

The justification of the fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- The strategic planning process.
- Establishing organizational mission and vision.
- Situational analysis.
- Competitive analysis.
- Environmental scanning.
- Identifying strategic issues.
- Establishing critical success factors and core competencies.
- Establishing strategic goals and strategic objectives.
- Writing a strategic plan.
- Developing quantitative performance measures.
- Operationalizing the strategic plan.
- Distinguishing between mission and mandates.

Competency 4.11.1 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status “PMCDP Course” as method of competency fulfillment; choose *Strategic Planning*; enter dates of course participation (i.e., 3/10/2007 - 3/14/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent training/education and/or experience:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Education & Experience.” Enter the justification and choose a verification method.

Equivalent Training/Education:

Strategic Planning for Projects, PMI, 24 hours, 2007; *Mitigating Risk*, AMA, 16 hours, 2004; *Mission and Vision*, DOE PMJ777, 8 hours, 2001; *Mission or Mandate*, PMI, 8 hours, 2001. These combined courses covered all course objectives listed in the PMCDP Course Catalog and the CEG.

Equivalent Experience:

I am very familiar with the Strategic Planning process and writing a Strategic Plan. I have developed Project Execution Plans for completion of two technically complex projects the XXX Project and the XXX Project. The plans provided technical/schedule path forward to attain the project end states in a safe, cost-effective, and efficient manner.

I proactively involved the contractor and regulator in value engineering studies and risk handling strategy discussions to assure consideration of their inputs and address concerns.

Competency 4.11.1 (continued)

This upfront coordination helped shape the plans, resulted in acceptance by my Program Office, and served as pre-approved blue prints for project execution success. The regulators initially questioned the validity of the commitment dates, but through their participation in the risk elicitation and mitigation strategy discussions, they realized the need for adjusted durations for risk mitigation. These actions allowed the XXX Project to complete on schedule and under cost. The XXX Project has made substantial progress and met all the regulatory commitments to date.

I also led the XXX Facility in development of a well-functioning management system capable of supporting the completion of a technically complex project mission. In designing systems, I applied strategic planning processes to allow such systems to enable the project staff to consistently perform Federal roles, achieve tangible results, and exceed management expectations. This in effect restructured the project's management system architecture by identifying the gap between the existing processes and those needed to implement the restructured systems. This effort standardized internal federal staff monthly and external quarterly reviews with the contractors, allowing for greater consistency. The content/format of reporting now focuses on risk/mitigation actions and performance trending, while offering the review and ensuing discussions a solution-oriented forum.

- 4.11.2 The certification candidate must demonstrate **expert-level** knowledge of advanced leadership practices. Fulfillment of this competency may be achieved through the following: 1) the successful completion of the PMCDP elective course, *Advanced Leadership*; OR 2) the successful completion of an equivalent course or training, to include a description of the candidate's demonstrated experience; OR 3) demonstrated equivalent experience.

The justification of fulfillment through equivalent training or experience should demonstrate a majority of the following knowledge examples covered in the requisite PMCDP course:

- Effectively planning and managing multiple tasks.
- Leading a large multi-disciplined technical organization.
- Collaborative problem-solving and decision-making techniques.
- Developing trust and confidence among team members.
- Effectively applying methods to track team performance.
- Managing multi-program resources.
- Leadership theories, styles, models, and techniques.
- Situational leadership.
- Transactional leadership.

- Communicating organizational vision.
- Strategic thinking.
- Learning from historical leaders.
- Identifying individuals' strengths and weaknesses.
- Building effective teams.
- Communications theory.

Competency 4.11.2 Example Training/Experience Statement:

If you have completed the PMCDP course:

In ESS PMCDP module, choose status "PMCDP Course" as method of competency fulfillment; choose *Advanced Leadership*; enter dates of course participation (i.e., 3/10/2007 - 3/14/2007); choose verification method: Course Completion Certificate.

OR, if you have not taken the class, describe equivalent training/education and/or experience:

In ESS PMCDP module, choose status "Designation of Equivalency" as method of competency fulfillment. Choose equivalency "Education & Experience." Enter the justification and choose a verification method.

Equivalent Training/Education:

Leadership in the 21st Century (Federal Executive Institute); (24 hrs) 5/10/04. This course covered all course objectives listed in the PMCDP Course Catalog and the CEG.

Equivalent Experience:

I am very experienced at leading a large multi-disciplined team and in developing trust and confidence among team members. I am good at strategic thinking and in communicating an organizational vision. I have served in leadership roles throughout my career. In addition to my project director roles, I have directly and effectively supervised administrative, project engineers, and other federal personnel on the XXX Project, the XXX Project staff, the XXX Facility, and the XXX Project.

I have utilized advanced methods to improve office performance and am effective both as a supervisor and as a peer in leadership positions. For example, I effectively formed and led the IPT for the XXX Facility, including development of training for the new charter and procedures. I was successful in achieving a fully functional IPT through the process. I have also led peers while serving on the XXX Source Evaluation Board (SEB) through effective organizational development and coordination of activities. My efforts on this team allowed the SEB to function in a long distance model that was subsequently recognized. In Federal service, I have forged effective results with teams of contractors

Competency 4.11.2 (continued)

and federal HQ and local representatives at all projects on which I have been assigned. I was selected through a competitive process to participate in the Council for Excellence in Government. Participants joined industry leaders and other government officials to develop leadership skills and participated in numerous classes and individual coaching sessions related to leadership. I also was selected to participate in the Senior Executive Service Candidate Development Program and took part in a number of leadership training activities.

4.12 WORK AND DEVELOPMENT ACTIVITIES

To achieve certification, the certification candidate must also perform developmental assignments or show experience that demonstrates application of the required knowledge and skill. Information provided should be results-oriented and showcase the impact the federal project director had on the project and/or lessons learned. The following are the required developmental assignments for this competency category:

- 4.12.1 Work for a minimum of two years as a Level 3 federal project director or equivalent **OR** satisfy equivalency (4.12.1.1).

Competency 4.12.1 Example Training/Experience Statement:

In ESS PMCDP module, choose status “Equivalency” as method of competency fulfillment. Choose equivalency “Experience,” enter justification and choose verification method that is applicable.

Minimum two years as Level 3 Project Director:

XXX Project, TPC \$210M, 1/2001 – 4/2003, Project Manager (FPD equivalent): See experience documentation submitted under separate cover stating I was the Project Manager. I was totally responsible for the IPT, cost and schedule. I prepared the Project Plan and Acquisition Plan for this project. Since this project was a joint venture with XX Program Office, I had intensive contacts with the two HQ program offices to ensure that everyone was briefed on cross program issues and project progress. I also spent a great deal of time working with the local and state stakeholders, as well as the regulatory oversight organizations. This project was completed six months late, and 1 percent over budget. Budget over run was primarily due to Congressionally mandated budget cutbacks that caused a major slip in schedule. I was able to re-define scope with the contractor, which made up 6 months on the schedule (off of a 12 month schedule slip) and minor cost increases.

- 4.12.1.1 Equivalent: Possess a combination of one year of Level 3 FPD experience and one year of deputy project director experience. A combination of FPD and deputy FPD experience for two continuous years on the same active, post CD-3 Level 3 or higher project is acceptable as long as the FPD experience accounts for a minimum of 12 months of that two-year period. The guidance for accepted experience governing this requirement is under **DEPUTY PROJECT DIRECTOR EXPERIENCE** on page 6-3.

Competency 4.12.1.1 Example Training/Experience Statement:

Equivalency: Possess a combination of one year of Level 3 project director experience and one year of deputy project director experience; OR a combination of FPD and deputy FPD experience for 2 years on the same Level 3 or higher project is acceptable as long as the FPD experience accounts for a minimum of 12 months of the two-year time period.

In ESS PMCDP module, choose status “Equivalency” as method of competency fulfillment. Choose equivalency “Experience,” enter justification and choose verification method that is applicable.

One year as Level 3 Project Director:

XXX Project, TPC \$210M, 1/2001 - 4/2003, Project Manager (FPD equivalent): See experience documentation submitted under separate cover stating I was the Project Manager. I was totally responsible for the IPT, cost and schedule. I prepared the Project Plan and Acquisition Plan for this project. Since this project was a joint venture with XX Program Office, I had intensive contacts with the two HQ program offices to ensure that everyone was briefed on cross program issues and project progress. I also spent a great deal of time working with the local and state stakeholders, as well as the regulatory oversight organizations. This project was completed six months late, and one percent over budget. Budget exceedance was primarily due to Congressionally mandated budget cutbacks that caused a major slip in schedule. I was able to re-define scope with the contractor, which resulted in making up 6 months on the schedule and minor cost increases.

Example:

Position:

05/2008- Present: DOE deputy project director. See separately provided documentation formally designating me as deputy project director.

Project:

DEF Project, TPC of \$450M.

What I did:

I was assigned as the deputy FPD for this project on 05/2008; the project was awarded CD-3 status on 07/2009. As deputy FPD, I am the head of the IPT for the overall project. Presently, I am responsible for the construction of Building 2, a completely separate and distinct facility within the overall DEF Project. Building 2's construction

Competency 4.12.1.1 (continued)

began at the same time the overall DEF Project was awarded CD-3 (07/2009), and construction on this building is expected to conclude sometime in late 2012. I am fully responsible for the cost, schedule and scope of Building 2's construction efforts – this sub-project's TPC is approximately \$105 M. The PEP listing me as the deputy FPD is included with the profile.

- 4.12.2 Perform one-year program management duties with 180 days (minimum) at DOE HQ. Duties at headquarters may be fulfilled non-consecutively in two 90-day details. The Certification Review Board in consultation with the appropriate program may waive this requirement and field managers, for federal project directors with more than 10 years of Federal experience in project management roles.

Competency 4.12.2 Example Training/Experience Statement:

In ESS PMCDP module, choose status "Equivalency" as method of competency fulfillment. Choose equivalency "Experience," enter justification and choose verification method that is applicable.

Total at HQ element: 14 months (1/2001 - 3/2002). Served as acting program manager/technology liaison officer for the RBR-50 Program Office at DOE Headquarters.

- 4.12.3 Eight years project management experience as a project director on at least two different projects or equivalent. The CRB may consider a waiver where the federal project director has been assigned for a total of eight years on a single Level 3 or higher project.

Competency 4.12.3 Example Training/Experience Statement:

In ESS PMCDP module, choose status "Equivalency" as method of competency fulfillment. Choose equivalency "Experience," enter justification and choose verification method that is applicable.

Minimum eight years project management experience on at least two projects:
 XXX Project, TPC \$2,100M,: 1/2001 - 4/2008: 7 years, 3 months;
 XXX Project, TPC \$450M: 12/1996 - 1/2001: 4 years, 1 month, See experience documentation submitted under separate cover stating I was the Project Director.

- 4.12.4 At least three of the candidate's eight years project management experience as a project director, presented in 4.12.3, must be post CD-3 experience.

Competency 4.12.4 Example Training/Experience Statement:

In ESS PMCDP module, choose status "Equivalency" as method of competency fulfillment. Choose equivalency "Experience," enter justification and choose verification method that is applicable.

Of the eight years, three years post CD-3 experience: (Need CD-3 dates) See experience documentation submitted under separate cover stating I was the Project Director.

XXX Project, TPC \$900M (5-year E&C cost), CD-3 approved 10/2006; FPD from 9/2006 – 4/2008: 1 year, 6 months post CD-3.

XXX Project, TPC \$450M, KD-3 approved 08/1998; FPD from 6/1998 – 1/2001: 2 years, 4 months post CD-3.

- 4.12.5 At least one year of the three years of post CD-3 experience as a project director, presented in 4.12.4, must be on a Level 3 or higher project.

Competency 4.12.5 Example Training/Experience Statement:

In ESS PMCDP module, choose status "Equivalency" as method of competency fulfillment. Choose equivalency "Experience," enter justification and choose verification method that is applicable.

Of the three years, one year must be on a Level 3 or higher project: (Insert CD-3 dates, and TPC). See experience documentation submitted under separate cover stating I was the Project Director.

XXX Project, TPC \$2,100M: 9/2006 - 4/2008: 1 year, 7 months.

4.13 BEHAVIORAL

The PMCDP is designed to train and develop both leadership and communication KSAs. Federal project directors should focus the response to the following behavioral competencies with specific information demonstrating growth as a leader and communicator, beyond their Level 3 behavioral skills.

- 4.13.1 The certification candidate must demonstrate **expert-level** project management competency in leading change by providing a detailed specific example of a situation that presented a paradox, including his/her approach and the results.

The justification of fulfillment for this competency should demonstrate a majority of the following knowledge, skills, and abilities:

- Exercising leadership.

- Motivating others to incorporate elements of quality management into the full range of the organization's activities.
- Dealing effectively with pressure maintaining focus and intensity and remaining persistent, even under adversity; recovering quickly from setbacks.
- Identifying and integrating key organizational factors.
- Dealing with ambiguity.
- Being open to change.
- Bringing about strategic change, both within and outside the organization, to meet organizational goals.
- Taking a long-term view and builds a shared vision with others.
- Acting as a catalyst for organizational change.
- Influencing others to translate vision into action.

Competency 4.13.1 Example Training/Experience Statement:

Experience:

Challenge/Issue:

As federal project director for Environmental Restoration during the formation of EM, we were faced with implementation of RCRA and CERCLA requirements, where previously the Department only required equivalency under self-regulation for those requirements. The Assistant Secretary requested me and the other three federal project directors to devise, with our field counterparts, a strategy to accomplish this major change. The requirements for CERCLA and RCRA were sometimes redundant, sometimes ambiguous, and sometimes contradictory. Field leaders had already begun negotiations with the EPA federal and state organizations to devise a path forward to accomplish definition of the work scope for the restoration work.

What I did:

Early on it became apparent that the proposed work scope would result in budget requests exceeding available funding, and long periods of performance. I developed a draft of the key criteria and led the negotiations with my field office and regulators to develop compliant Federal Facility Agreements (FFAs) for sites under my purview. In periodic meetings with my counterpart, I expressed the need to be open to change in devising the boundaries for some consistencies across all of the sites, integrated input from the Waste Management Directors to incorporate and integrate the RCRA requirements with CERCLA, and prepared briefings to the Assistant Secretary and the Secretary of Energy, Congressional staff, OMB, and stakeholder groups to define the work scope and commitments in finalizing the FFAs. This involved extensive negotiations, project re-sequencing, and the need to develop criteria for ranking sub-project priorities.

Competency 4.13.1 (continued)

Benefits to Project(s):

A clear and understandable hierarchy was developed for the HQ and field office controlled milestones in the performance baselines, consistent with the commitments to the regulators and stakeholders. Progress milestones were could now be defined in measurable metrics and interim checkpoints incorporated to facilitate regulator and stakeholder review and comment during the work performance.

Outcome/Result:

The result of this process was a new way of conducting business, modification of project management processes, and an innovation in accountability to all affected parties.

4.13.2 The certification candidate must demonstrate **expert-level** project management competency in leading people by providing details of a situation when he/she changed a group's mind, including the approach to the situation, the result, and how it impacted his/her ability as a project director.

The justification of fulfillment for this competency should demonstrate a majority of the following knowledge, skills, and abilities:

- Providing an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.
- Inspiring and motivating other.
- Empowering people.
- Assessing developmental needs.
- Fostering team spirit and trust.

Competency 4.13.2 Example Training/Experience Statement:

Experience:

Challenge/Issue:

When assigned as the federal project director of the XXX Closure Project, with a staff of 17 employees, the project was operating on a rather ad hoc basis under the previous director and staff was assigned various roles on the basis of sub-project activities. I began my assessment of the project with reviews of the PEP and the performance baseline, and individual meetings with each employee regarding their roles and responsibilities. It became apparent to me that there were some items, which were not being tracked at all, and there appeared to be an existence of overlap between some of the perceived roles and responsibilities of my staff.

Competency 4.13.2 (continued)**What I did:**

I drafted a new responsibilities assignment matrix (RAM) for review and input by all employees. The RAM identified lead and backup roles and was met with objection and conflicts in the staff's opinions of the assignments. I requested proposed modifications,

and conducted discussions with employees to finalize the assignments. During these discussions, I focus on empowering the staff in the new roles and responsibilities.

In addition to the RAM, I tried to motivate the staff by requiring the development of action lists for each employee, identifying actions and deliverable products they were accountable for in the near term and long term, with specific status reporting required for interim steps and identification of potential obstacles to delivering the required outcomes.

Benefits to Project(s):

In doing this, along with the lead and backup role assignments, the staff began to work more closely together to provide support in the absence of other employees, and to maintain cognizance of project status in areas they previously did not see the need to follow. They provided me with helpful suggestions for changes, as needed, and feedback was extremely positive from the staff regarding their improved awareness of what was expected from them and increased interest in working with field counterparts to forecast potential upcoming issues and develop solutions.

Outcome/Result:

Feedback from the field office staff was extremely positive because they believed they now had better clarification of what HQ staff was asking for and why. In addition, project staff members from both offices were now working together as a team, with common goals and objectives and improved communications and information exchanges.

- 4.13.3 The certification candidate must demonstrate **expert-level** project management competency in producing results by providing details of a situation when a project he/she worked with was not meeting a baseline, including the corrective actions taken, the results achieved to bring the project within budget and schedule, the lessons learned, and the application of those lessons learned to work with other projects.

The justification of fulfillment for this competency should demonstrate a majority of the following knowledge, skills, and abilities:

- Ability to make decisions that produce high quality results by applying technical knowledge, analyzing problems, and calculating risks.
- Creating realistic goals.
- Holding self and others accountable.
- Identifying and diagnosing problems.

Competency 4.13.3 Example Training/Experience Statement:

Experience:

Challenge/Issue:

As the federal project director of the XXX Project, I led development and approval of a project baseline with an estimated schedule of four years and a budget of \$4.9M. In the early stages of the XXX work, things went according to plan. In the second year there were performance difficulties experienced in three particular areas and I initiated a team review to identify the issues.

The first issue involved the XXX technology application; the second came in finding alterations to the XXX design which were not formally integrated in the controlled engineering design specification documents; and the third revolved around the XXX criteria and the insistence by the stakeholders that the site be returned to its original condition, with no radioactivity left behind.

What I did:

I was able to quickly resolve the first issue by consulting with the technology experts and evaluating previous use experiences. I contracted with an expert consultant who devised the necessary modifications to resolve the application difficulties encountered and also made equipment adjustments, which increased the effectiveness and reduced the schedule by five months.

With regard to the second issue, I suggested the XXX do a personnel search for the individuals who operated the XXX during its operating period to determine if they were available for interviews. There were four individuals identified and brought in for consultations. They were able to recall several instances where they directed “adjustments” to the design which were not processed as formal design changes because they insignificant enough to merit those formal procedures. The result was a reduction in scope, which saved another 4 months and \$900K.

Finally, with regard to the third issue, the project had assumed it was acceptable to reduce the contamination to levels within the EPA criteria for soil and GW contamination. All other material was arranged for disposition at the XXX disposal site. When estimates were prepared for the green cleanup and shared with the stakeholders, it was determined that the costs exceeded the benefits. I led a team that worked with the appropriate PSOs to determine a programmatic follow-on use for the facility which allowed minimal radioactivity fixation within the high-bay building after project completion, precluded total dismantlement of the building, precluded the new PSO sponsor from having to construct a new facility, and provided additional jobs for the area and continued funding for XXX.

Benefits to Project(s):

The project was completed on schedule and within budget.

Outcome/Result:

The lessons-learned resulted in the establishment of a DOE process for evaluating facility re-use options prior to program execution of D&D projects.

- 4.13.4 The certification candidate must demonstrate **expert-level** project management competency in business acumen by providing details of innovative ways he/she used management information systems and other technological resources to meet his/her organizational needs, including how he/she adapted this innovation to other uses/projects.

The justification of fulfillment for this competency should demonstrate a majority of the following knowledge, skills, and abilities:

- Managing human, financial, and information resources strategically.
- Assessing current and future staffing needs based on organizational goals and budget realities; applying merit principles that promote a diverse work force.
- Overseeing the allocation of financial resources; identifying cost-effective approaches; establishing and assuring the use of internal controls for financial systems.
- Ensuring effective administration of budgetary process, including preparing and justifying a budget and operating the budget under organizational and congressional procedures.
- Ensuring effective procurement and contracting procedures and processes are applied commensurate with program priorities and policies.
- Integrating and coordinating logistical operations.
- Ensuring the efficient and cost-effective development and utilization of management information systems and other technological resources that meet the organization's needs; understanding the impact of technological changes on the organization.

Competency 4.13.4 Example Training/Experience Statement:

Experience:

Challenge/Issue:

In 2006 the XYZ Remediation Project faced a huge budget gap between what the baseline estimated and the new cost requirement due to realized technical risks.

What I did:

Recognizing there would be irreversible negative impacts if the project were placed on hold, I convened a multi-disciplinary team consisting of other project directors, budget analysts, contracting officers, and appropriate HQ staff to develop/implement a corporate-wide strategy that could minimize impacts to the contract and sustain work critical to the site mission. I formed a team of subject matter experts to review possible alternative trade-off strategies in using existing real property assets listed in the site's Facilities Information Management System (FIMS) database. I instituted the use of Standard Accounting and Reporting System (STARS) to record and process critical financial information, funds control, and provide mission critical reporting and query capabilities. This effort resulted in an optimal recommendation that involved balancing with, and refinement of, the path forward of another lower priority to overcome the budget gap. Four different Congressional committees' approvals were required to

Competency 4.13.4 (continued)

implement the recommendation, achieved within a month due to my proactive involvement in preparation of the needed congressional briefings.

Benefits to Project(s):

These actions maintained the positive momentum, allowed the project to meet all regulatory commitments, and enhanced the other project's path forward and schedule. My ability to manage financial resources from a portfolio perspective for achieving maximum results and anticipating the decision-making information needs led to minimal disruption to the contract and overall site mission success.

Further, as the project shifted from one phase to another, I kept DOE senior management apprised of the project status by providing EVMS data through the Project Assessment and Reporting System; performed a thorough work scope and workforce planning analysis with the team and identified the skills available as well as gaps; accessed personnel related information through the use of the CHRIS to continuously evaluate staffing needs and skills mixes to ensure adequate contract oversight; discussed with my team to identify any issues that would require additional resources for resolution, resulting in a need for increased design/engineering oversight capability; developed a staffing strategy to bring additional resources on board to assure quality deliverables from the contractor; and worked with human resource group and senior management to implement the strategy and obtain their approval for the hiring of a chief engineer and outside industry experts.

Outcome/Result:

This continued effort directly contributed to improving the project's oversight capability, improved contract deliverables, and overcoming significant engineering challenges.

- 4.13.5 The certification candidate must demonstrate **expert-level** project management competency in building coalitions and communications by providing details of a successful experience he/she had implementing something across organizational boundaries, including the communication strategies, the outcome, and how he/she used this experience in other project management situations.

The justification of fulfillment for this competency should demonstrate a majority of the following knowledge, skills, and abilities:

- Representing and speaking for the organizational unit and its work (e.g., presenting, explaining, selling, defining, and negotiating) to those within and outside the office (e.g., agency heads and other government executives, corporate executives, congressional members and staff, the media, and professional groups); making clear and convincing oral presentations to individuals and groups; listening effectively and clarifying information; facilitating an open exchange of ideas.
- Establishing and maintaining working relationships with internal organizational units (e.g., other program areas and staff support functions); approaching each problem situation with a clear perception of organizational and political reality; getting understanding and support from higher level management.

- Engaging effectively in alliances with external groups (e.g., other agencies or firms, state and local governments, Congress, and clientele groups); engaging in cross-functional activities; finding common ground with a widening range of stakeholders.
- Working effectively in groups and teams; gaining cooperation from others to obtain information and accomplish goals; facilitating win-win situations.
- Considering and responding appropriately to the needs, feelings, and capabilities of different people in different situations; being tactful and treating others with respect.
- Seeing that reports, memoranda, and other documents reflect the position and work of the organization in a clear, convincing, and organized manner.

Competency 4.13.5 Example Experience Statement:

In ESS PMCDP module, choose status “Designation of Equivalency” as method of competency fulfillment. Choose equivalency “Experience.” Enter the justification and choose a verification method.

Challenge/Issue:

As the Project Director for the XYZ Repository Technology and Transportation Project, I was assigned as the DOE representative for international repository research projects. Given the limitations in allowable in-situ research in the U.S., I was responsible for negotiating the scope and funding of the research being done in Switzerland and Sweden to ensure inclusion of parameters of the greatest concern by the geologists of the USGS and affected states. This involved extensive negotiations with representatives of seven other countries, and commitment of U.S. funding, only when the return on investment would be advantageous to the four repository projects in the U.S. The research parameters were assimilated from extensive interactions with the other Project Directors, USGS, and State Geologists and Governors’ offices from 19 states. However, it soon became apparent that the scope of those international projects could not accommodate our needs entirely.

What I did:

To define the needs for a new research project, I led collaboration with the PSO and other project directors, as well as the team of negotiators of technical experts, contracts personnel, and legal personnel and negotiated U.S. funding of a \$10M Exploratory Shaft in Canada. They had the means to conduct the work but not the resources; we had the resources but not the means (specifically, an acceptable site) to perform it in the US.

It was adamantly clear to me that communication at all levels, across multiple projects and agencies, was key in developing consensus on the research projects’ scope(s). I worked through the State Department for all international meetings. The experience gained on this endeavor was valuable for application in management of other projects because of the broad spectrum of affected stakeholders and the need to establish a network through the DOE, NRC, and state and local governments to successfully proceed with project decisions and the required performance of work.

Competency 4.13.5 (continued)

Benefits to Project(s):

As a result, my team established the performance requirements, reporting requirements, access to the data, and access to the facility for our technical experts to lead necessary research. When originally proposed, this option was not considered feasible, but through my extensive negotiations and networking I was able to convince all affected parties of the benefits and the project produced the desired technical data.

Outcome/Result:

Further, after completion of the exploratory shaft and the first two years of research, we extended the contract with the Canadian government and expanded the research program to accommodate issues and areas of concern requiring in-situ demonstration to convince the regulators and stakeholders of the advantages of proceeding with the repository program. Arrangements were made for real-time access to performance data and input through review and comment on the technical reports produced.

4.14 INTERVIEW REQUIREMENT

Level 4 certification candidates must successfully complete DOE CRB panel interviews, unless waived by the CRB. New DOE hires for positions requiring Level 4 certification must successfully complete CRB panel interviews, unless waived by the CRB. The CRB may also elect to interview the current site/office manager before interviewing the certification candidate. The procedures for these interviews are issued by the CRB.

4.15 REFERENCE CHECKS

Reference checks may be requested for Level 4 candidates to provide Board members with additional input to validate the ability and readiness of a candidate to manage projects at a higher level. The certification candidate is asked to provide the following references with the application:

- Federal Acquisition Executive for his/her most recent project
- Two professional references (either site manager or supervisor and a co-worker with whom the FPD was worked in the past five years)

The procedure for reference checks is administered by the PMCDP.

SECTION 7 CONTINUING EDUCATION REQUIREMENTS

Each person certified under PMCDP is required to successfully complete 80 hours of CLP/CE biennially to maintain certification.^[36]

Persons certified under PMCDP and FAC-P/PM may fulfill CLP/CE credits through various activities. In addition to the knowledge areas listed in this Guideline, Table 7.1. The OECM director or his/her designee will approve CLP/CE credits and education in subjects related to the management of highly technical DOE projects. These subject areas may include such topics as project management, accounting, applied mathematics and statistics, engineering, physical sciences, hazardous material management, environmental management, safety, maintenance management, and logistics.

Some certified Level 4 project directors may have completed all of the training offered by PMCDP as listed in section 6, “Detailed Knowledge and Skill Requirements.” It is therefore expected that these individuals may fulfill their CLP/CE requirements through completing applicable PMCDP electives listed in this CEG, leading project management-related workshops and seminars, and serving as mentors to certification candidates.

Revocation of Certification. Applicable program offices will be notified by the Secretariat of the CRB if certified federal project directors fail to maintain CE hours and given a 90-day notification of pending revocation of certification. The CRB may consider extenuating circumstances such as illness or military service that prevents them from remedying identified deficiencies.

After the 90-day notification period has been exceeded without appropriate remedial action, the CRB will automatically revoke certification and notify the person certified under PMCDP and the PSO that the certification has been revoked.

Decertified federal project directors who are not removed from duties as the federal project director within 90-days of notification of decertification will be recommended to the program office for removal.

^[36] Ibid. Continuous learning points (CLPs) is the Federal Acquisition Institute (FAI) term used for skills currency training. FAI requirement is for 80 CLPs every 2 years.

Table 7-1. Continuing Education Credit Assignments

	Continuing Education (CE) Opportunity Description*	Unit	=	DOE CE Credit Hours
TRAINING/EDUCATION	Attendance at academic courses at an accredited college or university	1 semester credit	=	15
		1 quarter credit	=	9
	Audited academic courses at an accredited college or university	1 semester credit	=	5
		1 quarter credit	=	4
	Instructing at an accredited college or university	1 semester credit	=	10
1 quarter credit		=	9	
Online training geared toward continuous learning and planned as part of individual's professional development. Online training must be supported by a course completion certificate	1 training hour	=	1	
PROFESSIONAL ACTIVITIES	Attendance at educational portions of technical meetings, conferences, workshops, and seminars; DOE training; and focused training and short courses provided by commercial vendors	1 hour	=	1 (maximum 7/day)
	Presentations at workshops, conferences, and seminars	1 formal presentation	=	5
	Publication of P/PM/acquisition-related articles, technical papers, etc.	Article, Technical Paper or Analysis **	=	10
		Article or Technical Paper***	=	25
	Professional examination, license, or certification	Year obtained	=	40
	Active Association Membership (in relevant subject area or project management association)	Active Membership Association Activity Attended	= = =	5/year 1 hour for each 60 minutes

* Incumbent federal project directors are those formally appointed to direct Capital Assets in accordance with DOE Order 413.3B, *Program and Project Management for the Acquisition of Capital Assets*.

** Article or Technical Paper or Analysis under 5,000 words presented within or outside the DOE.

*** Article or Technical Paper of scholarly value of 5,000 words or greater that is formally peer reviewed and published within or outside the DOE

Table 7-1. Continuing Education Credit Assignments.

	Continuing Education (CE) Opportunity Description*	Unit	=	DOE CE Credit Hours
EXPERIENCE	Serve as a Sponsor/Technical Content Advisor/Subject Matter Expert for one or more PMCDP courses (applies to all certified FPDs)	Serves for at least one year	=	15
	Certified Level 3 or 4 FPD serving as mentor to certification candidate. A formal written mentoring agreement is required for the mentoring development activity and is also required to be documented in both mentor and certification candidate Individual Development Plans (IDP). Additionally, Level 3 and 4 certified FPDs serving as mentors are encouraged to take departmental mentoring courses.	6 months mentoring a certification candidate	=	30
	Credit for Peer Review Participation Participation as <u>member</u> of a project peer review of another FPD's project (i.e., IPRs, EIRs, independent cost reviews, earned value management validation reviews etc.) Participation as project peer review team <u>member</u> in preparation for a review of another FPD's project (i.e., IPRs, EIRs, independent cost reviews, earned value management validation reviews)	Peer Review Preparation and Participation CE hours claimed cannot exceed <u>32</u> per peer review 1 work day (team convened)	=	8
		Maximum per review	=	8
	Serve as an incumbent FPD* (Maximum 10 CE hour credit for 2-year certification period)	1 year	=	5
	Participation on O413.3B Guide Team Team Member Team Lead	Maximum per review Maximum per review	= =	8 16
	Carryover allowed per certification period. If FPD is certified to a higher level, this will still apply.	Maximum carryover	=	20
	Provide a Project Lessons Learned to the Lessons Learned Database Develop a Lessons Learned Study for PMCDP course Develop a Case Study for PMCDP course	Must be approved by OECM	= = =	3 5 8

* Incumbent federal project directors are those formally appointed to direct Capital Assets in accordance with DOE Order 413.3B, *Program and Project Management for the Acquisition of Capital Assets*.

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APPENDIX A

COMPLEXITY, RISK, AND VISIBILITY: EM CLEANUP PROJECTS

Project Complexity. A complex project consists of many elaborately interrelated or interconnected parts requiring certain levels of knowledge or skill to manage successfully. Complexity therefore may raise the project certification Level beyond the TPC value. Table A-1 may be used to analyze the factors against the complexity.

Table A-1. Complexity Factors

COMPLEXITY FACTORS	LOW COMPLEXITY	MODERATE COMPLEXITY	HIGH COMPLEXITY
FUNCTION	Standard Office Building	Renovation	Production/Process or Laboratory
PROJECT TYPE	Standard	Experimental	State-of-the-art
CONTRACTS: Design	One design firm	Two design firms	More than two design firms
Construction	One general contractor	Two general contractors	More than two general contractors
FUNDING	Single Source	Two Sources	Multiple sources
CONTRACT TYPE	M&O or M&I	M&O/M&I plus prime A/E	Prime to DOE

Project Visibility. Visibility is the interest and publicity that a project receives. Project visibility publicizes project issues as well as project team decisions. As the most visible team member the federal project director is held responsible for the public’s perception of the project. Table A-2 may be used to analyze visibility factors.

Table A-2. Visibility Factors

VISIBILITY FACTORS	LOW VISIBILITY	MODERATE VISIBILITY	HIGH VISIBILITY
STAKEHOLDER INVOLVEMENT	Existing NEPA	New or existing NEPA modification	Prepare environmental impact statement
FUNDING SOURCE	Operations	Capital Line Item to \$100M	Major system acquisition
SITE OF PROJECT	One site	Two sites	Multiple sites
OTHER	No local opposition	Local opposition	Broad opposition with publicity

Project Risk. A risky project consists of a set of technical and programmatic risks. Table A-3 may be used to analyze risk factors.

Table A-3. Risk Factors

RISK FACTORS	LOW RISK	MODERATE RISK	HIGH RISK
DESIGN	Standard design, off-the-shelf materials and equipment	Unusual use of design or combination of applications	New design, state-of-the-art
REGULATORY & ENVIRONMENTAL	Categorical exclusions exist, no permits or permit modifications required, no facility safety basis impact	Modification to existing NEPA documentation, permits required, some potential for release	Environmental impact statement required, releases may occur, must define disposal methods
TECHNOLOGY	Existing application or replacement, proven technology	Modification to existing application, new application	Unproven modernized or advanced technology
PROCUREMENT	Off-the-shelf procurement	New combination of off-the-shelf procurement, special testing requirements	Special requirements in materials or testing, procurement from foreign source
CONSTRUCTION STRATEGY	Fixed-price contractor experienced with the requirements	More than one contractor, specialty installations	Multiple contractors, split funding, multiple sites
TESTING	Standard industry tests required	Special testing combination required	Very high testing, tight standards
SAFETY	No known safety issues, no hazards identified	Standard industry practices anticipated to be adequate to reduce risk of injury	Special conditions, risk exposure, confined spaces, work with masks, high above ground, underground
INTERFACES	Stand-alone project with only standard utility interfaces required	Interface with other buildings, uses, and utilities	Utility interfaces with more than one organization, process interfaces with other organizations, community, or civic interfaces
MANAGEMENT	Standard management practices	Special schedules, integration	Multiple organizations to work with, high skill level, special requirements
SAFEGUARDS AND SECURITY	None	Partial requirements	Extensive requirements

APPENDIX B

PMCDP CERTIFICATION REQUIREMENTS

Table B-1. PMCDP Certification Requirements at a Glance

Certification Level	TPC Responsibility Range	Training Courses		Developmental Activities (Time Reqmnt.)	Experience Years (Time Reqmnt.)
		Core (CE hours)	Electives (CE hours)		
1	\$5-20M	<ol style="list-style-type: none"> 1. Project Management Essentials (70) 2. PM Systems & Practices in DOE (60) 3. Earned Value Management Systems (21) 4. Contract Admin for Tech Reps (21) 5. Project Risk Analysis & Management (25) 6. Performance-Based Management Contracting (21) 7. Planning Safety in Project Management (25) 8. Acquisition Management for Technical Personnel (32) 	<p>Choose one:</p> <ol style="list-style-type: none"> 1. LEED for New Construction and Existing Buildings (18) 2. Capital Planning for Construction Projects under the 413.3B (14) 	<ol style="list-style-type: none"> 1. Project-Engineer or Integrated Project Team Member (12 months) 	<ol style="list-style-type: none"> 1. Experience in Project Management (3 years) 2. One year of project-related roles/experience within last five years
2	\$20-100M	<ol style="list-style-type: none"> 1. Advanced Concepts in Project Management (50) 2. Project Management Simulation (35) 3. Project Leadership/Supervision (22.5) 4. Effective Program and Project Communications 5. Cost & Schedule Estimation (35) 6. Scope Management/Baseline Development (21) 	<p>Choose two:</p> <ol style="list-style-type: none"> 1. Value Management (21) 2. Federal Budget Process in DOE (28) 3. Environmental Laws and Regulations (21) 4. Real Property Asset Management (21) 	<ol style="list-style-type: none"> 1. Team Leader/ Supervision Experience (12 months) 2. Post CD-3 Experience (12 months) 	<ol style="list-style-type: none"> 1. Level 1 PM experience (2 years) 2. Two years of project management experience within the last five years.
3	\$100- \$400M	<ol style="list-style-type: none"> 1. Program Management & Portfolio Analysis (35) 2. Advanced Risk Management (25) 	<p>Choose 1 from each group</p> <p>Group A:</p> <ol style="list-style-type: none"> 1. Project Execution and Readiness Reviews (21) 2. Systems Engineering (21) <p>Group B:</p> <ol style="list-style-type: none"> 3. Labor Management Relations (21) 4. Negotiation Strategies & Techniques (21) 5. Facilitating Conflict Resolution (21) 	<ol style="list-style-type: none"> 1. Mentored by a certified Level 3 or 4 Federal Project Director (6 months) 2. COR Experience (12 months) 	<ol style="list-style-type: none"> 1. Level 2 PM experience (2 years)
4	Over \$400M	<ol style="list-style-type: none"> 1. Executive Communications (21) 	<p>Choose one:</p> <ol style="list-style-type: none"> 1. Advanced Leadership (35) 2. Strategic Planning (21) 	<ol style="list-style-type: none"> 1. Program Management (12 months, including minimum of 180 days at HQ) 	<ol style="list-style-type: none"> 1. Level 3 PM experience (2 years) 2. Project Management (Minimum 8 years as an Federal Project Director on at least 2 different projects, & at least 3 of the 8 years post CD-3, & at least 1 year post CD-3 experience on a Level 3 or higher project)
Total Courses Required: 23		17 Core Courses	13 Elective Courses (6 out of 13 required)	6 work activities	4 experience levels (9 years experience)

NOTES: 1) If a federal project director is managing a portfolio of projects, the required federal project director certification Level is determined by the currently managed project with the highest Total Project Cost (TPC) dollar value. For example, Level 4 federal project directors manage at least one project with a total cost over \$400 million (i.e., their TPC responsibilities exceed \$400M). Participants should select courses consistent with the Level of required certification and/or Level they seek to attain. 2) Certification is cumulative. For example, Level 3 federal project director certification candidates must have successfully completed all Level 1 and Level 2 requirements. In addition to training, other requirements apply for certification.

Table B-1. PMCDP Certification Requirements at a Glance (continued)

Certification Level	TPC Responsibility Range	Training Courses		Developmental Activities (Time Reqmnt)	Experience Years (Time Reqmnt)
		Core (CE hours)	Electives (CE hours)		
1	\$5-20M	1. Project Management Essentials (70) 2. PM Systems & Practices in DOE (60) 3. Earned Value Management Systems (21) 4. Contract Admin for Tech Reps (21) 5. Project Risk Analysis & Management (28) 6. Performance-Based Management Contracting (21) 7. Planning Safety in Project Management (25) 8. Acquisition Management for Technical Personnel (32)	NONE 1. LEED for New Construction and Existing Buildings (18) 2. Capital Planning for Construction Projects under the 413.3B (14)	1. Project Engineer or Integrated Project Team Member (12 months)	1. Experience in Project Management (3 years) 2. One year of project-related roles/experience within last five years.** **PMP certification must have been obtained within the last five years.
2	\$20-100M	1. Advanced Concepts in Project Management (50) 2. Project Management Simulation (35) 3. Project Leadership/Supervision (22.5) 4. Effective Program and Project Communications 5. Cost & Schedule Estimation (35) 6. Scope Management/Baseline Development (21)	Choose two: 1. Value Management (21) 2. Federal Budget Process in DOE (28) 3. Environmental Laws and Regulations (21) 4. Real Property Asset Management (21)	1. Team Leader/Supervision Experience (12 months) 2. Post CD-3 PM Experience (12 months)	1. Level 1 PM experience (2 years) 2. Two years of project management experience within the last five years.
3	\$100- \$400M	1. Program Management & Portfolio Analysis (35) 2. Advanced Risk Management (25)	Choose 1 from each group Group A: 1. Project Execution and Readiness Reviews (21) 2. Systems Engineering (21) Group B: 3. Labor Management Relations (21) 4. Negotiation Strategies & Techniques (21) 5. Facilitating Conflict Resolution (21)	1. Mentored by a certified Level 3 or 4 Federal Project Director (6 months) 2. COR Experience (12 months)	1. Level 2 PM experience (2 years)
4	Over \$400M	1. Executive Communications (21)	Choose one: 1. Advanced Leadership (35) 2. Strategic Planning (21)	1. Program Management (12 months, including minimum of 180 days at HQ)	1. Level 3 PM experience (2 years) 2. Project Management (Minimum 8 years as an Federal Project Director on at least 2 different projects, & at least 3 of the 8 years post CD-3, & at least 1 year post CD-3 experience on a Level 3 or higher project)
Total Courses Required: 23		17 Core Courses	13 Elective Courses (6 out of 13 required)	6 work activities	4 experience levels (9 years experience)

Activities/courses validated with PMI Project Management Professional (PMP) Certification shown in yellow and struck out

For additional information about the Project Management Career Development Program, visit the Office of Engineering and Construction Management’s website at <http://management.energy.gov>

APPENDIX C

PMCDP CRB Level 3 or 4 Interview Process

