



DOE PROJECT MANAGEMENT NEWS

Promoting Project Management Excellence

JUNE 2020



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Director's Corner

Continuous improvement in project management has been a source of pride within DOE for well over a decade. This is due to the ingenuity of our workforce and the ability to evolve and incorporate best practices and new tools. Our project teams have been awesome in implementing past lessons learned, resulting in consistent project execution excellence. Among the articles this month are insights into how the Project Management Career Development Program (PMCDP) stays informed, resulting in stronger, and better prepared project teams and Federal Project Directors (FPDs). Our FPD in the Spotlight article in this edition reflects those strengths. As the FPD for NNSA's \$1.1B Advanced Sources and Detectors (ASD) project and the \$166M U1a Complex Enhancement Project (UCEP) at the Nevada National Security Site (NNSS), Bob Bangerter has taken on numerous project management challenges head on, in advance of establishing the performance baseline. Upfront planning and design is the key to project success.

Also highlighted this month are the efforts to integrate earned value management system (EVMS) metric tests for assessing the health of the project's integrated master schedule (IMS) into Acumen version 8.6 [cumulative update (CU) 4], and improvements in the Empower analytical and reporting tool within PARS. In addition, the benefits of the "Comma Separated Value (CSV)" format reporting for Contractors is highlighted, utilizing EVMS metric tests as an enhancement for a contractor's ongoing self-surveillance strategy.

Finally, it goes without saying to most that understanding the real impacts of the coronavirus pandemic on our projects will take time. As these impacts are identified and assessed, it will be important to communicate with clarity. What were the impacts to the project's Performance Measurement Baseline (PMB), versus the other components of the project's Performance Baseline (PB)? Is it possible to differentiate between pre versus post COVID-19 impacts? Refer to the article on page 2 for a brief discussion on how to distinguish between the PMB and PB when potentially communicating any required adjustments.

I encourage everyone to stay safe, and...Keep Charging!

Paul Bosco

Time for a Change? Baseline Change Proposal (BCP) vs. Budget Change Request (BCR)

Mike Fenn, Office of Project Analysis (PM-20)

Over the past two months, the coronavirus pandemic and the Federal government's response to it have significantly impacted the way we live and work. It has undoubtedly impacted work on many of our ongoing capital asset projects (see May 2020 Project Management News article Navigating, Communicating, and Managing Your Project During Uncertain Times). Some DOE and NNSA projects have stopped all onsite work activities while others continued with construction activities deemed essential. All projects are monitoring the situation and assessing the impacts. For pre-critical decision (CD)-2, Approve Performance Baseline, projects, the impacts can be defined and addressed as the project progresses and adjustments made prior to CD-2 approval. Post CD-2 projects must carefully assess whether the project's performance measurement baseline (PMB) or performance baseline (PB), or both PMB and PB have been impacted.



If the impacts threaten the PMB, the project may execute a budget change request (BCR) to adjust the PMB. The PMB is the time-phased budget that encompasses all project scope contained in the planning and work packages within the project's work breakdown structure (WBS). Contractor project performance is measured against the PMB and managed through the use of either the earned value management system (EVMS) or the approved alternate project controls procedures. A potential deviation to the PMB is adjusted by executing a BCR. There are three different applications of a BCR: an allocation of management reserve (MR) to increase control account budgets within the PMB for authorized purposes (may be referenced as a BCR-M), a re-plan of the existing time phased PMB work scope without increasing budget (may be referenced as a BCR-P), or an allocation of DOE contingency via a contract change to the project's contract budget base (CBB) (may be referenced as a BCR-C). Typically, when contingency is used to cover increases in project cost without an accompanying change in scope, an over target baseline is implemented. Regardless of the BCR type, the BCR is executed in accordance with the formal change control process established in the contractor's EIA-748 compliant EVMS description and the approved project execution plan (PEP).

If the impacts threaten the performance baseline (PB), the federal project director (FPD) should review and follow the requirements detailed in DOE Order 413.3B, *Program and Project Management for the Acquisition of Capital Assets*. The PB establishes the total project cost (TPC), CD-4, Project Completion, date, key performance parameters (KPPs), and scope commitment for the project. DOE O 413.3B, states: "A performance baseline deviation occurs when the approved TPC, CD-4 completion date, or performance and scope parameters cannot be met." If this is the assessment made by the FPD, DOE O 413.3B requires the FPD to promptly notify management of the likelihood of a PB breach. In addition, DOE O 413.3B requires that "when a deviation occurs, the approving authority must make a specific determination whether to terminate the project or establish a new PB by requesting the FPD to submit a baseline change proposal (BCP)."

The BCP provides a complete description of a proposed change to an approved PB, including the resulting impacts on the project scope, KPPs, schedule, and cost components of the PB. DOE O 413.3B requires Chief Executive for Project Management (CE) approval for a BCP increase in excess of the lesser of \$100M or 50% (cumulative) of the original CD-2 cost baseline. The Under Secretaries are the approval authorities for PB changes below CE approval level, unless Project Management Executive (PME) authority has been appropriately delegated.

FPDs must report changes to the PB to the Office of Project Management (PM). PM will review and validate the proposed PB for projects with TPC greater than or equal to \$100M, through an Independent Cost Estimate (ICE) and External Independent Review (EIR). Similar reviews are conducted by the appropriate Project Management Support Office (PMSO) for projects with a TPC less than \$100M. Note that finalization of a BCP will likely result in a cascade of BCRs as the BCP is implemented.

Key Takeaways:

- BCRs are used to adjust the PMB; BCPs are used to adjust the PB
- PB deviations must first be presented to the PME who must make a specific determination whether to terminate the project or establish a new PB by requesting the FPD to submit a BCP
- All project changes to the PMB or PB should follow the approved change control process established in the PEP



Federal Project Director (FPD) Spotlight on Bob Bangerter

Bob Bangerter has been with DOE since September 1994 and has spent the bulk of his time since then supporting the Nevada Field Office (NFO). Bob started out with the Office of Environmental Management (EM) working groundwater contamination testing for the underground test area and worked his way up to Team Leader for Site Operations. In 2009, he was promoted to Deputy Assistant Manager for Safety and Security for NFO.

Bob was first appointed as a Federal Project Director (FPD) for the Critical Experiments Facility project in June 2007 and, since October 2018, has been the FPD for both the \$1.1B Advanced Sources and Detectors (ASD) project and the \$166M U1a Complex Enhancement Project (UCEP).

The ASD project will fabricate a four-pulse, single axis, linear induction accelerator (LIA)-based radiographic system in an underground laboratory at the U1a Facility Complex at the Nevada National Security Site (NNSS). Uniquely, it will be executed through a partnership of Los Alamos National Laboratory (LANL), Lawrence Livermore National Laboratory (LLNL), Sandia National Laboratories (SNL), and the NNSN, which is also executing UCEP. UCEP, comprised of two subprojects—Access & Life Safety Infrastructure (010) and Laboratory & Support Infrastructure (020), will perform mining and provide the supporting structures, systems and components necessary to deploy the ASD project.

All three of these projects are part of the Enhanced Capabilities for Subcritical Experiments (ECSE) portfolio, which is focused on providing the United States with the capability to conduct weapons-scale, radiographically (x-ray imaging)-diagnosed subcritical experiments using special nuclear material (SNM). These experiments will produce radiographic data from plutonium-containing test objects in which the spatial and temporal resolution meets the needs of the Stockpile Stewardship Program (SSP).

As Bob was preparing for an annual peer review (APR) of the ASD project, we were able to get a few minutes of his time to ask him a few questions about his experiences as an FPD and some of the unique challenges associated with the ASD and UCEP projects.

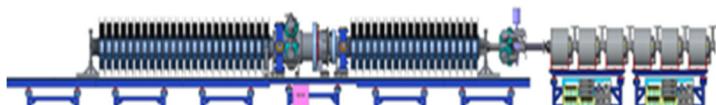


Question: The ASD and UCEP projects combine a high degree of technical complexity with the added difficulty of coordinating the efforts of partners from four sites (LANL, SNL, LLNL, NNSN) and communicating with a host of stakeholders. What keeps you motivated for this difficult challenge?

For me, it's several things. First, I like the challenge. I also get satisfaction in knowing that what we're building will ultimately be a world class accelerator facility that nobody else in the world has. Learning about the technology is the other motivator for me. Accelerators are new to me and learning about the intricacies of this state-of-the art system and how it works is fascinating and makes my job very interesting. *Continued on page 4.*

ASD Linear Induction Accelerator Configuration

Solid State Pulsed Power drives the
Injector and Accelerator



Injector

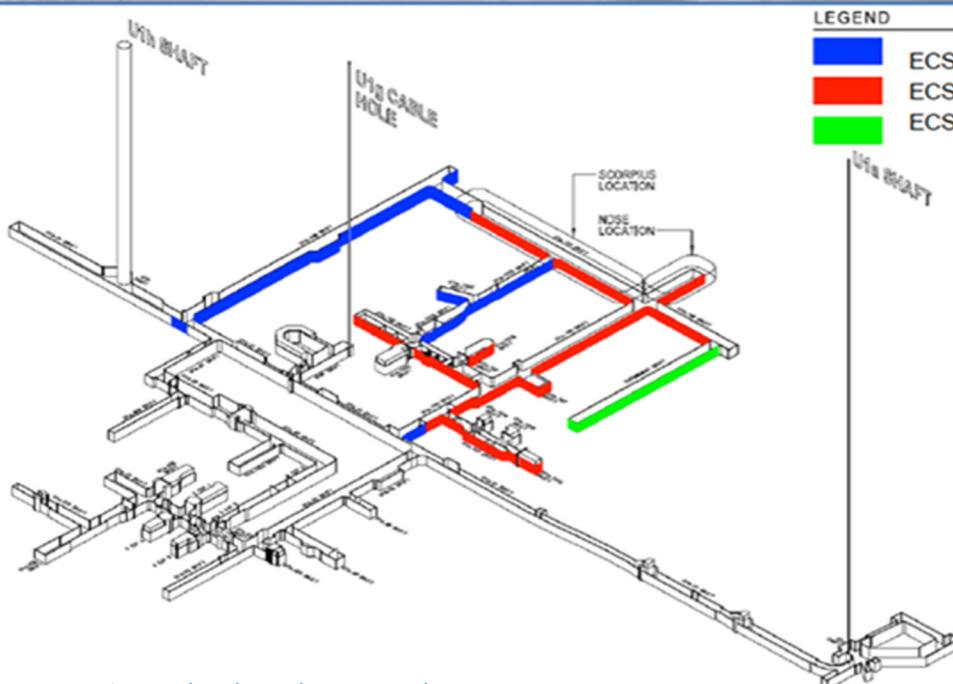
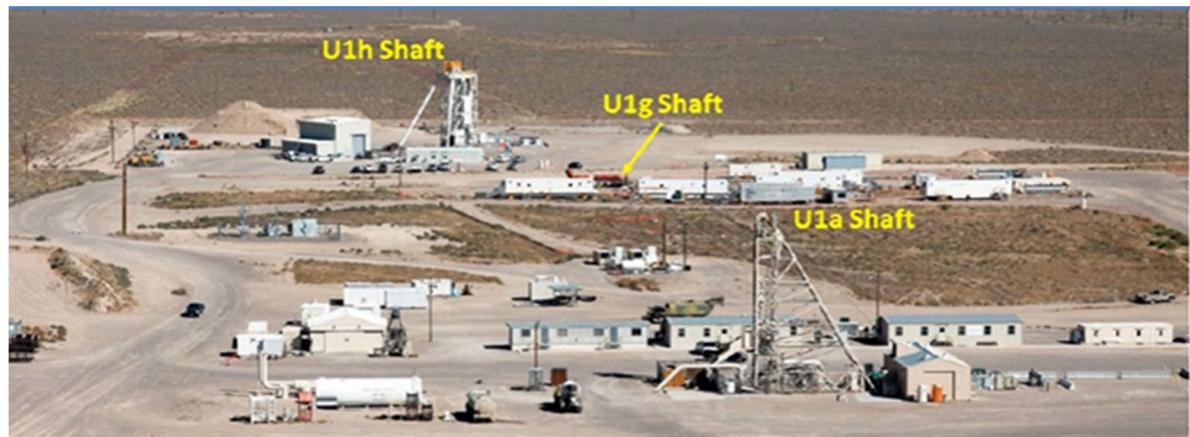
E-beam Transport Final Focus Magnet
and Brems Target



Downstream Transport

Detector

UCEP Project Layout



1000'

Question: Based on your experience, what project management advice would you offer to current and future FPDs?

Question: What have been your biggest management challenges associated with these three projects?

I would say the integration between the ASD and UCEP projects, and communication between the partners and the stakeholders. This is a complex project and clearly understanding the interfaces between them is critical to ensuring requirements for each are met at the right time throughout the life of the project. And with so many stakeholders, effective communications up, down, and across the DOE complex is a continual challenge. Over the past year though, I think the team has made great strides in both areas and we are seeing the benefits of improved communications and integration.

I think there are several areas to focus on to be a successful FPD. It starts out with ensuring you have representatives from all functional areas of the project (e.g., site safety, security, quality, etc.) and all the stakeholders from different organizations. Then, I'd say it's all about stakeholder engagement and communication. Engage in a transparent way with all your stakeholders through the project lifecycle and ensure management is involved so there are no surprises and decisions can be more readily made. It's also essential to ensure the whole team is working with the end in mind, that is, knowing this project will be turned over to someone to operate. The FPD needs to make sure the operators know what the project is providing, and that it meets their requirements. And finally, an FPD needs to be aware of what's going on at lowest level without being buried in the details. It's a balancing act of course, but at the end of the day, the successful FPD is always listening, asking questions, learning, and communicating.

The Art and Science of Certifying Federal Project Directors (FPDs)

Sigmund Ceaser, Professional Development Division (PM-40)

Philosophers, theorists, and researchers have proposed ideas and theories about how adults learn. This has influenced the Project Management Career Development Program (PMCDP) and contributed to the way PMCDP strategizes the development of Federal Project Directors (FPDs). PMCDP training initiatives look to foundational learning theories to achieve certification competencies and the associated behaviors:

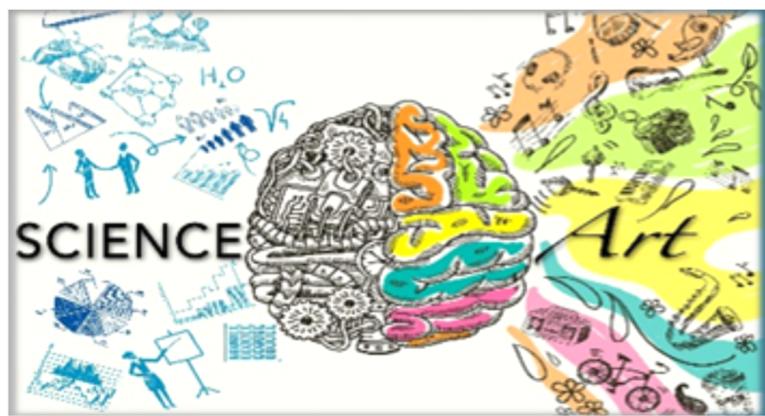
- **Behaviorist - programmed learning, where information to be learned is divided into small steps and the desired behavior is shaped by the consequences of reinforcement**
- **Cognitivist - learning occurs primarily through exposure to logically presented information and retrieval or rehearsal leads to retention**
- **Constructivist - learners construct knowledge by assimilating a new experience into an already-existing framework without changing that framework or by accommodating, that is, reframing one's current beliefs to fit new experiences**

The choice of methods is inspired by the knowledge, skills and abilities (KSAs) that need to be achieved in the learning experience. The FPD certification competency requirements and subsequent KSAs are established by Department of Energy (DOE) directives. Therefore, PMCDP predominantly adopts the constructivist theory with particular attention focused on meeting the learners “where they are” in terms of experience.



A current example is the “*Monitoring and Controlling during Project Execution (post critical decision (CD)-3)*” course development.

PMCDP collaborated with the Office of Project Management (PM)’s Offices of Project Controls (PM-30), and Office of Project Analysis (PM-20) to develop an experience-focused, application-based training course for FPDs. Brian Kong from PM-30 served as the course subject matter expert (SME) and provided a repository of documents by category, type and unique number that identify with DOE Order 413.3B, *Program and Project Management for the Acquisition of Capital Assets* (DOE O 413.3B). This repository was built by normalizing the vast number of documents stored in (PARS) and identifying documents needed for reviews and for uploading to the PARS document management system (DMS).



PMCDP leveraged this repository to inform the course content and activities based on the relevant documents and processes sequenced with the appropriate project approval, each of which is referred to as a critical decision (CD). PM-20 researched, evaluated and provided suitable and pre-approved project artifacts to be included in the course resources.



This new FPD Level II certification course provides the learner with an overview of the documentation, information, data, and reporting that takes place on a capital asset project between CD-3 and CD-4. The facilitated discussion format considers the learner’s experience relative to the information that is available to an FPD during the construction phase of a project. This includes reports and other outputs from PARS, and common elements of contractor monthly reporting as well as project information that flows from and to the FPD, such as quarterly project reviews (QPRs), etc. The course also appropriately enhances the learner’s experience and familiarity with the key individuals with whom the FPD interacts.



The PMCDP development philosophy is to design facilitated application-based experiences where participants model behaviors or perform tasks in a way that offers an opportunity for other learners to watch, question, and imitate.

The “*Monitoring and Controlling during Project Execution (Between CD-3 and CD-4)*” course will be piloted June 15-18, 2020. Level I certified FPDs are the target audience as knowledge of DOE O 413.3B and foundational knowledge gained to obtain FPD Level I are assumed prerequisites for the course. To participate, please contact Ruby Giles at ruby.giles@hq.doe.gov.

DOE EVMS Metrics for GL 6 Now Released as Part of Deltek Acumen 8.6 Cumulative Update 4

Matthew "Zac" West, Office of Project Controls (PM-30)

The DOE Office of Project Management (PM) and Deltek® have been working to include the DOE PM earned value management system (EVMS) metric tests as part of the Deltek Acumen® software.

These metric tests assess the health of the project's integrated master schedule (IMS) in accord with EIA-748 Guideline (GL) 6. On April 9, 2020, cumulative update (CU) 4 for Acumen version 8.6 included these metrics as a template, a workbook template to assist in setting up Acumen, and deskside instruction.

To use the DOE PM metric tests within the Acumen tool, users must be on Acumen version 8.6, as some of the enhancements available in version 8.6 are required to support test functionality. The templates and desktop instruction are also in PM-MAX under the Project Assessment and Reporting System (PARS) and Earned Value Management menu (<https://community.max.gov/x/poptQw>).

In Acumen version 8.6 CU4 and future updates, you can find the DOE PM templates in the Deltek default location under User\Public\Documents\Acumen 8.6. The templates, both metric tests and workbook, are under the \Template folder, and the deskside instruction is under the \Documentation folder. Deltek is working to add additional DOE PM EVMS metric tests in later versions and will announce when these are ready via release notes and through this newsletter. The current version of the DOE PM metric tests is version 5.



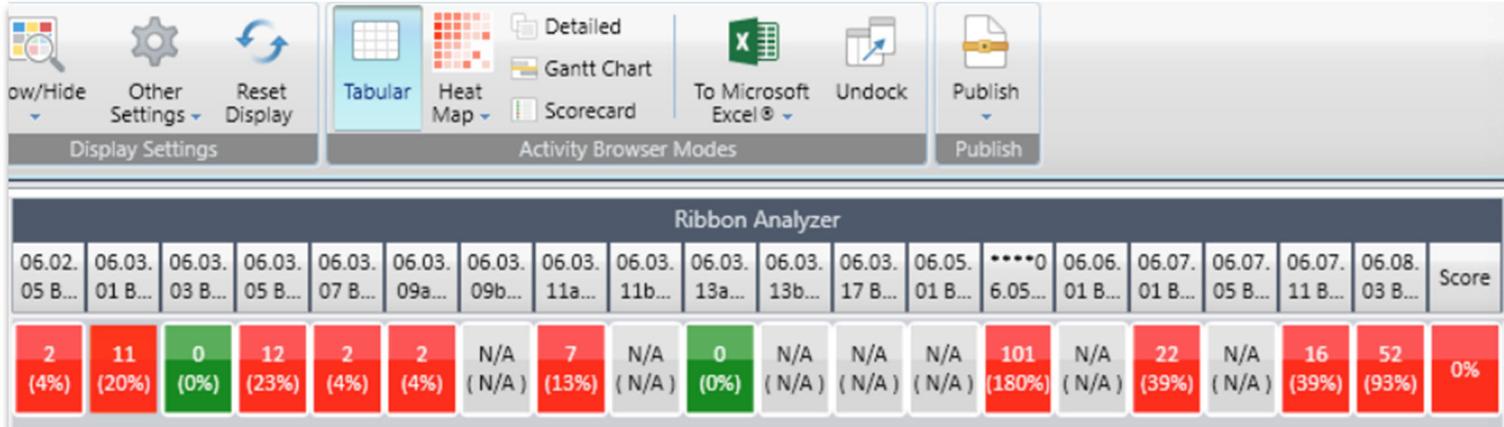
When you load the DOE PM template, you will see seven "playlists". They are:

- **DOE baseline (BL) Analysis**
- **DOE Forecast Analysis**
- **DOE BL Characteristic**
- **DOE Forecast Characteristic**
- **DOE BL Reporting**
- **DOE Forecast Reporting**
- **DOE Potential Additional Metrics**

Essentially there are three sets of tools, each with a specific use. The characteristics playlists consist of other analysis already in Deltek located in other playlists. These help the user get a quick look at some of the IMS basic data and information the DOE PM-30 team looks at before moving to the DOE PM metrics.

The BL and Forecast Analysis and Reporting playlists are similar with one distinguishing difference. The "Analysis" playlist provides the user in the Phase Analyzer (by time – lower left quadrant) a view in the tool of where an activity touches a time window. For example, if an activity starts in 2019 and ends in 2020, it will be in both and counted in both. The "Reporting" playlist only identifies the time period where the activity ends. As such, for the activity above, it would not show up or be counted in 2019. The primary point of the "Reporting" playlist is to make it easier to export to a Microsoft Excel® report. DOE PM-30 analysts frequently use the Excel report to document analysis on the project's schedule health, while the "Analysis" tool allows for an interactive look within Acumen to include by time. The Potential Additional Metrics is a sandbox to work on new metrics for future release. *Continued on page 7.*

Ribbon Analyzer



Accompanying the playlists are deskside instructions that provide details on their use. There is a discussion on the workbook template to help users set up and use these playlists, and more specifically, details on how to load baseline and forecast schedules from Primavera P6® with respect to specific tests. Please follow these instructions to prevent faulty analysis results.

DOE PM is also working with other vendors to add as many of the DOE PM EVMS metric test capabilities as they are able, and will provide updates in future newsletters. Feedback is welcome and should be directed to matthew.west@hq.doe.gov.

| Phase Analyzer and DOE Playlists | | | | | |
|----------------------------------|---|---|------------------------------|------------------------------|-------------|
| | Test | | | | |
| | DOE Baseline Analysis (BL as parent, FC as child) | DOE Forecast Analysis (FC as parent, BL as child) | DOE Baseline Characteristics | DOE Forecast Characteristics | |
| Characteristics | Duration | Logic | Lags | Constraints | Float |
| Status | Planned | In-Progress | | | |
| 06.02.05 BL I... | 1 (5%) | 0 (0%) | 1 (4%) | 0 (0%) | 0 (0%) |
| 06.03.01 BL I... | 7 (33%) | 0 (0%) | 2 (8%) | 1 (7%) | 1 (100%) |
| 06.03.03 BL I... | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 06.03.05 BL I... | 8 (40%) | 4 (67%) | 7 (27%) | 1 (8%) | N/A (N/A) |
| 06.03.07 BL I... | 0 (0%) | 0 (0%) | 1 (4%) | 1 (7%) | 0 (0%) |
| 06.03.09a BL IM... | 0 (0%) | 0 (0%) | 0 (0%) | 2 (13%) | 0 (0%) |
| 06.03.09b BL IM... | N/A (N/A) | N/A (N/A) | N/A (N/A) | N/A (N/A) | N/A (N/A) |
| 06.03.11a BL I... | 3 (14%) | 2 (33%) | 6 (23%) | 0 (0%) | 0 (0%) |
| 06.03.11b BL IM... | N/A (N/A) | N/A (N/A) | N/A (N/A) | N/A (N/A) | N/A (N/A) |
| 06.03.13a BL I... | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| 06.03.13b BL IM... | N/A (N/A) | N/A (N/A) | N/A (N/A) | N/A (N/A) | N/A (N/A) |
| 06.03.17 BL IM... | N/A (N/A) | N/A (N/A) | N/A (N/A) | N/A (N/A) | N/A (N/A) |
| 06.05.01 BL IM... | N/A (N/A) | N/A (N/A) | N/A (N/A) | N/A (N/A) | N/A (N/A) |
| ***06.05.03 B... | 37 (176%) | 12 (200%) | 52 (200%) | 26 (173%) | 0 (0%) |
| 06.06.01 BL I... | N/A (N/A) | N/A (N/A) | N/A (N/A) | N/A (N/A) | N/A (N/A) |
| 06.07.01 BL I... | 0 (0%) | 0 (0%) | 10 (38%) | 12 (80%) | 1 (100%) |
| 06.07.05 BL I... | N/A (N/A) | N/A (N/A) | N/A (N/A) | N/A (N/A) | N/A (N/A) |
| 06.07.11 BL IM... | 0 (0%) | 0 (0%) | 16 (62%) | 0 (0%) | 0 (0%) |
| 06.08.03 BL IM... | 20 (95%) | 6 (100%) | 26 (100%) | 13 (87%) | 0 (0%) |
| Score | 0% | 0% | 0% | 0% | 0% |

Project Analysis and Reporting System (PARS) Update

Matthew "Zac" West, Office of Project Controls (PM-30)

Data Integrity and Quality

In the September 2019 Office of Project Management (PM) newsletter, PM discussed ongoing efforts to work with contractors to address data structure issues identified by those moving from reporting only at the control account level to reporting at the work package by element of cost using a Comma Separated Value (CSV) format. Over these past eight months, ten contractors planning to use this lower level of reporting have been working with PM to ensure data integrity and quality before they initiate the upload at this level to the Project Analysis and Reporting System (PARS).

In the next two months, four additional contractors will begin PARS reporting using this CSV format with several others close behind. Contractors who are able to report via the CSV format gain the benefit of using the PM earned value management system (EVMS) metric tests as part of their self-surveillance strategy. This enables them to maintain their EVMS in compliance with EIA-748 by investigating and self-correcting when the metric tests indicate there may be an integrity or quality issue with their project's EVMS data. This approach also provides visibility to the Federal team both in the field and at headquarters on the quality and integrity of the data used to report project performance and make decisions. This will remain an ongoing effort as additional projects move to the CSV format for PARS reporting.

Continued on page 8.

Sample of Metric Tests in Empower

Audit Metrics

| Attribute | Metric | Test | M | Value | Total | Percent | Goal | Note |
|-----------|--------|---|---|-------|-------|---------|-------|------|
| 01. | 01.01 | WBS failed to be product-oriented and does not align with WBS narrative | | * | * | * | * | = 0% |
| | 01.02 | Number of incomplete CA/SLPP where WBS dictionary scope does not match WAD scope | | * | * | * | * | = 0% |
| | 02.01 | Number of differences between CA WBS BAC in the RAM and the IMPR/CPR F1 | | * | * | * | * | = 0% |
| | 02.02 | Number of WBS elements and descriptions that do not align with the WBS dictionary | | * | * | * | * | = 0% |
| | 02.03 | Number of incomplete BL activities where EVM WBS code does not match FC IMS WBS code | | 14 | 636 | 2.2 % | = 0% | |
| | 03.01 | Number of differences between the CPP/IPMR reporting upload requirements and actual uploads (Manual) | | * | * | * | * | = 0% |
| 02. | 04.01 | Number of products/deliverables that have been decomposed into logical parent and child relationships | | * | * | * | * | = 0% |
| | 04.02 | Number of HDV/CI work being performed by subcontractor that was not separately identified | | * | * | * | * | = 0% |
| 02. | 01.01 | Number of OBS elements where BAC in RAM does not match BAC in IMPR/CPR F2 | | * | * | * | * | = 0% |
| | 02.01 | Number of HDV/CI subcontractor work not appropriately identified by activity and assigned in the OBS | | * | * | * | * | = 0% |
| 03. | 01.01 | Number of incomplete WPs where linked activities physical % complete does not match physical % complete in EVMS | | 29 | 67 | 43.3 % | <= 5% | |
| | 01.02 | Number of incomplete CA/WP/PP where FC IMS start or finish do not align with EVMS ACWP/ETC | | 57 | 93 | 61.3 % | = 0% | |
| | 01.03 | Number of incomplete discrete WP/PP/SLPP where FC IMS finish does not align with time-phased ETC in EVMS | | 16 | 60 | 26.7 % | = 0% | |
| | 01.04 | Number of incomplete CAs where EVMS BL start/finish does not align to WAD start/finish | | * | * | * | <= 5% | |
| | 01.05 | Number of incomplete CAs in EVMS where BL BAC in WAD does not align to CA BAC | | * | * | * | <= 5% | |
| | 01.06 | Number of incomplete WP/PP where EVMS EOC type and number does not align with FC IMS EOC | | * | * | * | <= 5% | |

Empower Users

Empower is an analytical and reporting tool within the PARS domain. PM continues to make software improvements to providing more capability. Recent changes include:



In January 2020, PM-30 turned on user items capability in Empower to allow users to customize the tool's views, charts, reports, filters, and dashboards. Those who attended the PARS transition training learned how user items work. Now, a user can modify an existing view, chart, or report to better support their analysis and computer system. For example, a user with more than one computer monitor can set up the basic tri-pane view on one screen, and place other reports and charts on another, and save these as a user-defined dashboard. Users are able to export their custom items and share with co-workers, or store them outside of the program as a backup.



The DOE global dashboards and views remain. However, PM is updating them based on information gathered over the past year. These align with the PM EVMS Project Analysis Standard Operating Procedures. A new view allows users to look at specific EVMS guideline metrics in the sort view window. This helps a user identify the impacted work package (WP) or control account (CA). Look for updates to views, charts, dashboards, and pre-filters to be available in June.

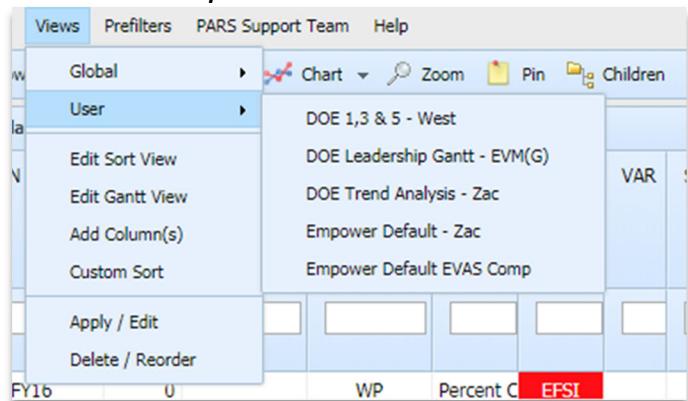
Sample of Guideline 6 Sort View - Coming Soon!

| DES | LL | ET | C | %Cmp | DOE Comp | Linked Tasks | FC | BL | 6.01.02 | 6.02.01 | 6.02.02 | 6.02.03 | 6.02.04a | 6.02.04b | 6.02.05 | 6.02.06 | 6.03.01 | 6.03.02 | 6.03.03 | 6.03.04 | 6.03.05 | 6.03.06 | 6.03.07 |
|-------|----|----|-------|------|----------|--------------|----|----|---------|---------|---------|---------|----------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| reel | x | WP | 27.70 | 0 | 15 | 1 | 1 | | 0 | 0 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| bofir | x | WP | 0.00 | 0 | 1 | 1 | 1 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ors | x | WP | 0.00 | 0 | 1 | 1 | 1 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| lindr | x | WP | 0.00 | 0 | 1 | 1 | 1 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| nish | x | WP | 0.00 | 0 | 7 | 7 | 7 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| echi | x | WP | 0.20 | 0 | 17 | 12 | 12 | | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 3 | 0 |
| umt | x | WP | 33.43 | 0 | 9 | 6 | 6 | | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 4 | 0 |



PM is working with the maker of Empower to update the PM EVMS metric tests. Over the past year, PM-30 has made adjustments and refined the metric tests to ensure they reflect their intent. These tests continue to be updated; updates to Empower will include these revised tests in the near future. PM-30 will finalize a crosswalk of what is different and share with users in the next 30 days. One impact of this review was a further reduction in the numbers of metric tests, from 197 to 193.

User Views in Empower



Training

Two online training courses for PARS users, a PARS basic and a PARS advanced course, are being developed. The first of the courses will be available early in fiscal year (FY) 2021. Look for more information regarding the availability of these courses and where to find them in future newsletters. Direct your questions on these topics or anything PARS related to matthew.west@hq.doe.gov.



Feature Launch: Virtual Ways to Earn CLPs

Here's this month's top 4! To earn CLPs for many of these virtual learning opportunities, FPDs can submit a CLP request in the CLP tracking application in ESS PMCDP module. Select CLP Request Form from the PMCDP Menu; complete the form and submit. If you would like to share resources you have found that have provided valuable insights or provide feedback, please email Linda.Ott@hq.doe.gov.

#1 Construction Industry Institute (CII)

<https://www.construction-institute.org/>

CII, based at the University of Texas at Austin, is a consortium of more than 140 leading owner, engineering -contractor, and supplier firms from both the public and private arenas. CII's course catalog has many on-line offerings that are free. After you register, these links are available to you. <https://www.construction-institute.org/resources/education/online-education/course-catalog> Or go to <https://www.construction-institute.org/events> for entire listing of upcoming events; many are free. As a DOE employee, you have access to other free learning events. Receive emails about upcoming events at CII by registering at CII <https://www.construction-institute.org/registration>; enter U.S. Department of Energy in "Company" field.



#2 Whole Building Design Guide (WBDG)

#2 Whole Building Design Guide (WBDG)

<https://www.wbdg.org/continuing-education>

The courses featured offer an introduction to Whole Building Design concepts as well as more specific applications for design objectives, building types, and operations and maintenance. Distance education is an effective and convenient way for architecture, engineering, building design, and facility management professionals to gain valuable knowledge about Whole Building Design while [earning continuing education credits](#).



#3 Construction Users Roundtable (CURT)

<https://www.curt.org/>

The Construction Users Roundtable (CURT) was founded in the fall of 2000 by construction and engineering executives representing major corporations all across the United States and the world. Continuing the 30-year effort of the Construction Committee of the Business Roundtable, CURT provides a national and international forum for the exchange of information, views, practices and policies of construction users from an array of industries. CURT's primary goal is to enact broad, effective Owner representation and increased Owner leadership on construction industry issues in order to create competitive advantage for owners.



#4 Engineering News-Record (ENR)

<https://www.enr.com/>

Engineering News-Record provides the engineering and construction news, analysis, commentary and data that construction industry professionals need to do their jobs more effectively. ENR offers continuing education resources at <https://engineeringcenter.bnppmedia.com/> and podcasts <https://www.enr.com/media/podcasts/781>



Managing and Leading in VUCA Times

Linda Ott, Professional Development Division (PM-40)

With everything now virtual, I have been able to dedicate more time to developing my leadership and managerial skills. I was able to participate in PMI's Global Executive Council, DOE's ADR sessions providing insight on managing virtual relationships and listening, and short podcasts and webinars emphasizing care of your team to help them engage and be productive while we attempt to make lemonade of this pandemic lemon. Two key takeaways from my explorations on managing in vulnerable, uncertain, complex, and ambiguous (VUCA) times are:



1. Manage Effectively



2. Know Your Team

Manage Effectively

In times of crisis, the factors that matter most are grounded in neuroscience — defaults that are hardwired into our brains. Effective leaders understand their team members' individual circumstances and distractions, and find ways to engage and motivate, clearly and thoroughly communicating important new goals and information. This point deserves extra attention, because although the COVID-19 pandemic is, of course, a health crisis, it has sparked a financial crisis as well. Leaders need to reiterate new priorities frequently to ensure continued alignment in this time of constant and stressful change.

Here is a quote to ponder: "People don't care what you know until they know that you care." Make sure your message to your team members emphasizes your understanding that each of their personal situations is unique (personalize), that you know telework during quarantine is challenging (empathy) and that their most important priority is ensuring they and their loved ones are practicing safe and sane practices (prioritize).

"People don't care what you know until they know that you care."

Know Your Team

To strengthen employee engagement and connect better with people, it helps to have insight into different personality styles. The ADR webinar on managing virtual relationships used as its core a book by Gretchen Rubin titled *The Four Tendencies: The Indispensable Personality Profiles That Reveal How to Make Your Life Better (and Other People's Lives Better, Too)*. The book introduces the four tendencies and strategies for helping our teammates and colleagues stay engaged and connected in the toughest moments.

We all have two kinds of expectations, 1. Outer expectations such as meeting a work deadline, answering emails, completing work tasks; and, 2. Inner expectations such as keeping a New Year's resolution, going on a diet, taking up meditation. The four tendencies (Upholder, Obliger, Questioner, and Rebel) each have a way they address the inner and outer expectations.

UPHOLDER Discipline is my freedom.
OBLIGER You can count on me, and I'm counting on you to count on me.
QUESTIONER I'll comply—if you convince me why.
REBEL You can't make me, and neither can I.

It's practically impossible to change our own nature, but it's fairly easy to change circumstances in a way that suits our Tendency.

GRETCHEN RUBIN

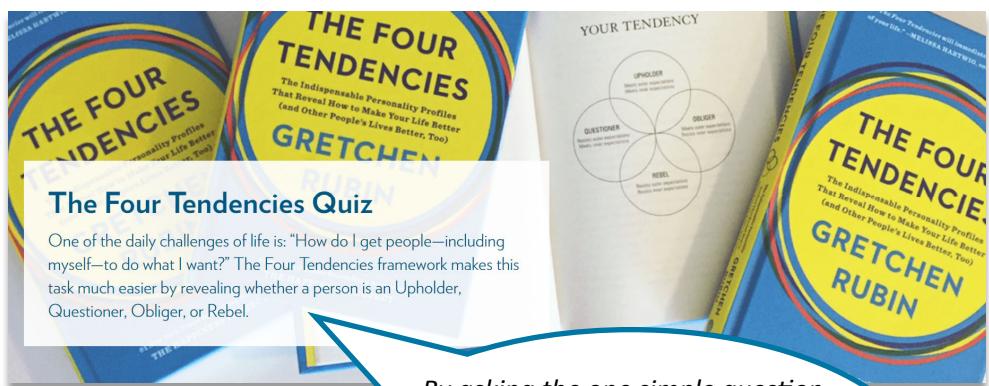
In a one-hour webinar, with pre-work to discover your own tendency by completing a short questionnaire, I learned how to help my teammates and coworkers overcome the hurdles and obstacles that threaten their effectiveness on the job. The webinar, offered by DOE's ADR office, was really good at honing in on helping individuals not only survive during times of isolation, but also, feel good about what they are able to contribute. Help employees and coworkers help themselves by being a supportive supervisor, manager or colleague. *Continued on page 11.*

You and your team members can take the short quiz to learn your tendencies. [Click Here to Learn Your Tendencies](#) and find additional resources on Rubin's page. You might want to check out this blog that nicely summarizes the four tendencies.

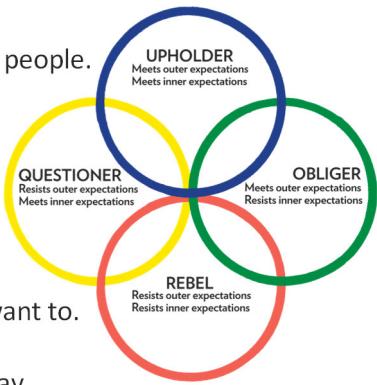
[Click Here to Visit the Blog.](#)

Below is a sample of the questions you will find on the short quiz.

- Which statement best describes your view about your commitments to yourself?
 - I make a commitment to myself only if I'm convinced that it really makes good sense to do it.
 - If someone else is holding me accountable for my commitments, I'll meet them—but if no one knows except me, I struggle.
 - I bind myself as little as possible.
 - I take my commitments to myself as seriously as my commitments to other people.
- At times, we feel frustrated by ourselves. Are you most likely to feel frustrated because...
 - My constant need for more information exhausts me.
 - As soon as someone expects me to do something, I don't want to do it.
 - I can take time for other people, but I can't take time for myself.
 - I can't take a break from my usual habits, or violate the rules, even when I want to.
- If people complain about your behavior, you'd be least surprised to hear them say...
 - You stick to your good habits, ones that matter only to you, even when it's inconvenient for someone else.
 - You ask too many questions.
 - You're good at taking the time when others ask you to do something, but you're not good at taking time for yourself.
 - You only do what you want to do, when you want to do it.



By asking the one simple question, "How do I respond to expectations?" we gain exciting insight into ourselves. And when we know how other people respond to expectations, we understand them far more effectively, as well.



In summary, we are in unprecedented territory. I offer this management philosophy to put into practice:

- **Know the members of your team, be aware of personal situations, know how they are doing. Play to your team members' strengths.**
- **Connect with individual team members. Reach out daily for a "pulse check"; block out time on the calendar to do this. Relate on a personal level first, and then focus on work.**
- **Strengthen team dynamics by building an environment that allows for honesty and trust, providing a safe place to share, and allows team members to discuss openly how they see things.**
- **Keep the focus off yourself and explore how you can truly help your team members. Manage with empathy and a focus on safety and health. Compassion goes a long way during turbulent times.**
- **Ask for help from your team. The best leaders know they can't do everything themselves. Identify team structures and assign individuals to support key efforts.**
- **Give feedback. Acknowledge receipt of emails and work products from team members.**
- **Maintain personal discipline and routines. Set personal goals, challenge yourself to give your best.**

Stay positive. Attitude is everything. Attitude is contagious. Ask yourself: Is your attitude worth catching?



PMCDP FY20 Training Schedule

The training schedule is posted on PM MAX. Save the direct link to the Project Management Career Development Program PMCDP Training Schedule to your favorites: <https://community.max.gov/x/BgZcQw>

A Trip Down Memory Lane: *Planning for Safety in Project Management*

The Project Management Career Development Program (PMCDP) recently customized the course completion certificate in the Learning Nucleus. The new settings triggered a reissue of the course completion certificate for all of the previous *Planning for Safety in Project Management* course participants. The reissue means that the existing certificate is replaced by the updated version. The original completion date is not changed and additional Continuous Learning Points (CLPs) are NOT awarded.

| Class Name | LN Code | Days | CLPs | Dates | Delivery Method/Location/Times |
|--|---------|----------|------|---|--|
| FY20/Q3 | | | | | |
| Performance Based Management Contracting | 001951 | 3 | 24 | June 2-4, 2020 | Daily/Webinar 10:30am-4:30pm (EDT) |
| Advanced Earned Value Management Techniques | 002689 | 4 | 24 | June 15-18, 2020 | Daily/Webinar (4, 6 hour days) 10:30am-4:30pm (EDT) |
| **PILOT**Monitoring and Controlling in Project Execution | 001039 | 4 | 28 | June 15-18, 2020 | Daily/ Webinar 10:30am-4:30pm (EDT) |
| Acquisition Management for Technical Personnel | 000145 | Desk-top | 16 | Monday-Wednesdays June 22-July 1, 2020 12pm-4pm | Desktop 12pm-4pm (EDT) |
| Cost and Schedule Estimation | 001044 | 5 | 40 | June 22-26, 2020 | Daily/Webinar 10:30am-4:30pm (EDT) |
| FY20/Q4 | | | | | |
| Facilitating Conflict Resolution | 001558 | Desk-top | 24 | Wednesdays July 15-Aug. 12, 2020 12-1:30pm | Desktop 12pm-1:30pm (EDT) |
| Leadership through Effective Communication | 002366 | 3 | 24 | July 28-30, 2020 | Daily/Webinar 10:30am-4:30pm (EDT) |
| Advanced Earned Value Management Techniques | 002689 | 4 | 24 | Aug. 18-21, 2020 | Daily/Webinar (4, 6 hour days) 10:30am-4:30pm (EDT) |
| Planning for Safety in Project Management | 001035 | Desk-top | 28 | Wednesdays 1pm-3pm Aug. 27-Sept. 17, 2020 | Desktop 1pm-3pm (EDT) |
| Project Risk Analysis and Management | 001033 | 5 Days | 28 | September 14-18, 2020 | Daily/ Webinar (5, 5-6 hour days) 10:30am-4:30pm (EDT) |
| Program Management Portfolio Analysis | 001025 | 5 | 40 | Sept. 21-25, 2020 | Daily/Webinar 9am-5pm (EDT) |
| Executive Communications | 001031 | 3 | 24 | Sept. 29-Oct. 1, 2020 | Daily/Webinar 9am-4pm (EDT) |

COVID NOTICE: As the Department continues to maximize telework for employees across the DOE enterprise while maintaining operations, the PMCDP will offer classes virtually – via desktop, webinar, and online – to minimize personal contact and to provide training to develop skills and earn continuous learning points. The PMCDP Training Schedule has been revised during DOE's maximized telework period to offer virtual classes only – no classroom contact is required to attend our training. The delivery methodology will be evaluated for 3rd & 4th quarter classes based on Center for Disease Control (CDC) updates and DOE guidance. PMCDP team members are available to support you. If you have any questions or concerns please don't hesitate to contact us.

Find up-to-date information and resources anytime! PM MAX!

All PMCDP Course Descriptions and Course Materials can be found in the Course Catalog on Savethe directlinktoyourfavorites: <https://community.max.gov/x/UAT3Rw>



Or download the Interactive Curriculum Map: <https://community.max.gov/x/sQd1Qw>

Have a question, found a bug or glitch in a PMCDP online course, or want to provide feedback? Submit your questionsthrough PMCDPOnlineCourseSupport@hq.doe.gov.

Contact Us!

The Office of Project Management welcomes your comments on the Department's policies related to DOE Order 413.3B. Please send citations of errors, omissions, ambiguities, and contradictions to PMpolicy@hq.doe.gov. Propose improvements to policies at <https://hq.ideoscale.com>.

If you have technical questions about PARS, such as how to reset your password, please contact the PARS Help Desk at PARS_Support@Hq.Doe.Gov. And as always, PARS documentation, Frequently Asked Questions (FAQs) and other helpful information can be found at <https://pars2oa.doe.gov/support/Shared%20Documents/Forms/AllItems.aspx>.

The current PARS reporting schedule is located in PM-MAX at the following link <https://community.max.gov/x/m4IIY>.

Need information to apply for FPD certification? The Certification and Equivalency Guidelines (CEG) can be found here <https://community.max.gov/x/lQd1Qw>.

Can't put your finger on a document or information you were told is available on PM-MAX? Looking for information on DOE Project Management? Submit your questions and queries to PMWebmaster@doe.gov. Check out the links below for information related to FPD Certification and Certification and Equivalency Guidelines.

To reach the Professional Development Division team:



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If you would like to contribute an article to the Newsletter or have feedback, contact the Editor at Linda.Ott@hq.doe.gov.

