



Certification and Equivalency Guidelines (CEG)

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Section 1. Overview of the Project Management Career Development Program

1.1 Introduction

This Certification and Equivalency Guidelines (CEG) establishes the U.S. Department of Energy (DOE) competency requirements for all DOE federal project management personnel required to be certified as DOE Federal Project Directors (FPDs) to manage DOE capital asset projects. The requirements in this document are fully compliant and are in accordance with DOE Order 413.3B, *Program and Project Management for the Acquisition of Capital Assets* and DOE Order 361.1C, *Acquisition Career Management Program, Chapter V (Project Management Career Development Program [PMCDP])*. The PMCDP is a four-level certification program, differentiated by the size of projects to be managed.

The CEG details the requirements for certification and provides guidance to FPDs for completing the certification application. Certification requirements (education, training, or experience) satisfied in accordance with a previous version (June 2015 or later) of the CEG must include a justification for grandfathering in the application that is submitted to the Certification Review Board (CRB) for consideration and approval. Candidates may request grandfathering up to 2 years after this version of the CEG is implemented. The CRB at DOE Headquarters is an independent, autonomous body that evaluates FPD candidate applications and issues recommendations for certification to DOE and the National Nuclear Security Administration (NNSA) per the requirements of DOE Order 361.1C, *Chapter V*, and the competencies established by this guide (See Appendix B). FPD Applications are completed in Employee Self Service (ESS) PMCDP module. Completed and signed FPD applications are uploaded to PM-MAX along with supporting documentation. The FPD Certification package approval process is managed in PM-MAX Workflow.

1.2 Applicability of PMCDP Requirements

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*. The duties and responsibilities of an FPD can be found in DOE Order 413.3B, this CEG and DOE Order 361.1C. These Orders do not apply to the Bonneville Power Administration, or to DOE contractors.

Projects equal to or less than \$50 million (M) are not required to comply with the DOE Order 413.3B. For purposes of crediting experience gained from projects with total project cost (TPC) equal to or less than \$50M, construction components of IT projects, or cooperative agreements, the project shall follow the intent of DOE Order 413.3B.

Candidates seeking credit for projects less than \$50M and other projects (i.e., cooperative agreements and construction components of IT projects) must provide a formal declaration of the intent to follow DOE Order 413.3B. The declaration shall be in writing and can be in a memo, in the Preliminary Project Execution Plan/Project Execution Plan and must be uploaded in PARS along with the Mission Need Statement (or equivalent). The project must be loaded and managed as an active project in PARS.

Candidates will be evaluated for experience credit based on the following considerations in accordance with the project management principles of DOE Order 413.3B:

- Establish and lead the Integrated Project Team
- Develop CD or equivalent documents and submit approved documents in PARS
- Submit at least two supporting documents. The Project Execution Plan (PEP), Preliminary Project Execution Plan (PPEP), or the equivalent shall be included. Other documents (or the equivalents) may include but are not limited to:
 - FPD Appointment Document (See Appendix C)
 - Integrated Project Team charter
 - Monthly project status narratives
 - CD documents such as:
 - Acquisition Strategy
 - Risk Management plans
 - Performance Baseline documents (i.e., KPPs, resource-loaded schedule)
 - Closeout reports
- Evaluate and verify project progress. Report monthly status after CD-0 or equivalent is approved. For projects with TPC above the threshold for minor construction, but less than the Order threshold, report monthly cost and schedule performance in PARS within three months of CD-2 (or equivalent) approval.
- The certification candidate will have experience on subject project that spans all CD phases, CD-0 through CD-4, including formally approved performance baseline changes, as applicable
- At CD-1, *Approve Alternative Selection and Cost Range*, the candidate must be formally assigned as FPD to the project
- At CD-2, *Approve Performance Baseline*, key order requirements must be met and maintained, including an Independent Project Review performed by an organization independent of the project; an established risk-based project baseline including key performance parameters; a resource loaded schedule; and a project execution plan shall be approved by the Project Management Executive (PME)
- After CD-4, *Approve Start of Operations or Project Completion*, a project closeout report including

lessons learned shall be furnished

- Approved performance baselines and changes for the projects shall be recorded in PARS
- An integrated work control system shall be utilized, as applicable or required by contract
- Periodic progress reviews shall be conducted by a party independent of the project
- The candidate must be subjected to a robust project management system whereby the PME has established an acquisition advisory board comparable to the Energy System Acquisition Advisory Board (ESAAB), including documented procedures and processes to support their project management system
- Ensure that design, construction, environmental, sustainability, safety, security, health, and quality efforts performed comply with the contract, public law, regulations, and Executive Orders

The PMCDP establishes requirements and responsibilities for all FPDs who must be certified to plan and execute projects subject to the requirements of DOE Order 413.3B. The PMCDP certifies FPDs in support of the DOE’s construction, major items of equipment, and environmental management projects that correspond to defined levels of project management responsibilities.

To be certified as an FPD under the PMCDP, a candidate must meet a variety of competency, experience, and performance requirements commensurate with a specific level of certification. A candidate must demonstrate and document how these requirements are fulfilled in an application. The FPD application and supporting documents make up the FPD certification package. The CRB reviews and votes on FPD certification requests. The specific requirements for certification are detailed in Sections 3-6 of the CEG by certification level. The CRB co-chairs will grant the final certification.

1.3 Certification Levels

Candidates requesting certification under the PMCDP may attain certification levels that will allow them to manage projects up to the following total project cost (TPC) thresholds:

- Certification Level I: TPC up to \$50 million (M)
- Certification Level II: TPC greater than \$50M and equal to or less than \$100M
- Certification Level III: TPC greater than \$100M and equal to or less than \$400M
- Certification Level IV: TPC exceeding \$400M

The TPC for a project is defined in DOE Order 413.3B as all costs for that project between critical decision (CD)-0 and CD-4 that are incurred through the construction completion of a facility, but prior to the operation of the facility. TPC includes total estimated costs (TEC) of a project, plus other project costs (OPC). The TEC includes all engineering design costs (after conceptual design), facility construction costs, and other costs specifically related to those construction efforts. These costs include, but are not limited to, project design and construction management; contract modifications (to include equitable adjustments) resulting in changes to these costs; design; associated construction; procurements; contingency; contractor support directly related to design and construction; and equipment rental and refurbishment. The OPC include, but are not limited to, research and development; conceptual design and conceptual design report; startup and commissioning costs; NEPA documentation; Project Data Sheet (PDS) preparation; siting; and permitting requirements.

If an FPD is managing a portfolio of projects, the required 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 361.1C:

- General plant projects (GPPs) or similar small, routine infrastructure improvement projects may be included in the TPC consideration. For the GPPs or small projects to be considered, the TPC of the project must be less than the threshold for minor construction and the project must be managed in accordance with DOE Order 413.3B as specified in Section 1.2 of the CEG.
- Construction portion of IT projects may be given credit and can be included in the TPC consideration. For the IT construction portion to be considered, the project must be managed in accordance with DOE Order 413.3B as specified in Section 1.2 of the CEG.
- Cooperative agreement projects may be given credit and can be included in the TPC consideration. For the cooperative agreement projects to be considered, the project must be \$10M or greater in TPC and managed in accordance with DOE Order 413.3B as specified in Section 1.2 of the CEG.
- The certification candidate must serve on a project for at least six continuous months to receive appropriate experience credit.
- The certification candidate ideally will have a broad spectrum of experience that spans all project CD phases, 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, a performance baseline (PB) as approved by the Project Management Executive (PME) 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 costs within the PB may be included; operations and non-capital asset work activities cannot be included.

1.4 Interface with Other DOE Qualification Programs

The following DOE qualification programs may be used to demonstrate equivalency for some of the PMCDP competency requirements listed in Sections 3-6. Training and qualifications under other DOE programs also may be used to demonstrate equivalency, if documented in the FPD application.

- **DOE Technical Qualification Program (TQP).** DOE's TQP grants a Senior Technical Safety Manager (STSM) certification. A candidate who submits documentation of a current STSM certification will fulfill the competency for Safety Management for Level I certification. Other training or qualifications granted under the TQP may be considered equivalent to PMCDP training if documentation of equivalency is provided in the application.
- **Acquisition Career Professionals.** Acquisition personnel other than FPDs are certified under separate chapters of DOE Order 361.1C. Training or experience, especially related to the contracting competencies, may be used to demonstrate equivalency to some of the PMCDP competencies.
- **DOE Project Leadership Institute (PLI).** PLI is a transformational professional development experience that is simultaneously both a leadership development and project delivery course of study and practice, tailored to DOE context. A certificate of PLI program completion

demonstrates equivalency to some of the PMCDP courses.

1.5 Professional Certifications

The PMCDP accepts training and experience requirements for several professional certifications/licenses as fulfillment for some of the Level I FPD requirements (see Section 3 of the CEG for the competencies and experience fulfilled by these certifications and licenses). A candidate must provide evidence of a current certification or license in the application. Other professional certifications may be accepted as well if the candidate successfully demonstrates equivalency with the required competencies.

- Project Management Professional (PMP®). PMCDP accepts a current PMP® certification, issued by Project Management Institute (PMI®), to meet some Level I requirements.
- Professional Engineer (PE). PMCDP accepts a current PE license from any United States entity to satisfy some Level I requirements.
- Registered Architect (RA). PMCDP accepts a current RA license from any United States entity to satisfy some Level I requirements.
- Certified Safety Professional (CSP). The Board of Certified Safety Professionals accredits safety, health, and environmental practitioners and sets standards related to professional safety practice. The PMCDP accepts a current CSP certification for fulfillment of the Safety Management competency for Level I certification.
- Certified Cost Professional (CCP) issued by the Association for Advancement of Cost Engineering International. The PMCDP accepts a current CCP certification for fulfillment of some equivalency requirements.
- Certified Estimating Professional (CEP) issued by the Association for Advancement of Cost Engineering International. The PMCDP accepts a current CEP certification for fulfillment of some equivalency requirements.
- Planning and Scheduling Professional (PSP) issued by the Association for Advancement of Cost Engineering International. The PMCDP accepts a current PSP certification for fulfillment of some equivalency requirements.

Section 2. PMCDP Competencies and Experience Requirements

2.1 Competencies

The PMCDP is based on competencies, which may be acquired by education, training, work experience, developmental assignments, or a combination. Each candidate must document how they have acquired these competencies in the application for certification. Details on submitting the application are included in Section 7 of this CEG.

2.1.2 Fulfillment of Competencies

2.1.2.1 Proficiency Levels

The proficiency level, which is the knowledge/skill level that an individual must possess for each competency, varies by level of certification. Proficiency levels increase with higher levels of certification.

The four levels of proficiency required in the PMCDP are presented below.

Definitions of Proficiency Levels for PMCDP Competencies	
Proficiency Level	Definition
Foundational	Has a general understanding of the fundamental principles, concepts, and techniques for the given competency and can employ understanding in routine settings under predictable conditions with supervision. Recognizes situations in which assistance from more advanced FPDs is needed and uses sound judgment on whether to escalate issues.
Intermediate	Has a strong working knowledge of fundamental principles, concepts, and techniques for the given competency and can apply them in routine situations. Requires only occasional guidance but recognizes situations in which more advanced or senior level input is needed and exercises sound judgment on whether to escalate issues.
Advanced	Has a comprehensive knowledge of the advanced principles, concepts, and techniques for the given competency and applies knowledge in a range of settings, which may include considerably difficult and/or changing conditions. Requires little or no guidance but recognizes the limitations of their knowledge and knows when to escalate issues. Serves as a subject matter expert in their program and trains or advises others in the competency.
Expert	Has a comprehensive knowledge of the full scope of the subject matter, including advanced principles, concepts, and techniques for the given competency and applies knowledge to the most complex projects, which may involve rapidly changing and/or exceptionally difficult situations. Is recognized across the agency as a subject matter expert and can coach and mentor others on the subject matter and its applications for projects. Handles issues and is fully proficient in communicating and coordinating with others across DOE organizational levels to resolve matters as needed.

2.1.2.2 Fulfillment of Competencies

Candidates may fulfill competency requirements by successfully completing the required and elective courses in the PMCDP curriculum. The courses required for each certification level are included in Appendix A of this document, organized by certification level.

To receive credit for a PMCDP required or elective course in the curriculum, a participant must attend a minimum of 90 percent of the training and achieve a minimum score of 70 percent on the course exam. Any additional requirements necessary to receive credit for a PMCDP course are specified in the syllabus for the course.

A candidate may choose to fulfill the competencies by documenting education, training, and/or experience. An applicant wishing to use education, experience, or alternative training to fulfill the competencies should refer to Sections 3-6 for guidance on documenting equivalency. As part of the certification review process, the CRB reviews equivalencies for compliance with PMCDP certification requirements.

2.2 Work and Experience Requirements

Candidates seeking FPD certification must demonstrate experience in conducting general project management activities as well as experience performing functions required in the role of FPD as specified in DOE Order 413.3B and DOE Order 361.1C. This experience must be documented and included in the Project Management History section of the FPD application. Experience claimed is expected to be on active projects within the past 10 years. A candidate may fulfill this experience requirement by documenting experience serving in a variety of functions including serving as an FPD, Deputy FPD, Acting FPD, an integrated project team (IPT) member, or a functional subject matter expert. The experience also may be demonstrated through experience serving as a project manager at other federal agencies or in the private sector on projects similar in size and complexity to DOE capital asset projects. This section provides an overview of the types of project management experience that fulfills this requirement; however, candidates need to refer to the detailed requirements for each certification level in Sections 3-6.

2.2.1 General Project Management Experience

A candidate seeking FPD certification who has not served as FPD or Deputy FPD must be able to demonstrate equivalent project management experience. Examples of equivalent project management experience include, but are not limited to:

- Conducting design and project reviews
- Developing or approving engineering drawings
- Performing field construction inspections
- Performing contract administration functions
- Evaluating contractor construction deliverables
- Managing or approval of contingency funds
- Participating in the federal budget formulation and execution processes
- Defining project scope and the project WBS
- Writing or approving specifications
- Writing and/or approving decision memoranda and project reports
- Participating in National Environmental Policy Act (NEPA) related actions and other regulatory processes
- Participating in trade-off analyses, feasibility studies, and/or value engineering studies
- Developing and updating project schedules and cost estimates
- Developing and maintaining project and risk management plans
- Developing and using an earned value management system (EVMS) and performing earned value analyses

It should be noted that positions including property manager, health and safety officer, safeguards and security manager, financial management positions and program managers do not qualify as project management experience.

2.2.2 Federal Project Director (FPD) or Acting FPD Experience

Activities conducted as an FPD or Acting FPD must be consistent or equivalent with their roles and responsibilities as defined in DOE Order 413.3B. This experience must be demonstrated by documenting

project management activities conducted by the FPD or Acting FPD in accordance with DOE Order 413.3B. The FPD or Acting FPD must be formally designated in project documents (e.g., PME appointment memorandum, Critical Decision approval documents at CD-0 or beyond, etc.). To be granted credit for experience, the Acting FPD must serve on an active, post CD-3 project having a TPC above the threshold for minor construction for Level II and III candidates and greater than \$100M for Level IV candidates. Level I candidates may serve as an IPT member. Experience will only be credited for FPD's designated by the PME to work on projects executed in accordance with DOE Order 413.3B and have attained approval at CD-0 or beyond.

Examples of FPD experience and responsibilities include, but are not limited to:

- Developing project funding documents
- Participating in the development of the project acquisition strategy and the acquisition plan
- Analyzing and/or developing requirements for M&O contracts and other types of DOE contracts
- Forming and effectively leading an IPT
- Authoring deliverables required by DOE Order 413.3B
- Using PDRI or similar methodology to assess project maturity and degree of success in achieving each CD level as part of front-end planning
- Constructing a work breakdown structure and developing a scope baseline
- Reviewing and managing project costs, schedules, and risks
- Developing and using the Analysis of Alternatives in decision-making
- Monitoring, analyzing, and reporting on project performance
- Collecting and reporting on Lessons Learned in PARS
- Preparing NEPA, RCRA and other environmental documents, e.g., Environmental Impact Assessments, Environmental Impact Statements, Categorical Exclusions, permits
- Oversee writing the Project Execution Plan (PEP) and getting it approved
- Participating in the change management and control process
- Participating in quarterly project reviews
- Preparing project-related reports for the DNFSB

2.2.3 Deputy Federal Project Director (DFPD)

At Levels II – IV, the candidate may fulfill part of the work/developmental experience requirement by serving as a Deputy FPD. A Deputy FPD must work directly for the FPD on a capital asset project. A Deputy FPD must be formally designated in project documents (e.g., Project Execution Plan, appointment memorandum, appointment e-mail, Critical Decision approval documents, etc.) by the PME or a member of Senior Executive Service (SES) who is a program representative, site manager, or FPD. (See Appendix C for appointment memo examples.)

To be granted credit for experience, the candidate must serve as a Deputy FPD on an active, post CD-3 project having a TPC above the threshold for minor construction for Level II and III candidates and greater than \$100M for Level IV candidates.

2.2.4 Documentation of Equivalent Training and Work and Development Experience

2.2.4.1 Documentation of Equivalency including Training and Work Experience

A candidate choosing to meet the competencies through alternative education or training must document

that the alternative training meets the competencies of the PMCDP course. Documentation includes, but is not limited to, detailed curriculum or course outlines, course and learning objectives, length of course, date the course was taken to ensure that the course content is relevant and current, how the candidate had to demonstrate mastery of the material, and documentation that the candidate successfully met all the requirements of the course (e.g., signed course completion certificate). For experience equivalency, see example below:

Experience Equivalency for competency RL1.X.X: I am currently a Level 2 COR and have successfully taken a course on M&O contracts as part of my professional development (my course completion certificate is attached). My experience working with contractors on my projects described below fully satisfies the Level I contracting competency. I have been serving as the procurement specialist on the XYZ project from 5/2019-present (12/21) where I work daily with an M&O contractor providing oversight of contract activities that encompass over \$100M of work scope annually. This includes review of technical deliverables, recommendations for approval of baseline change proposals, monthly subjective feedback, recommendations for program-based incentives, and oversight of multiple direct program and indirect accounts. I have attached monthly progress reports to the project leadership team documenting my role on the project.

Alternate Training: I completed an EPA training class entitled Contract Administration from August 20-21, 2020. The course met for 8 hours each day. Credit is awarded after successfully completing the required examination. The relevant course topics included reviewing and approving contractor submitted scope, approval of change requests, and roles and responsibilities of Contracting Officer Representative (COR).

2.2.4.2 Documentation of Equivalent Work and Development Experience

All candidates must demonstrate project management experience as part of the application. Multiple projects may be used to demonstrate the required years of experience if experience on each project spans at least six continuous months. A candidate may use multiple projects to demonstrate years of experience as long as the time periods are discrete. For example, if a candidate managed Project A from 10/2013 to 10/2014 and concurrently Project B from 10/2013 to 10/2014, that would only count as one year of project management experience unless the projects vary in cost, complexity, and project status. Refer to the experience sections of each level for additional details.

The CEG requires the candidate to document the experience in terms of full-time equivalent experience, that is, what percentage of a full year (i.e., 1,900 hours) was allocated to that activity or responsibility. When demonstrating experience through a role as an IPT member, the candidate must fully document their roles and their responsibilities. For example, if a candidate was a member of three IPTs over a period of three years as a subject matter expert on environmental regulations, and he or she spent an estimated 1,100 hours reviewing multiple NEPA documents for Projects X and Y over the three years; 600 hours meeting with regulators, designing scopes of work and reviewing multiple proposals for projects conducted over the life cycle of Project Y; and 200 hours reviewing alternative designs for groundwater monitoring systems for Project Z, that would total 2,000 hours of experience and equal one full time equivalent year of experience.

In some cases, a candidate may work on the same projects for many years. In these cases, the same project may be used to demonstrate project management experience for multiple certification levels; however, a candidate cannot use the same time period for more than one application. For example, if a candidate served as an FPD or Deputy FPD from 1/2013 – 3/2020 on the same capital asset project, the candidate could claim the time as a Deputy FPD from 1/2013 – 1/2015 to demonstrate experience for Level I certification, the time serving as FPD from 2/2015 -2/2017 to satisfy the experience requirement for Level II certification, and the

time from 3/2017-3/2020 to satisfy the experience requirement for Level III certification.

Candidates must document in the Experience section of their application that their experience and responsibilities cover activities required under DOE Order 413.3B. If a candidate wishes to use experience serving as a project manager for another Federal agency or for the private sector to demonstrate equivalency, the candidate must demonstrate how this experience and their responsibilities are similar to the requirements in DOE Order 413.3B.

The role of the FPD or Deputy FPD must be formally designated in project documents (e.g., PME appointment memorandum, Critical Decision approval documents at CD-0 or beyond, etc.).

A candidate may also submit a signed affidavit from his or her former or immediate supervisor, or site manager confirming the role of the FPD, Deputy FPD, or Acting FPD if other validation is not available.

Below are five examples of documentation that could be used to document experience and responsibilities:

Experience Examples:

1. *Level I IPT Member Experience Example:* As the subject matter expert in seismology and hydrology, I participated as a member of the IPT for the X DOE project with a TPC of \$XXM as reported in PARS. My role is documented in the IPT charter which I have included with this application. I worked closely with the FPD on a half-time basis over 4 years from 1/2016-1/2020 and assisted the team in all efforts applicable to my role as a subject matter expert. Activities included: analyzing alternative designs, negotiating with the State on the regulatory requirements, preparing reports for the DNFSB, preparing regulatory compliance documents, and overseeing the design and construction of the groundwater monitoring system to ensure compliance with all federal laws and regulations and agreements with the State of XXX. I have attached the Project Execution Plan, my formal comments submitted on the AoA, sample cover pages of regulatory compliance reports submitted to the State of XXX, and DNFB reports that I was the primary author.
2. *Level II FPD Experience Example:* As a level I FPD, I was responsible for the complete construction of Building 16 of the XYZ Project at DOE's XXXX site. I managed the construction from post CD-0 through to project completion. The Project Execution Plan identified me as the FPD. I have attached the organization chart for the project that shows my role as the Federal Project Director and the Project Execution Plan that documents my role on the project. I worked on the project for 28 consecutive months on a fulltime basis from 5/2014-9/2019. Since 3/2020, I have been serving as the Deputy FPD on a post-CD-3 project where I am the technical contract monitor for the part of the M&O contract related to this CD-3 project. My responsibilities include assisting the COR for the overall M&O contract in interpretation of contract requirements; questioning technical assumptions or other aspects of analyses and commenting on contract deliverables (through the COR); and interacting regularly with the contractor in support of the COR. I have attached the project charter and contract documentation signed by the CO that confirms I am the technical contract monitor on this project.

3. *Level III FPD COR Experience Example:* From 2014-2019, I was the lead civilian project manager for \$80M US Army facility upgrade project (TPC of \$80M). 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 activities, and oversaw all contractor and subcontractor work on the project. I served as the COR and worked closely with the Contracting Officer (CO) to ensure that the work was performed within the scope of the contract. I also managed all change orders. I have attached the contract naming me as the COR as well as the Project Execution Plan, Quarterly Review Reports that I was responsible for, and presentations that I delivered to the senior Army Executive Board on project status over the five-year period.

4. *Level III FPD COR Experience Example:* As a Level II FPD and the named Technical Contract Monitor for Project XYZ with a TPC of \$100M (which is part of the overall \$350M Project Z), I have attained expert level knowledge and experience in contract management. I have served in this role as a half-time position for the past four years from CD-1 of the project through its current status as CD-3. My role is documented in the attached contractual documents. I worked closely with both the Contracting Officer (CO) and the named COR for the entire contract to ensure that the contractor's performance met their contractual requirements and provides the best value to the Department. As an example, in reviewing the acquisition and contracting plan, I reported to the CO and COR that the specifications in the procurement documents were insufficient to obtain accurate proposals for fixed unit rate contracts. I then led a Biddability, Constructability, Operability, Environment and Sustainability (BCOES) review on the M&O contractor design for the subsequent subproject. I worked with SMEs to obtain a rough order of magnitude (ROM) estimate, verified available funds with the CO, and provided recommendations to the COR to be used to issue Technical Direction to complete the BCOES review in time for the M&O to update the design prior to solicitation. I created the template for the monthly invoices from the contractor that allowed us to easily crosswalk the amounts of the monthly invoices with the construction deliverables, and to verify the work was performed in accordance with the contract's terms and conditions. I also supported the COR by reviewing the technical aspects of contract changes and was involved in successfully negotiating 10 modifications to the contract over the past four years. I hold a current Level III Contracting Officer Representative (COR) certification.

5. *Level II FPD Experience Example.* I was assigned on 10/2017 as the Deputy FPD for the XYZ Project at DOE site XXX that has a TPC of \$250M. The project was awarded CD-3 status on 12/2019. As Deputy FPD, I lead the IPT for the overall project. Presently, I am also responsible for the construction of Building 7, a separate and distinct ancillary facility within the overall XYZ Project. Building 7's construction began at the same time the overall XYZ Project attained CD-3 (12/2019), and construction on this building is expected to conclude sometime in late 2019. I am fully responsible for the cost, schedule, and scope of Building 7's construction efforts – this sub-project's TPC is approximately \$27M. Project documents formally assigning me as the Deputy FPD, the Project Execution Plan (PEP) that shows the construction of Building 7 within the overall Level III project, and Quarterly Progress Reports signed by me as the Deputy FPD are included with the application.

Section 3. PMCDP Equivalency Requirements for FPD Level I Certification

3.1 Federal Project Director (FPD) Certification - Level I: Competency Fulfillment - Work and Experience Requirements

To assist in completing or reviewing the FPD certification application in the Employee Self Service (ESS) Project Management Career Development Program (PMCDP) Module, the following tables provide:

- Proficiency level definitions
- Required and Elective curriculum courses for competency fulfillment. Courses older than 10 years will be considered at the CRB’s discretion.
- Level I certification competencies and equivalent knowledge examples
- CRB approved course equivalent(s) (if applicable)
- Work and Experience requirements and equivalencies

**NOTE* Candidates may also satisfy a competency with a written justification of experience or training (not listed) that demonstrates a majority of the knowledge examples at the respective proficiency level. Candidates using Other Training, must provide a certificate of completion and specify the duration and relevant contents of the course. The justification is subject to CRB review and approval.*

Definitions of Proficiency Levels for PMCDP Competencies	
Proficiency Level	Definition
Foundational	Has a general understanding of the fundamental principles, concepts, and techniques for the given competency and can employ understanding in routine settings under predictable conditions with supervision. Recognizes situations in which assistance from more advanced FPDs is needed and uses sound judgment on whether to escalate issues.
Intermediate	Has a strong working knowledge of fundamental principles, concepts, and techniques for the given competency and can apply knowledge in routine situations. Requires only occasional guidance but recognizes situations in which more advanced or senior level input is needed and exercises sound judgment on whether to escalate issues.
Advanced	Has a comprehensive knowledge of the advanced principles, concepts, and techniques for the given competency and applies knowledge in a range of settings, which may include considerably difficult and/or changing conditions. Requires little or no guidance but recognizes the limitations of their knowledge and knows when to escalate issues. Serves as a subject matter expert in their program and trains or advises others in the competency.
Expert	Has a comprehensive knowledge of the full scope of the subject matter, including advanced principles, concepts, and techniques for the given competency and applies knowledge to the most complex projects, which may involve rapidly changing and/or exceptionally difficult situations. Is recognized across the agency as a subject matter expert and can coach and mentor others on the subject matter and its applications for projects. Handles issues and is fully proficient in communicating and coordinating with others across DOE organizational levels to resolve matters as needed.

<p style="text-align: center;">Level I REQUIRED (RL1) Equivalent Competencies and Knowledge Examples</p>	<p style="text-align: center;">Training Course</p>	<p style="text-align: center;">Other Equivalency</p>
<p>1. Project Lifecycle Management</p>		
<p>RL1.1.1 FPD Roles and Responsibilities - <i>Intermediate</i> knowledge of the roles, responsibilities, and expectations of FPDs.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Understand the FPD’s roles, responsibilities, and expectations as specified in DOE O 413.3B and associated guides. • Understand responsibilities relative to the Management & Operating (M&O) or Management & Integrating (M&I) contractor. 	<p>Project Management Systems and Practices in DOE</p>	<p>Pass a comprehensive exam available through PMCDP</p>
<p>RL1.1.2 DOE Order 413.3B - <i>Intermediate</i> knowledge of the principles, requirements and tailoring enumerated in DOE O 413.3B.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Understand the Critical Decision process and requirements. • Understand roles and responsibilities of PME and project organizations (PM, PMSO, HQ Program Offices, etc.). • Understand roles and responsibilities of IPT • Understand project document required (PEP, AS, Lessons Learned, etc.) • Understand tailoring methodology • Familiar with the principles, requirements, and Guides associated with DOE O 413.3B. 	<p>Project Management Systems and Practices in DOE</p>	<p>Pass a comprehensive exam available through PMCDP</p>
<p>RL1.1.5 Pre-project Planning - <i>Foundational</i> knowledge of the processes used to define requirements, scope, schedules, controls, and related elements for project execution.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Demonstrates understanding of the front-end planning process to include feasibility analysis, pre-conceptual design, detailed scope definition, and preliminary design. • Facilitates federal scope definition process and contract requirements process with supervision. • Assesses contractor development of detailed scope statement, work breakdown structure, integrated master schedule and project controls system. • Identifies and prioritizes requirements as functional/non-functional and discretionary/non-discretionary. 	<p>Project Management Systems and Practices in DOE</p>	<p>Pass a comprehensive exam available through PMCDP</p>

<p>RL1.1.6 Analyzing Project Alternatives - <i>Foundational</i> knowledge of the components of an Analysis of Alternatives (AoA), best practices, and how to use AoA to make informed project decisions.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Displays an understanding of the AoA process, including the requirement for a analysis that is independent of the contractor who will perform the work. • Assists subject matter experts in researching and documenting analyses under supervision as part of an AoA team. • Demonstrates an understanding of the principles and practices in DOE G 413.3-22, Analysis of Alternatives and GAO’s recommended AoA best practices. 	<p>Project Management Systems and Practices in DOE</p>	<p>Pass a comprehensive exam available through PMCDP</p>
<p>RL1.1.7 Defining and Forming an Integrated Project Team (IPT) – <i>Foundational</i> knowledge of and ability to define IPT staffing, define member responsibilities, and advocate for assignment of team members that effectively support the IPT charter, goals, and objectives, project objectives, and requirements. Can interact effectively with colleagues, contractors, and stakeholders.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Understand IPT resource needs and advocates for assignment of IPT members, monitors and tracks results among IPT members, and • Familiar with the IPT independently according to the High-Performance principles outlined in DOE G 413.3-18A, Integrated Project Team Guide for Formation and Implementation. • Familiar with DOE G 413.3-19, Staffing Guide for Project Management, or another equivalent model to estimate IPT staffing requirements. • Demonstrates understanding of brainstorming, facilitation, and conflict resolution techniques. 	<p>Project Management Systems and Practices in DOE</p>	<p>Pass a comprehensive exam available through PMCDP</p>
<p>RL1.1.8 Safety Planning in Project Management – <i>Intermediate</i> knowledge of and ability to identify and evaluate project safety issues and requirements and incorporate preventive actions into project plans.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Identify and evaluate project safety issues and requirements and to develop integrated safety management plans and deliverables commensurate with project complexity. • Demonstrates a thorough understanding of DOE O 450.2: Integrated Safety Management; DOE G 450.4-1C: Integrated Safety Management System Guide; 10 CFR Part 851, Appendix A, Section 1: Construction Safety; and DOE-STD-1189-2008: 	<p>Planning for Safety in Project Management</p>	<p>Hold current Senior Technical Safety Manager (STSM) certification under DOE’s General Technical Base Qualification Standard Program (TQP)</p> <p>OR</p> <p>Hold current Certified Safety Professional certification</p> <p>OR</p>

<p>Integration of Safety in the Design Process to provide oversight and ensure compliance throughout the project phases.</p>		<p>Other Training</p>
<p>RL1.1.9 Acquisition Strategy and Planning – <i>Intermediate</i> knowledge of contract types and options, ability to develop an overarching project acquisition strategy that will meet budget and qualifications requirements, and ability to plan tactical acquisition actions.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Collaborates with the CO and the IPT to develop project acquisition strategies and plans based on an analysis of mission, budget, risks, technical requirements, location, and acquisition alternatives that adheres to the relevant federal and DOE policies. • Understands DOE policy for project planning, budgeting and management and understands the function and applicability of M&O contracts. 	<p>Acquisition Management for Technical Personnel</p>	<p>CON 100 – Shaping Smart Business Arrangements</p> <p>OR</p> <p>FCN 101 – Contracting Basics</p> <p>OR</p> <p>Other Training</p>
<p>RL1.1.10 Planning for Project Closeout and Transfer of Ownership – <i>Foundational</i> knowledge of and ability to meet requirements for proper project closure and facilitate the transition to closeout or operations.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Plans and manages project closeout or transition activities during the early phases of the project for small, routine projects with supervision. • Demonstrates understanding of how to integrate closeout and transfer process throughout the lifecycle of the project. • Familiar with DOE G 413.3-16, Project Completion/Closeout Guide. 	<p>Project Management Systems and Practices in DOE</p>	<p>Pass a comprehensive exam available through PMCDP</p>
<p>RL1.1.11 Managing Project Artifacts – <i>Intermediate</i> knowledge of the requirements, processes, and systems for storing and maintaining project artifacts, best practices, and lessons learned including, for example, deliverables required by DOE Order 413.3B, designs, master project plans, schedules, risk register, and closeout and transition documentation.</p> <p>Knowledge Example:</p> <ul style="list-style-type: none"> • Applies knowledge of the requirements, processes, and systems for storing and maintaining project artifacts (e.g., designs, master project plans, schedules, risk register, and closeout and transition documentation) by gathering relevant data, documenting lessons learned, accounting for actual costs, accessing and populating databases during the project and observing, documenting, and reporting trends and findings at closeout. 	<p>Project Management Systems and Practices in DOE</p>	<p>Pass a comprehensive exam available through PMCDP</p>

<p>RL1.1.12 Configuration Management – <i>Intermediate</i> knowledge of the process for documenting and maintaining a system's functional and performance characteristics and a associated changes over the system's lifetime.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Understands procedures to control, document, track, and request changes to project functional and physical characteristics or specifications. • Maintains documentation regarding the progress of a approved configuration changes to the project; and • Coordinates the necessary stakeholders, time frames, and effort required to implement a approved changes. 	<p>Project Management Systems and Practices in DOE</p>	<p>Pass a comprehensive exam available through PMCDP</p>
<p>RL1.1.13 Reporting Lessons Learned – <i>Intermediate</i> knowledge of a ability to identify, report, and integrate lessons learned on schedule, cost, risk, sa fety, and quality into future program and project practices.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Understand when lessons lea med need to be developed and submitted. • Understand where and to whom lessons lea med documents are submitted. • Understand the use of previous lessons learned for projects. 	<p>Project Management Systems and Practices in DOE</p>	<p>Pass a comprehensive exam available through PMCDP</p>
<p>2. Scope Management</p>		
<p>RL1.2.1 Scope, Baseline, and Work Breakdown Structure (WBS) – <i>Intermediate</i> knowledge in a pplying principles involved in defining a scope, crea ting a WBS, and developing a technical baseline.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Participate as team member to develop a scope description suitable for developing a corresponding WBS and establishing a project baseline and project mission need determinations. • Understand and have experience with the processes and procedures for defining project scope in support of the a cquisition process as outlined in the Federal Acquisition Regulation, DOE Statement of Work and Key Performance Parameters Handbook and other a plicable guides. • Assesses work brea kdown structure (WBS) for a lignment with contract statement of work and technical specifications. • Participates in development of conceptual and detailed design documentation for small or simple projects 	<p>Project Management Essentials</p>	<p>Hold current PMP® certification</p> <p>OR</p> <p>FPM 131 (FPM 101)– Fundamentals of Project & Program Management</p> <p>OR</p> <p>FPM 120A - Program Management Basics</p> <p>OR</p> <p>Other Training</p>

<p>RL1.2.3 Managing to Quality and Performance Expectations – <i>Intermediate</i> knowledge of and ability to establish and employ meaningful performance metrics to ensure that project deliverables meet mission and stakeholder requirements.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Participates in developing performance metrics to assess project deliverables and their ability to meet mission and stakeholder requirements. • Performs gap analyses between existing QA programs and project-specific needs to assess the need for a project-specific Quality Assurance Plan. • Recommends the use of voluntary consensus standards, when appropriate. 	<p>Project Management Systems and Practices in DOE</p>	<p>Pass a comprehensive exam available through PMCDP</p>
<p>3. Cost Management</p>		
<p>RL1.3.1 Cost Estimation - <i>Intermediate</i> knowledge of components of, techniques, and best practices used for estimating project costs.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Applies basic cost estimating tools, techniques, and methodologies (e.g., parametric estimating, estimating by analogy, bottom-up estimating, lifecycle, and activity-based costing, DOE G 413.3-21A, Cost Estimating Guide, etc.) to review and assess project costs and levels of effort for a project. • Understands how to calculate and determine management reserve and contingency. 	<p>Project Management Essentials</p>	<p>Hold current PMP®, AACEI CCP, CEP certification or other certification</p> <p>OR</p> <p>FPM 131 (FPM 101)– Fundamentals of Project & Program Management</p> <p>OR</p> <p>FPM 120A - Program Management Basics</p> <p>OR</p> <p>Other Training</p>
<p>RL1.3.2 Federal Budget Process – <i>Intermediate</i> knowledge of the Federal budgeting process, its implications for funding projects, and the ability to anticipate and plan for project funding. Knowledge of OMB Circular A-11.</p> <p>Knowledge Examples:</p>	<p>Project Management Systems and Practices in DOE</p>	<p>Pass a comprehensive exam available through PMCDP</p>

<ul style="list-style-type: none"> Actively monitors and uses knowledge of the federal budgeting process to anticipate the impacts of budgetary changes and to develop plans, including a funding profile, accordingly Reviews Congressional Project Data Sheets and drafts Congressional Justification comments describing the impact and importance of the project. Demonstrates an understanding of the role of the FPD in the federal budgeting process and the impacts of the budget process on the project, including the use of budget documents their development and use. 		
<p>RL1.3.3 Cost Analysis and Management – <i>Foundational</i> knowledge of techniques and tools used to monitor, analyze, and manage actual project costs.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> Describes the techniques and tools used to analyze and manage project costs, including the development and use of Government Estimates, DOE requirements and use of independent estimates and estimate reviews. Estimate updates and maintenance including managing issues encountered after a cost estimate is developed and approved, including subsequent revision and update. 	<p>Project Management Essentials</p>	<p>Hold current PMP® certification OR</p> <p>FPM 131 (FPM 101) – Fundamentals of Project & Program Management OR</p> <p>FPM 120A - Program Management Basics OR Other Training</p>
4. Risk Management		
<p>RL1.4.1 Assessing Project Risks - <i>Intermediate</i> knowledge of techniques used to identify and assess project risks, and ability to develop risk management plans.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> Participates in a team to identify, analyze, and classify risks using a structured process to develop risk registers, management strategies, and programs for a project. Familiar with DOE G 413.3-7A 	<p>Project Risk Analysis and Management</p>	<p>Other Training</p>
<p>RL1.4.2 Managing Project Risks – <i>Intermediate</i> knowledge of and ability to monitor, recognize, and anticipate risks and to take appropriate, timely actions to manage or mitigate risks.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> Experience with monitoring and controlling risks throughout the project life cycle via an iterative risk management process, including oversight of contractor management programs, Applies modeling tools and techniques and lessons-learned from previous projects. Effectively communicates information about risks and handling strategies and action plans. 	<p>Project Risk Analysis and Management</p>	<p>Other Training</p>

<ul style="list-style-type: none"> • Monitors drawdown of contingency and management reserve funds; and escalates potential issues as needed. • Oversees the roles of IPT members regarding risk management and serves as the focal point in communications with higher authorities and stakeholders. 		
<p>5. Contract Management</p>		
<p>RL1.5.1 Contracting Officer’s Representative (COR) Roles and Responsibilities – <i>Intermediate</i> knowledge of the roles, responsibilities, and authorities of the Contracting Officer’s Representative.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Evaluates contractor deliverables, recommend acceptance of work, and communicates with the contractor and CO on potential contract changes and • Prepares required documentation while adhering to procurement guidelines and regulations for routine projects. • Understand roles and responsibilities of a COR. • Understand roles and responsibilities of project participants. 	<p>Contracting Officer Representative CLC 222</p>	<p>Be eligible for a Level 2 FAC-COR certification</p>
<p>RL1.5.2 Contract Change Management – <i>Intermediate</i> knowledge of the techniques, processes, and requirements for evaluating and managing contract changes.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Analyzes, establishes, and documents a formal change control process and change requests for the project. • Ensures the IPT and contractor follow the process to evaluate and recommend the need for contract changes or Requests for Equitable Adjustments (REA) and manages or oversees the process accordingly. • Ensures that contract management and project management are aligned throughout all phases of the project and in the event of a baseline change request. • Communicates changes with project stakeholders. 	<p>Managing Contract Changes</p>	<p>Other Training</p>
<p>RL1.5.3 DOE Acquisition Systems – <i>Intermediate</i> knowledge of DOE acquisition systems and associated processes for project management and related FPD responsibilities.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Applies knowledge of the various contracting and solicitation mechanism for acquiring services and supplies; the key tasks involved in development of a procurement requests; and the statutes which govern the federal acquisition system (e.g., Federal Acquisition Regulation) to planning and managing projects. • Knows the types of contracts available to DOE to procure goods. 	<p>Acquisition Management for Technical Personnel</p>	<p>CON 100-Shaping Smart Business Arrangements</p> <p>OR</p> <p>FCN 101-Contracting Basics</p> <p>OR</p> <p>Other Training</p>

6. Integration Management		
<p>RL1.6.1 Project Analysis, Control, Monitoring, and Baseline Management— <i>Intermediate</i> knowledge of the processes and techniques used to capture, analyze, monitor, control and document corrective actions related to the project baseline.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Establishes or follows procedures to track, review and regulate the performance and progress • Establishes or implements use of system for issue resolution management. • Receives and analyzes project data to identify establish and identify trends and assess if changes are required. • Reports results of data analysis and provide data to stakeholders considering change management decisions; and • Reports progress of the project to appropriate stakeholders based upon their level of need and timing for project status. • Initiates corrective actions and record changes to project deliverables or system baseline specifications and maintains documentation regarding changes. 	<p>Earned Value Management Systems</p>	<p>FPM 133 (FPM 103) Fundamentals of Business Cost and Financial Management</p> <p>Or</p> <p>Other Training</p>
<p>RL1.6.2 Earned Value Management (EVM)— <i>Intermediate</i> knowledge of EVMS processes, the role EVM plays in analyzing, reporting, and on forecasting project performance.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Applies knowledge of EVMS processes and selects the appropriate EVMS techniques for organizing, planning, and authorizing project work; collecting, interpreting, and reporting earned value data; and monitoring WBS elements and project performance. 	<p>Earned Value Management Systems</p>	<p>FPM 133 (FPM 103) Fundamentals of Business Cost and Financial Management</p> <p>Or</p> <p>Other Training</p>
7. Quality Assurance, Environmental Compliance, Safety and Health Management		
<p>RL1.7.2 Quality Management— <i>Foundational</i> knowledge of and ability to apply quality management processes and techniques used to actively assess and ensure implementation of quality control programs that effectively identify quality issues, and to take effective corrective actions.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Familiar with Quality Assurance (QA) and Quality Control plans and procedures. • Participates in the development and management of Quality Assurance (QA) and Quality Control plans and procedures by understanding key quality assurance and management processes and techniques and DOE and federal quality requirements (e.g., DOE O 414.1D, Quality Assurance; DOE G 413.3-2, Quality Assurance; 10 CFR 830.120 Nuclear Safety Management). • Ensure implementation of quality control programs and requirements. 	<p>Project Management Systems and Practices in DOE</p>	<p>Pass a comprehensive exam available through PMCDP</p>

<p>RL1.7.3 Safety Management – <i>Intermediate</i> knowledge of and ability to apply techniques to actively monitor and manage or mitigate safety risks.</p> <p>Knowledge Example:</p> <ul style="list-style-type: none"> Applies knowledge of safety processes and techniques (e.g., failure mode and effects analysis; health, safety, and security protection; integrated safety management; etc.) to actively monitor and manage or mitigate a project’s safety risks. 	<p>Planning for Safety in Project Management</p>	<p>Hold current Senior Technical Safety Manager (STSM) certification under DOE’s General Technical Base Qualification Standard Program (TQP)</p> <p>OR</p> <p>Hold current Certified Safety Professional certification</p> <p>OR</p> <p>Other Training</p>
<p>RL1.7.4 Environmental Laws and Regulations – <i>Foundational</i> knowledge of relevant Federal, state, and local environmental laws and regulations as they apply to projects, ability to incorporate them into project planning and management, and ability to ensure that contractors adhere to applicable standards and agreements.</p> <p>Knowledge Example:</p> <ul style="list-style-type: none"> Demonstrates an understanding of and identifies how the key environmental regulations impacting DOE projects (e.g., NEPA, RCRA, CERCLA, CAA, or TSCA) apply to project planning, project management, and contractor oversight. 	<p>Project Management Systems and Practices in DOE</p>	<p>Pass a comprehensive exam available through PMCDP</p>
<p>8. Schedule Management</p>		
<p>RL1.8.1 Project Scheduling and Critical Path Identification – <i>Intermediate</i> knowledge of and ability to develop, manage, and status project schedules effectively, and in accordance with best practices, recognizing dependencies and critical paths.</p> <p>Knowledge Example:</p> <ul style="list-style-type: none"> Participate in teams to develop schedule management plans and demonstrates understanding of horizontal and vertically integrated schedules. Ensure proper development of activities, activity dependencies, activity durations, and critical paths for a project and tracks deadlines and accurately reports and displays schedule information. Utilizes schedule monitoring and compression techniques to identify variances and implement corrective actions as required. 	<p>Project Management Essentials</p>	<p>Hold current PMP® certification</p> <p>OR</p> <p>FPM 131 (FPM 101)– Fundamentals of Project & Program Management</p> <p>OR</p> <p>FPM 120A - Program Management Basics</p> <p>OR</p> <p>Other Training</p>

9. Communications		
<p>RL1.9.1 Interpersonal Communications – <i>Foundational</i> knowledge of and ability to effectively communicate expectations, requirements, instructions, status, and with others (e.g., leadership, team members, contractors, and other stakeholders).</p> <p>Knowledge Example:</p> <ul style="list-style-type: none"> Clearly, constantly, effectively, and efficiently communicates project information (e.g., expectations, requirements, instructions, status, risks, etc.) with others (e.g., leadership, team members, stakeholders) in a timely manner, tailoring messages to the receiver as needed, and to solicit information and feedback as required in the Project Execution Plan (PEP). 	<p>Project Management Essentials</p>	<p>Hold current PMP® certification</p> <p>OR</p> <p>FPM 131 (FPM 101)– Fundamentals of Project & Program Management</p> <p>OR</p> <p>FPM 120A - Program Management Basics</p> <p>OR</p> <p>Other Training</p>
<p>RL1.9.5 Conducting Effective Meetings – <i>Foundational</i> knowledge of techniques and tools used to conduct efficient and effective group meetings that achieve desired outcomes.</p> <p>Knowledge Example:</p> <ul style="list-style-type: none"> Conducts effective project meetings by properly identifying meeting objectives, participants, agendas, timeframes and managing meeting logistical and administrative needs. 	<p>Project Management Essentials</p>	<p>Hold current PMP® certification</p> <p>OR</p> <p>FPM 131 (FPM 101)– Fundamentals of Project & Program Management</p> <p>OR</p> <p>FPM 120A - Program Management Basics</p> <p>OR</p> <p>Other Training</p>
10. Leadership and Team Building		
<p>RL1.10.2 Team-building – <i>Foundational</i> knowledge of and a bility to effectively foster individual and team commitment toward group goals, establish and encourage a performance-oriented culture, and manage team dynamics to achieve specific outcomes.</p> <p>Knowledge Examples:</p>	<p>Project Management Essentials</p>	<p>Hold current PMP® certification</p> <p>OR</p> <p>FPM 131 (FPM 101)– Fundamentals of Project & Program Management</p>

<ul style="list-style-type: none"> • Applies team building methods to foster individual and team commitment towards group goals, encourage a performance-oriented culture, and manage team dynamics to achieve specific outcomes. • Applies consensus building and conflict resolution techniques • Employs recognition of individual and team performance 		<p>OR</p> <p>FPM 120A - Program Management Basics</p> <p>OR</p> <p>Other Training</p>
<p>RL1.10.3 Motivational Techniques – <i>Foundational</i> knowledge of and ability to apply techniques commonly used to motivate individuals to accomplish a specific outcome and common goals.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Applies knowledge of the key principles and techniques used to motivate individuals and groups to accomplish project outcomes. • Identifies individual team members’ strength and weaknesses • Provides constructive feedback 	<p>Project Management Essentials</p>	<p>Hold current PMP® certification</p> <p>OR</p> <p>FPM 131 (FPM 101)– Fundamentals of Project & Program Management</p> <p>OR</p> <p>FPM 120A - Program Management Basics</p> <p>OR</p> <p>Other Training</p>

<p align="center">Level I ELECTIVES (EL1) Equivalent Competencies and Knowledge Examples</p>	<p align="center">Training Course</p>	<p align="center">Other Equivalency</p>
<p>1. Project Lifecycle Management</p>		
<p>EL1.1.5 Pre-project Planning - <i>Foundational</i> knowledge of the processes used to define requirements, scope, schedules, controls, and related elements for incorporating a technical baseline for LEED green building construction and maintenance.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Demonstrates an understanding of LEED guidelines and the Guiding Principles, and how the LEED rating system affects standards for new construction and existing DOE building maintenance. • Familiar with relationship of climate change and building impacts to DOE projects. • Familiar with the five (5) LEED certification categories. 	<p>Leadership in Energy and Environmental Design (LEED)</p>	<p>Other Training</p>

<p>EL1.1.9 Acquisition Strategy and Planning – <i>Intermediate</i> knowledge of contract types and options, ability to develop an overarching project acquisition strategy that will meet budget and qualifications requirements, and ability to plan tactical acquisition actions.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Works closely with the CO and the IPT to develop project acquisition strategies and plans based on an analysis of mission, budget, risks, technical requirements, location, and acquisition alternatives that adheres to the relevant federal and DOE policies. • Recognizes how to develop Performance Based Management Contracts and use performance-based elements. Demonstrates an understanding of DOE policy for Performance Based Management Contracts; Contract Types and their applications; and FAR requirements. 	<p>Managing Performance-Based Contracts</p>	<p>Other Training</p>
<p>3. Cost Management</p>		
<p>EL1.3.2 Federal Budget Process – <i>Intermediate</i> knowledge of the Federal budgeting process, its implications for funding projects, and the ability to anticipate and plan for project funding. Knowledge of OMB Circular A-11.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Demonstrates an understanding of the government’s structured capital planning process and its application to the DOE’s acquisition management system. • Understand the Federal Budget Cycle. • Assesses DOE Order 413.3B CD process for acquiring capital assets as it aligns to capital planning. • Uses project information to support the project data sheet and OMB Exhibit 300 reporting requirements. • Understand the FPD’s role in each step of the capital planning process. 	<p>Capital Planning for DOE O 413.3B Capital Asset Projects</p>	<p>Other Training</p>
<p>5. Contract Management</p>		
<p>EL1.5.3 DOE Acquisition Systems – <i>Intermediate</i> knowledge of DOE acquisition systems and associated processes for project management and related FPD responsibilities.</p> <p>Knowledge Example:</p> <ul style="list-style-type: none"> • Applies knowledge of the various contracting and solicitation mechanism for acquiring services and supplies; the key tasks involved in development of a procurement requests; and the statutes which govern the federal acquisition system (e.g., Federal Acquisition Regulation) to planning and managing projects. 	<p>Managing Performance-Based Contracts</p>	<p>Other Training</p>

3.2 Work and Experience Requirements

To attain certification, the candidate must document in the application through developmental assignments or experience that he or she has the required knowledge of the roles, responsibilities, authorities, and expectations of FPDs and has applied this knowledge to projects similar to those managed under DOE Order 413.3B. Information provided should be results-oriented and highlight the impact the candidate had on the project and/or lessons learned. The table below lists the work and experience requirements for achieving a Level I certification.

Level I - Work and Experience Requirements (WEL1)	
Experience Requirements	Experience Equivalencies
<p>WEL1.1 A minimum of three years of documented Full-Time Equivalent (FTE) experience in general project management within the past ten years. Multiple projects can be used to meet the three-year FTE requirement, but each project must be at least six continuous months in duration.</p> <p>Overlapping project management experience can count towards the three-year requirement if the projects vary in cost, complexity, project phase, and project status. 25% of time on each overlapping project can be counted towards an experience credit of up to 12 months. This option also applies to Deputy FPD experience. These circumstances will be reviewed on a case-by-case basis. See Section 2.2 of the CEG for examples of project management experience.</p>	<p>Hold a current PMP® certification</p> <p>Upload a copy of the certification with the application or a project assignment from performance plans, responsibility matrix, letter to file from supervisor.</p>
<p>WEL1.2 A minimum of one FTE year of documented experience as a formally designated Deputy FPD.</p> <p>Two overlapping projects may be used to meet the year FTE requirement, but each project must be at least six continuous months in duration if the projects vary in cost, complexity, project phase, and project status. 25% of time on each overlapping project can be counted towards an experience credit of up to 12 months.</p>	<p>Hold a current PMP®, current Professional Engineer (PE) license, or a current Registered Architect (RA) license.</p> <p>Upload a copy of the certification or PE/RA license with the application.</p> <p>OR</p> <p>A minimum of one FTE year of documented experience as project manager in the private sector or at another federal agency that is equivalent to experience on a DOE post CD-0 or equivalent project.</p>

OR

A minimum of one FTE year of documented experience as the designated project engineer on a post CD-0 or equivalent project.

The one FTE year of experience for the two options above may overlap with the three years of FTE experience in general project management.

Section 4. PMCDP Equivalency Requirements for FPD Level II Certification

4.1 Federal Project Director (FPD) Certification - Level II Competency Fulfillment - Work and Experience Requirements

To attain Level II certification, all Level I requirements must be completed.

To assist in completing or reviewing the FPD certification application in the Employee Self Service (ESS) Project Management Career Development Program (PMCDP) Module, the following tables provide:

- Proficiency level definitions
- Required and Elective curriculum courses for competency fulfillment. Courses older than 10 years will be considered at the CRB’s discretion.
- Level II certification competencies and equivalent knowledge examples
- CRB approved course equivalent(s) (if applicable)
- Work and Experience requirements and equivalencies

**NOTE* Candidates may also satisfy a competency with a written justification of experience or training (not listed) that demonstrates a majority of the knowledge examples at the respective proficiency level. Candidates using Other Training, must provide a certificate of completion and specify the duration and relevant contents of the course. The justification is subject to CRB review and approval.*

Definitions of Proficiency Levels for PMCDP Competencies	
Proficiency Level	Definition
Foundational	Has a general understanding of the fundamental principles, concepts, and techniques for the given competency and can employ understanding in routine settings under predictable conditions with supervision. Recognizes situations in which assistance from more advanced FPDs is needed and uses sound judgment on whether to escalate issues.
Intermediate	Has a strong working knowledge of fundamental principles, concepts, and techniques for the given competency and can apply knowledge in routine situations. Requires only occasional guidance but recognizes situations in which more advanced or senior level input is needed and exercises sound judgment on whether to escalate issues.
Advanced	Has a comprehensive knowledge of the advanced principles, concepts, and techniques for the given competency and applies knowledge in a range of settings, which may include considerably difficult and/or changing conditions. Requires little or no guidance but recognizes the limitations of their knowledge and knows when to escalate issues. Serves as a subject matter expert in their program and trains or advises others in the competency.
Expert	Has a comprehensive knowledge of the full scope of the subject matter, including advanced principles, concepts, and techniques for the given competency and applies knowledge to the most complex projects, which may involve rapidly changing and/or exceptionally difficult situations. Is recognized across the agency as a subject matter expert and can coach and mentor others on the subject matter and its applications for projects. Handles issues and is fully proficient in communicating and coordinating with others across DOE organizational levels to resolve matters as needed.

<p style="text-align: center;">Level II REQUIRED (RL2) Equivalent Competencies and Knowledge Examples</p>	<p style="text-align: center;">Training Course</p>	<p style="text-align: center;">Other Equivalency</p>
<p>1. Project Lifecycle Management</p>		
<p>RL2.1.6 Analyzing Project Alternatives - <i>Intermediate</i> knowledge of the components of an Analysis of Alternatives (AoA), best practices, and how to use AoA to make informed project decisions.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Ensures the AoA performed is complete credible. • Applies systems engineering principles and practices to document traceable requirements with supervision. • Applies the principles and practices in DOE G 413.3-22, Analysis of Alternatives and GAO’s recommended AoA best practices with supervision. 	<p>Scope Management Baseline Development</p>	<p>Other Training</p>
<p>RL2.1.7 Defining and Forming an Integrated Project Team (IPT) – <i>Advanced</i> knowledge of and a bility to define IPT staffing, define member responsibilities, and a dvocate for a ssignment of team members that effectively support the IPT charter, goals, and objectives, project objectives, and requirements. Can interact effectively with colleagues, contractors, and stakeholders.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Defines IPT resource needs and a dvocates for a ssignment of IPT members for particularly difficult, extraordinarily complex, or high-interest projects. • Monitors and tracks results among IPT members and lea ds the IPT independently. • Serves a s subject matter expert on applying DOE G 413.3-19, Staffing Guide for Project Management, or a nother equivalent model to estimate staffing requirements. • Fa miliar with High-Performance principles outlined in DOE G 413.3-18A, Integrated Project Team Guide for Formation and Implementation. • Ana lyzes and forecasts staffing requirements changes throughout the project lifecycle. • Manages resources by a ugmenting staff, filling critical ga ps, succession planning, and load balancing. • Applies bra instorming, facilitation, and conflict resolution techniques to a ddress particularly difficult challenges. 	<p>Monitoring and Controlling During Project Execution</p>	<p>Other Training</p>

2. Scope Management		
<p>RL2.2.1 Scope, Baseline, and Work Breakdown Structure (WBS) – <i>Expert</i> knowledge in applying principles involved in defining a scope, creating a WBS, and developing a technical baseline.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Provides oversight and guidance to subordinate staff for the development of scoping, a baseline, and WBS for a portfolio of projects. • Provides oversight and guidance on applying the processes and procedures for defining project scope in support of the acquisition process as outlined in the Federal Acquisition Regulation, DOE Statement of Work and Key Performance Parameters Handbook and other applicable guides. • Provides consultation on aligning work breakdown structure (WBS) with contract statement of work and technical specifications for particularly large, challenging, or high visibility projects. • Provides oversight and guidance on the development of conceptual and detailed design documentation and reviews of conceptual and detailed design documentation. 	<p>Scope Management Baseline Development</p>	<p>Other Training</p>
<p>RL2.2.3 Managing to Quality and Performance Expectations – <i>Intermediate</i> knowledge of and ability to establish and employ meaningful performance metrics to ensure that project deliverables meet mission and stakeholder requirements.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Leads IPT in developing performance metrics to assess project deliverables and their ability to meet mission and stakeholder requirements. • Performs gap analyses between existing QA programs and project-specific needs to assess the need for a project-specific Quality Assurance Plan. • Recommends the use of voluntary consensus standards, when appropriate. 	<p>Monitoring and Controlling During Project Execution</p>	<p>Other Training</p>
3. Cost Management		
<p>RL2.3.1 Cost Estimation -<i>Intermediate</i> knowledge of components, techniques, and best practices used for estimating project costs.</p>	<p>Cost and Schedule Estimation and Analysis</p>	<p>Other Training</p>

<p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Applies basic cost estimating tools, techniques, and methodologies (e.g., parametric estimating, estimating by analogy, bottom-up estimating, lifecycle, and activity-based costing, DOE G 413.3-21A, Cost Estimating Guide, etc.) to review and assess project costs and levels of effort for a project. • Demonstrates knowledge of the development and use of Government Estimates and DOE requirements and use of independent estimates and review. • Understands escalation and exchange rates and the impacts on costs over time 		
<p>RL2.3.3 Cost Analysis and Management – <i>Intermediate</i> knowledge of techniques and tools used to monitor, analyze, and manage actual project costs.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Describes the techniques and tools used to analyze and manage project costs, including the development and use of Government Estimates, DOE requirements and use of independent estimates and estimate reviews. • Estimate updates and maintenance including managing issues encountered after a cost estimate is developed and approved, including subsequent revision and update. 	<p>Cost and Schedule Estimation and Analysis</p>	<p>Other Training</p>
<p>6. Integration Management</p>		
<p>RL2.6.3 Analysis, Monitoring and Control, and Reporting on Plan Execution – <i>Advanced</i> knowledge of and ability to analyze project data and trends to monitor and control performance and recognize issues, and effectively report on projects to drive informed decisions.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Establishes and follows procedures to track, review and regulate the performance and progress. • Establishes and implements use of issue resolution management systems, • Receives and analyzes project data to identify establish and identify trends and assess if changes are required. • Reports results of data analysis and provide data to stakeholders considering change management decisions; and • Reports progress of the project to appropriate stakeholders based upon their level of need and timing for project status. 	<p>Monitoring and Controlling During Project Execution</p>	<p>Other Training</p>

7. Quality Assurance, Environmental Compliance, Safety and Health Management		
<p>RL2.7.1 Safeguards and Security - <i>Intermediate</i> knowledge requirements and techniques for protecting the site and site personnel during the acquisition activity and the products acquired through the project.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Applies knowledge of the DOE and federal requirements and techniques required for protecting personnel, data, etc. to safeguard project resources. • Familiar with DOE G 413.3-3A: Safeguards and Security for Program and Project Management. • Leads teams to determine the level of protection, based on facility functions and potential security risks and graded security protection policy requirements, and • Implements appropriate security plans and features in projects. 	<p>Monitoring and Controlling During Project Execution</p>	<p>Other Training</p>
<p>RL2.7.2 Quality Management – <i>Intermediate</i> knowledge of and ability to apply quality management processes and techniques used to actively assess and ensure implementation of quality control programs that effectively identify quality issues, and to take effective corrective actions.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Applies knowledge of key quality assurance and management processes and techniques and DOE and federal quality requirements (e.g., DOE O 414.1D, Quality Assurance; DOE G 413.3-2; 10 CFR 830.120 Nuclear Safety Management) to develop and manage Quality Assurance (QA) and Quality Control plans and procedures. • Leads IPT in developing performance metrics to assess project deliverables and their ability to meet mission and stakeholder requirements. • Performs a gap analysis between existing QA programs and project-specific needs to assess the need for a project-specific Quality Assurance Plan. • Recommends the use of voluntary consensus standards, when appropriate 	<p>Monitoring and Controlling During Project Execution</p>	<p>Other Training</p>
<p>RL2.7.3 Safety Management – <i>Intermediate</i> knowledge of and ability to apply techniques to actively monitor and manage or mitigate safety risks.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Applies knowledge of safety processes and techniques (e.g., failure mode and effects analysis; health, safety, and security 	<p>Monitoring and Controlling During Project Execution</p>	<p>Other Training</p>

<p>protection; integrated safety management; etc.) to actively monitor and manage or mitigate a project’s safety risks.</p>		
<p>8. Schedule Management</p>		
<p>RL2.8.1 Project Scheduling and Critical Path Identification - <i>Intermediate</i> knowledge of and ability to develop, manage, and status project schedules effectively, and in accordance with best practices, recognizing dependencies and critical paths.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> Leads teams to develop schedule management plans and demonstrates understanding of horizontal and vertically integrated schedules. Oversees proper development of activities, activity dependencies, activity durations, and critical paths for a project and tracks deadlines and accurately reports and displays schedule information. Utilizes schedule monitoring and compression techniques to identify variances and implement corrective actions as required. 	<p>Project Management Simulation</p>	<p>FPM231 (FPM 201) – Applications in Project & Program Management</p> <p>OR</p> <p>AACEI CCP certification or other certification</p> <p>OR</p> <p>Other Training</p>
<p>RL2.8.2 Automated Scheduling Software – <i>Intermediate</i> knowledge of and ability to use automated scheduling software to develop, interpret, monitor, and manage schedules.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> Oversees proper use of automated scheduling software to develop, interpret, monitor, and manage schedules and applies schedule management techniques such as schedule analysis, crashing, and resource leveling as needed for projects. Familiar with automated scheduling software and systems. 	<p>Cost and Schedule Estimation and Analysis</p>	<p>Other Training</p>
<p>9. Communications</p>		
<p>RL2.9.1 Interpersonal Communications – <i>Intermediate</i> knowledge of and ability to effectively communicate expectations, requirements, instructions, status, and with others (e.g., leadership, team members, contractors, and other stakeholders).</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> Clearly, consistently, effectively, and efficiently communicates project information (e.g., expectations, requirements, instructions, status, risks, etc.) with others (e.g., leadership, team members, stakeholders) in a timely manner, tailoring messages to the receiver as needed, and to solicit information and feedback as required in the Project Execution Plan (PEP). Understand various methods and factors of communications (presentations, written reports, verbal, demonstrations, videos, etc.) 	<p>Leadership Through Effective Communication</p>	<p>Project Leadership Institute - Event 2: Becoming a Highly Effective Leader</p> <p>OR</p> <p>Other Training</p>

<p>RL2.9.2 Effective Briefing Techniques – <i>Intermediate</i> knowledge of and ability to apply presentation techniques to clearly report project information to leadership, colleagues, subordinates, and other stakeholders.</p> <p>Knowledge Example:</p> <ul style="list-style-type: none"> Delivers effective briefings and is capable of clearly conveying information verbally and visually to an audience, tailoring messages accordingly, and translating technical information into a form that the audience can understand. 	<p>Monitoring and Controlling During Project Execution</p>	<p>Other Training</p>
<p>10. Leadership and Team Building</p>		
<p>RL2.10.1 Leading People – <i>Intermediate</i> knowledge of and ability to lead people toward meeting the organization's vision, mission, and goals, providing an inclusive workplace that fosters individual development, and promotes cooperation and teamwork.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> Leads and coordinates project teams by applying effective leadership styles and techniques to foster coordination, consensus building, teamwork, and commitment to the project's vision, mission, and goals. Employs effective leadership styles for different situations Understands the roles and responsibilities of team members 	<p>Leadership through Effective Communication</p>	<p>Other Training</p>
<p>RL2.10.3 Motivational Techniques – <i>Intermediate</i> knowledge of and ability to apply techniques commonly used to motivate individuals to accomplish a specific outcome and common goals.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> Applies knowledge of the key principles and techniques used to motivate individuals and groups to accomplish project outcomes. Understands team composition and members motivation Identifies individual team members' strength and weaknesses 	<p>Leadership through Effective Communication</p>	<p>Other Training</p>
<p>RL2.10.4 Group Facilitation – <i>Intermediate</i> knowledge of and ability to apply techniques and tools to lead efficient and productive group discussions in pursuit of ideas, outcomes, and decisions.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> Applies knowledge of the key principles and techniques used to lead efficient and productive group discussions in pursuit of ideas, outcomes, and decisions. 	<p>Leadership through Effective Communication</p>	<p>Other Training</p>

<ul style="list-style-type: none"> Understand differing experiences and perspectives of team members to facilitate collaboration. 		
<p>RL2.10.5 Conflict Resolution – <i>Intermediate</i> knowledge of and ability to recognize inter-personal conflicts and the ability to apply techniques used to effectively resolve them.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> Applies the approaches and techniques for conflict resolution to inter-personal conflicts within the project team. Understand differing experiences and perspectives of team members to resolve conflict. 	Leadership through Effective Communication	Other Training
<p>RL2.10.6 Building Coalitions – <i>Intermediate</i> knowledge of and ability to build coalitions internally and with other Federal agencies, state and local governments, nonprofit and private sector organizations, and foreign governments to achieve common goals.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> Develops and maintains productive relationships with key external stakeholders through an understanding of their roles, expectations, and communication needs and active engagement. Understand the abilities of the members and allocate their roles and responsibilities accordingly to ensure a proper mix technical expertise, decision-making skills, and interpersonal skills. 	Leadership through Effective Communication	Other Training
<p>RL2.10.7 Leading Change – <i>Intermediate</i> knowledge of and ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Ability to establish an organizational vision and to implement it in a continuously changing environment.</p> <p>Knowledge Example:</p> <ul style="list-style-type: none"> Leads a team to develop and implement strategic changes by developing and communicating a vision, motivating, and persuading others to accomplish the desired outcome, and by using techniques and methods for facilitating strategic change. 	Leadership through Effective Communication	Other Training

Level II ELECTIVES (EL2) Equivalent Competencies, and Knowledge Examples	Training Course	Other Equivalency
1. Project Lifecycle Management		
<p>EL2.1.3 Systems Engineering – <i>Intermediate</i> knowledge of systems engineering principles for use in effectively reviewing project plans, identifying risks, and understanding technical challenges and their impacts on other systems, to ensure customers’ and stakeholders’ requirements are met.</p>	Systems Engineering	Other Training

<p>Knowledge Examples:</p> <ul style="list-style-type: none"> Coordinates requirements development and documentation using systems engineering principles and practices with supervision. Reviews project plans, risk assessments, and technical designs to ensure systems engineering principles, specifically traceability and integration, are properly applied to schedule, cost, risk, nuclear safety, and quality, as outlined DOE G 413.3-1 and other commercial best practices. Assesses configuration management and requirements traceability processes and directs corrective measures as needed. 		
<p>EL2.1.5 Pre-project Planning – <i>Intermediate</i> knowledge of the processes used to define requirements, scope, schedules, controls, and related elements for project execution.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> Demonstrates understanding of the front-end planning process to include feasibility analysis, conceptual design, detailed scope definition, and preliminary design. Facilitates federal scope definition process and contract requirements process with supervision. Assesses contractor development of detailed scope statement, work breakdown structure, integrated master schedule and project controls system. Identifies and prioritizes requirements as functional/non-functional and discretionary/non-discretionary. Familiar with DOE G 413.3-19, Staffing Guide for Project Management, or another equivalent model to estimate IPT staffing requirements. 	<p>Front-End Planning: Getting to CD-1</p>	<p>Other Training</p>
<p>EL2.1.6 Analyzing Project Alternatives – <i>Intermediate</i> knowledge of the components of an Analysis of Alternatives (AoA), best practices, and how to use AoA to make informed project decisions.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> Oversees proper value management assessment requirements for Critical Decision approval. Utilizes value management concepts, principles, and drivers. Leads teams to develop value management processes with the goal of reducing total project cost. 	<p>Value Management</p>	<p>Other Training</p>
<p>3. Cost Management</p>		
<p>EL2.3.1 Federal Budget Process – <i>Advanced</i> knowledge of the Federal budgeting process, its implications for funding projects, and the ability to anticipate and plan for project funding. Knowledge of OMB Circular A-11.</p>	<p>Federal Budgeting Process in DOE</p>	<p>Other Training</p>

<p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Knowledge of the federal budgeting process to anticipate and plan for changes in project funding. • Effectively monitor a appropriate use of funds. • Develops and update funding profiles. • Writes Congressional Justification comments describing the impact and importance of their project or program and support preparation for Congressional Sub-Committee review of program. Demonstrates knowledge of the impact of the Government Performance and Results Act (GPRA) and DOE Order 135.1A on the budget process. • Leads teams in budget formulation and execution processes. • Responds to OMB and Congressional inquiries, questions, and answers. 		
<p>7. Quality Assurance, Environmental Compliance, Safety, and Health Management</p>		
<p>EL2.7.4 Environmental Laws and Regulations – <i>Intermediate</i> knowledge of relevant Federal, state, and local environmental laws and regulations as they apply to projects, a bility to incorporate them into project planning and management, and a bility to ensure that contractors adhere to applicable standards and agreements.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Leads IPT to accurately understand environmental regulations (e.g., NEPA, RCRA, CERCLA, CAA, or TSCA.) • Provides guidance on the implications for project plans, project management, and contractor oversight. • Monitors and ensures that project plans, management, and contractors on larger and more complex project comply with environmental regulations (e.g., NEPA, RCRA, CERCLA, CAA, or TSCA). • Demonstrates an understanding of the purpose and content of each of the following environmental documents and the impact on DOE projects: Environmental Impact Statements; Environmental Assessments; Safety Analysis; Categorical Exclusions; Finding of No Significant Impact. 	<p>Environmental Laws and Regulations</p>	<p>Other Training</p>
<p>8. Schedule Management</p>		
<p>EL2.8.1 Project Scheduling and Critical Path Identification – <i>Intermediate</i> knowledge of and ability to develop, manage, and status project schedules effectively, and in accordance with best practices, recognizing dependencies and critical paths.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Understands estimation of the activity’s duration. 	<p>Scheduling 24/7</p>	<p>Other Training</p>

<ul style="list-style-type: none"> • Understands defining staffing needs and resource requirements. • Understands schedule monitoring and compression techniques to identify variances and implement corrective actions as required. • Understands scheduling in an EVMS Environment 		
<p>EL2.8.2 Automated Scheduling Software– <i>Intermediate</i> knowledge of and ability to use automated scheduling software to develop, interpret, monitor, and manage schedules.</p> <p>Knowledge Example:</p> <ul style="list-style-type: none"> • Understands proper use of automated scheduling software to develop, interpret, monitor, and manage schedules to apply schedule management techniques such as schedule analysis, crashing, and resource leveling as needed for projects. 	<p>Scheduling 24/7</p>	<p>Other Training</p>

4.2 Work and Experience Requirements

To attain certification, the candidate must document in the application through developmental assignments or experience that he or she has the required knowledge of the roles, responsibilities, authorities, and expectations of FPDs and has applied this knowledge to projects similar to those managed under DOE Order 413.3B. Information provided should be results-oriented and highlight the impact the candidate had on the project and/or lessons learned. The table below lists the work and experience requirements for achieving a Level II certification.

<p>Level II – Work and Experience Requirements (WEL2)</p>	
<p>Experience Requirements</p>	<p>Experience Equivalencies</p>
<p>WEL2.1</p> <p>A minimum of two years of documented FTE experience serving as a Level I FPD (or equivalent) on an active post CD-0 project within the past ten years. Multiple projects can be used to meet the two-year FTE requirement, but each project must be at least six continuous months in duration.</p>	<p>A minimum of two years of documented FTE experience serving as a Deputy FPD (or equivalent) on an active Level II or higher post CD-0 project within the past ten years.</p> <p>OR</p> <p>A minimum of two years of documented FTE experience that combines serving as a Level I FPD (or equivalent) and serving as a Deputy FPD on an active post CD-0 project if the Deputy FPD experience is on a Level II project or higher.</p>

	<p>OR</p> <p>A minimum of two years of documented FTE experience that combines serving as a Level I FPD on an active post CD-0 project and serving as a formally designated functional manager* experience on an active post CD-0 project, as long as the functional manager (engineering manager, procurement manager, construction manager, environmental compliance manager, project controls manager, licensing/quality assurance manager) experience is serving on a Level III or IV project.</p> <p>OR</p> <p>A minimum of two years of documented FTE experience that combines serving as a Level I FPD (or equivalent) on an active post CD-0 project and serving as a formally designated Supervisor of FPDs.**</p>
<p>WEL2.2</p> <p>A minimum of one year of documented FTE experience as a Level I FPD on an active post CD-3 project. The one FTE year of experience may overlap with the two years of FTE experience serving as a Level I FPD.</p>	<p>A minimum of one year of documented FTE experience as a Deputy FPD experience on an active post CD-3 project.</p> <p>OR</p> <p>A minimum of one year of documented FTE experience as a formally designated Project Manager with an Architect/Engineering firm or with a DOE Managing & Operating (M&O) or Managing and Integrating (M&I) contractor on an active post CD-3 project.</p> <p>OR</p> <p>A minimum of one year of documented FTE experience as a formally designated Project Manager in the private sector or another federal agency on a project equivalent to a post CD-3 capital asset project.</p>
<p>WEL2.3</p> <p>A minimum of one year of documented FTE experience as a supervisor or Team Leader. The one FTE year of experience may overlap with the two years of FTE experience serving as a Level I FPD.</p>	<p>NA</p>

<p>WEL2.4 A minimum of one year of documented FTE experience as the formally designated Contracting Officer Representative (COR), Technical Contract Monitor (TCM), or Contracting Officer Technical Representative (COTR) as documented in a letter from the contracting officer or other form of verification. **The one FTE year of experience may overlap with the two years of FTE experience serving as a Level II FPD.</p>	<p>N/A</p>
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**A candidate must document the role of Supervisor of FPDs by describing activities such as: assigning FPDs who manage Capital Asset projects greater than \$50M and having an aggregate total project cost (TPC) greater than \$100 million; reviewing key project deliverables such as Project Execution Plans (PEPs) and Acquisition Strategy; participating in Quarterly Project Reviews and Energy Systems Acquisition Advisory Board (ESAAB) presentations; concurring in Level II or higher Baseline Change Proposal; providing recommendations to the Project Management Executive (PME) on FPD project assignments; preparing Supervisor’s Performance Management Plan which contains critical elements and standards from the projects for which his/her subordinate FPDs are responsible.*

***A candidate must document that their role as Technical Contract Monitor or Contracting Officer Technical Representative has been formally designated by the Contracting Officer (or other form of verification) and their role includes responsibilities such as: assisting COR in interpretation of contract requirements; questioning technical assumptions or other aspects of analyses and 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; and administering technical, administrative, and/or funding aspects of a task assignment, as assigned by the COR.*

Section 5. PMCDP Equivalency Requirements for FPD Level III Certification

5.1 Federal Project Director (FPD) Certification – Level III Competency Fulfillment – Work and Experience Requirements

To attain Level III certification, the candidate must:

- Completed the Level I and II FPD certification requirements.
- Completed interview with the CRB, if requested.
- Provide three professional references.

To assist in completing or reviewing the FPD certification application in the Employee Self Service (ESS) Project Management Career Development Program (PMCDP) Module, the following tables provide:

- Proficiency level definitions
- Required and Elective curriculum courses for competency fulfillment. Courses older than 10 years will be considered at the CRB’s discretion.
- Level III certification competencies and knowledge examples
- CRB approved course equivalent(s) (if applicable)
- Work and Experience requirements and equivalencies

**NOTE* Candidates may also satisfy a competency with a written justification of experience or training (not listed) that demonstrates a majority of the knowledge examples at the respective proficiency level. Candidates using Other Training, must provide a certificate of completion and specify the duration and relevant contents of the course. The justification is subject to CRB review and approval.*

Definitions of Proficiency Levels for PMCDP Competencies	
Proficiency Level	Definition
Foundational	Has a general understanding of the fundamental principles, concepts, and techniques for the given competency and can employ understanding in routine settings under predictable conditions with supervision. Recognizes situations in which assistance from more advanced FPDs is needed and uses sound judgment on whether to escalate issues.
Intermediate	Has a strong working knowledge of fundamental principles, concepts, and techniques for the given competency and can apply knowledge in routine situations. Requires only occasional guidance but recognizes situations in which more advanced or senior level input is needed and exercises sound judgment on whether to escalate issues.

Definitions of Proficiency Levels for PMCDP Competencies	
Proficiency Level	Definition
Advanced	Has a comprehensive knowledge of the advanced principles, concepts, and techniques for the given competency and applies knowledge in a range of settings, which may include considerably difficult and/or changing conditions. Requires little or no guidance but recognizes the limitations of their knowledge and knows when to escalate issues. Serves as a subject matter expert in their program and trains or advises others in the competency.
Expert	Has a comprehensive knowledge of the full scope of the subject matter, including advanced principles, concepts, and techniques for the given competency and applies knowledge to the most complex projects, which may involve rapidly changing and/or exceptionally difficult situations. Is recognized across the agency as a subject matter expert and can coach and mentor others on the subject matter and its applications for projects. Handles issues and is fully proficient in communicating and coordinating with others across DOE organizational levels to resolve matters as needed.

Level III REQUIRED (RL3) Equivalent Competencies and Knowledge Examples	Training Course	Other Equivalency
1. Project Lifecycle Management		
<p>RL3.1.4 Program Management and Portfolio Analysis - <i>Intermediate</i> knowledge of program management principles, and how to analyze a portfolio to ensure appropriate coordination, progress, project selection and prioritization, and risk management.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Contributes to portfolio planning and management efforts by providing accurate information and analysis to support progress assessments or decision making. • Applies strategies for resource allocation between multiple projects. • Provides information gathering analysis for multiple projects and project portfolio analysis. • Leads teams in strategic planning and strategic goal establishment. 	Program Management and Portfolio Analysis	<p>FPM331 (FPM 301) – Progressive Concepts in Program Management</p> <p>OR</p> <p>Other Training</p>
2. Scope Management		
<p>RL3.2.3 Managing to Quality and Performance Expectations – <i>Advanced</i> knowledge of and ability to establish and employ meaningful performance metrics to ensure that project deliverables meet mission and stakeholder requirements.</p>	Advanced Earned Value Techniques	FPM (FPM 303) Progressive Business, Cost and Financial Management

<p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Understand the QA/QC requirements for the project with respect to project performance and EVMS. • Leads IPT in developing performance metrics to assess project deliverables and their ability to meet mission and stakeholder requirements for large or complex projects. • Directs subordinate staff in performing gap analyses between existing QA programs and project-specific needs to assess the need for a project-specific Quality Assurance Plan. • Develops stand-alone QAPs for large, complex, or unique projects, when necessary and understand impact to the project performance and EVMS. • Implements voluntary consensus standards in the project specific QAP, when appropriate and understand impact to the project performance and EVMS. 		<p>OR</p> <p>Other Training</p>
<p>3. Cost Management</p>		
<p>RL3.3.3 Cost Analysis and Management – <i>Advanced</i> knowledge of techniques and tools used to monitor, analyze, and manage actual project costs.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Directs and manages others to review and analyze cost data; conduct causative research and root cause analyses; develop strategies; forecasts a project’s cost variance; and mitigates, if necessary, for large, complex, or high visibility projects. • Understand causes of changes to cost estimates. • Ensure cost estimates are continually updated. • Understand impact of schedule on cost. 	<p>Advanced Earned Value Techniques</p>	<p>FPM (FPM 303) Progressive Business, Cost and Financial Management</p> <p>OR</p> <p>Other Training</p>
<p>4. Risk Management</p>		
<p>RL3.4.1 Assessing Project Risks – <i>Expert</i> knowledge of techniques used to identify and assess project risks, and ability to develop risk management plans.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Provides instruction and direction to others in how to apply basic and advanced techniques for project risk identification, quantification, and analysis to develop complex risk registers and management plans. • Ensure appropriate team members participate in the risk identification and assessment process. • Continue to identify and assess project risks throughout all phases of the project. 	<p>Advanced Risk Management</p>	<p>Project Leadership Institute - Event 4: Positioning the Project for Success</p> <p>OR</p> <p>Other Training</p>

<p>RL3.4.2 Managing Project Risks – <i>Expert</i> knowledge of and ability to monitor, recognize, and anticipate risks and to take appropriate, timely actions to manage or mitigate risks.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> Leads IPT to monitor and control risks throughout the project life cycle via an iterative risk management process, including oversight of contractor management programs, Applies modeling tools and techniques and lessons-learned from previous projects. Effectively communicates information about risks and handling strategies and action plans. Monitors drawdown of contingency and management reserve funds; and escalates potential issues as needed. <p>Oversees the roles of IPT members regarding risk management and serves as the focal point in communications with higher authorities and stakeholders.</p>	<p>Advanced Risk Management</p>	<p>Project Leadership Institute - Event 4: Positioning the Project for Success</p> <p>OR</p> <p>Other Training</p>
<p>6. Integration Management</p>		
<p>RL3.6.1 Project Analysis, Control, Monitoring, and Baseline Management – <i>Expert</i> knowledge of the processes and techniques used to capture, and document corrective actions related to the project baseline.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> Oversees and verifies that subordinate FPDs implement and follow appropriate level control procedures to monitor performance, initiate corrective actions and record changes to project deliverables or system baseline specifications and maintains documentation regarding changes for projects. Establishes and follows procedures to track, review and regulate the performance and progress. Establishes and implements use of issue resolution management systems, Receives and analyzes project data to identify establish and identify trends and assess if changes are required. Reports results of data analysis and provide data to stakeholders considering change management decisions; and Reports progress of the project to appropriate stakeholders based upon their level of need and timing for project status. 	<p>Advanced Earned Value Management Techniques</p>	<p>FPM 333 (FPM 303) - Progressive Business, Cost & Financial Management</p> <p>OR</p> <p>Other Training</p>
<p>RL3.6.2 Earned Value Management (EVM) – <i>Expert</i> knowledge of EVMS processes, the role EVM plays in analyzing, reporting, and on forecasting project performance.</p>	<p>Advanced Earned Value Management Techniques</p>	<p>FPM 333 (FPM 303) - Progressive Business, Cost & Financial Management</p>

<p>Knowledge Examples:</p> <ul style="list-style-type: none"> Provides training and mentoring or coaching in EVMS processes and selects the appropriate EVMS techniques for organizing, planning, and authorizing project work; collecting, interpreting, and reporting earned value data; and monitoring WBS elements and project performance for large or complex projects. 		<p>OR</p> <p>Other Training</p>
<p>7. Quality Assurance, Environmental Compliance, Safety and Health Management</p>		
<p>RL3.7.1 Safety Management – <i>Expert</i> knowledge of and the ability to apply techniques to actively monitor and manage or mitigate safety risks.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> Applies Integrated safety management Applies DOE safety policies Applies DOE quality assurance orders Applies inspections/testing Applies safety analysis report development Applies safety systems use at DOE facilities 	<p>Describe management of a safety/quality problem. All of the behavioral indicators should be addressed.</p> <p>Note: The following training courses are previously satisfied:</p> <ul style="list-style-type: none"> • Planning for Safety in Project Management (Level I) • Monitoring and Controlling During Project Execution (Level II) 	
<p>8. Schedule Management</p>		
<p>RL3.8.1 Project Scheduling and Critical Path Identification - <i>Expert</i> knowledge of and ability to develop, manage, and status project schedules effectively, and in accordance with best practices, recognizing dependencies and critical paths.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> Leads teams to develop schedule management plans and demonstrates understanding of horizontal and vertically integrated schedules. Oversees proper development of activities, activity dependencies, activity durations, and critical paths for a project and tracks deadlines and accurately reports and displays schedule information. Utilizes schedule monitoring and compression techniques to identify variances and implement corrective actions as required. 	<p>Advanced Earned Value Management Techniques</p>	<p>FPM333 (FPM 303) - Progressive Business, Cost & Financial Management</p> <p>OR</p> <p>Other Training</p>
<p>9. Communications</p>		
<p>RL3.9.1 Interpersonal Communications – <i>Advanced</i> knowledge of and a ability to effectively communicate expectations, requirements, instructions, status, and with others (e.g., leadership, team members, contractors, and other stakeholders).</p> <p>Knowledge Example:</p>	<p>Executive Communication</p>	<p>FPM334 (FPM 304) - Progressive Leadership in Program Management</p> <p>OR</p>

<ul style="list-style-type: none"> Clearly, consistently, effectively, and efficiently communicates project information (e.g., expectations, requirements, instructions, status, risks, etc.) with others (e.g., leadership, team members, stakeholders) in a timely manner, tailoring messages to the receiver as needed, and to solicit information and feedback as required in difficult, controversial, or sensitive situations. 		<p>Project Leadership Institute - Event 1: Preparing to Lead DOE Projects</p> <p>OR</p> <p>Other Training</p>
<p>RL3.9.2 Effective Briefing Techniques – <i>Advanced</i> knowledge of and ability to apply presentation techniques to clearly report project information to leadership, colleagues, subordinates, and other stakeholders.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> Delivers effective briefings on complex or sensitive information to an audience Tailors’ messages accordingly Translates technical information into a form that the audience can understand Responds to challenging questions without assistance from senior staff members. 	<p>Executive Communication</p>	<p>FPM 334 (FPM 304) - Progressive Leadership in Program Management</p> <p>OR</p> <p>Project Leadership Institute - Event 1: Preparing to Lead DOE Projects</p> <p>OR</p> <p>Other Training</p>
<p>RL3.9.3 Managing External Communications – <i>Expert</i> knowledge of and ability to effectively use tools and techniques to identify requirements and develop, create, and communicate effective messages to external stakeholders (e.g., other government agencies, Congress, public, press).</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> Provides strategic direction and guidance to others on how to develop appropriate messages for a project or projects’ external stakeholders regarding controversial or extraordinarily complex issues with substantial implications for the project or the agency. Experience with briefing and communicating with external stakeholders such as state regulators, the public, other Federal agencies, etc. 	<p>Executive Communication</p>	<p>FPM 334 (FPM 304) - Progressive Leadership in Program Management</p> <p>OR</p> <p>Project Leadership Institute - Event 1: Preparing to Lead DOE Projects</p> <p>OR</p> <p>Other Training</p>
<p>RL3.9.4 Managing Stakeholder Relations – <i>Expert</i> knowledge of external oversight responsibilities and requirements (e.g., Defense Nuclear Facilities Safety Board (DNFSB), GAO, Office of Management and Budget, Congress, State regulators and the public) and the ability to maintain effective and efficient relationships with those stakeholders.</p> <p>Knowledge Example:</p>	<p>Executive Communication</p>	<p>FPM 334 (FPM 304) - Progressive Leadership in Program Management</p> <p>OR</p>

<ul style="list-style-type: none"> Provides strategic direction and guidance to others on how to maintain effective working relationships with the project’s key external stakeholders (e.g., of the Defense Nuclear Facilities Safety Board (DNFSB), GAO, Office of Management and Budget, Congress, and the public) and external oversight agencies. 		<p>Project Leadership Institute - Event 1: Preparing to Lead DOE Projects</p> <p>OR</p> <p>Other Training</p>
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<p align="center">Level III (EL3) ELECTIVES (Technical Management) Equivalent Competencies and Knowledge Examples</p>	<p align="center">Training Course (Choose One)</p>	<p align="center">Other Equivalency</p>
<p>1. Project Lifecycle Management</p>		
<p>EL3.1.10 Planning for Project Closeout and Transfer of Ownership – <i>Intermediate</i> knowledge of and ability to meet requirements for proper project closure and facilitate the transition to closeout or operations.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> Understand project Closeout principles and requirements in accordance with DOE 413.3B. Understand transition to operations, lessons learned; fiscal and financial closeout 	<p>CD-4 Project Closeout (Development Pending)</p>	<p>Project Execution and Readiness Reviews</p> <p>OR</p> <p>Other Training</p>
<p>10. Leadership and Team Building</p>		
<p>EL3.10.1 Leading People - <i>Intermediate</i> knowledge of and ability to lead people toward meeting the organization’s vision, mission, and goals, providing an inclusive workplace that fosters individual development, and promotes cooperation and teamwork.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> Demonstrates knowledge of mission need of the organization and ability to make project decisions within that context. Leads and coordinates groups of project teams by applying effective leadership styles and techniques to foster coordination, consensus building, teamwork, and commitment to the project’s vision, mission, and goals. Conducts situational analyses, competitive analyses, environmental scanning and identify strategic issues. Establishes critical success factors and core competencies and strategic goals and objectives. 	<p>Strategic Planning</p>	<p>Project Leadership Institute-Event 3: Leadership for Strategic Execution</p> <p>OR</p> <p>Other Training</p>

Level III ELECTIVES (Leadership/Communication) Equivalent Competencies, and Behavioral Indicators (BIs)	Training Course (Choose One)	Other Equivalency
10. Leadership and Team Building		
<p>EL3.10.2 Team-building – <i>Advanced</i> knowledge of and ability to effectively foster individual and team commitment toward group goals; establish and encourage a performance-oriented culture; and manage team dynamics to achieve specific outcomes; and apply techniques to effectively resolve conflict.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Applies team building methods manages team dynamics to achieve specific outcomes in large or complex teams. • Applies the approaches and techniques for conflict resolution to complex and particularly contentious types of conflict, employing creative or novel approaches as needed. 	<p>Facilitating Conflict Resolution</p>	<p>Project Leadership Institute-Event 2: Becoming a Highly Effective Leader</p> <p>OR</p> <p>Other Training</p>
<p>EL3.10.6 Building Coalitions – <i>Advanced</i> knowledge of and ability to build coalitions internally and with other Federal agencies, state and local governments, nonprofit and private sector organizations, and foreign governments to achieve common goals.</p> <p>Knowledge Examples:</p> <ul style="list-style-type: none"> • Develops and maintains productive relationships with and obtains consensus among a wide range of stakeholders with diverging interests through an understanding of their roles, expectations, and communication needs and active engagement. • Applies knowledge to analyze and cultivate the best alternative to a negotiated agreement (BATNA) to lead to project success. 	<p>Negotiation Strategies and Techniques</p>	<p>Other Training</p>

5.2 Work and Experience Requirements

To attain certification, the candidate must document in the application through developmental assignments or experience that he or she has the required knowledge of the roles, responsibilities, authorities, and expectations of FPDs and has applied this knowledge to projects similar to those managed under DOE Order 413.3B. Information provided should be results-oriented and highlight the impact the candidate had on the project and/or lessons learned. The table below lists the work and experience requirements for achieving a Level III certification.

Level III - Work and Experience Requirements (WEL3)	
Experience Requirements	Experience Equivalencies
<p>WEL3.1</p> <p>A minimum of two years of documented FTE experience serving as a Level II FPD on an active project within the past ten years. Multiple projects can be used to meet the two-year FTE requirement, but each project must be at least six continuous months in duration.</p> <p>Project management experience can count towards the two-year requirement if the projects vary in cost, complexity, project phase, and project status. 25% of time on each overlapping project can be counted towards an experience credit of up to 12 months. This option also applies to Deputy FPD experience. These circumstances will be reviewed on a case-by-case basis.</p>	<p>A minimum of two years of documented FTE experience serving as a Deputy FPD on a Level III or higher project within the past ten years.</p> <p>OR</p> <p>A minimum of one-year documented FTE experience as a Level II FPD or one year as a Deputy FPD on a Level 3 project within the past ten years.</p>
<p>WEL3.2</p> <p>A minimum of two years of project management experience serving as an FPD on a post CD-3 project and at least one year of the two years must be on a Level III or higher project.</p>	<p>A minimum of two years documented FPD or Deputy FPD (within the past ten years) on a post CD-3 project. At least one year of the two years on an active post CD-3 project must be as a Level II FPD or as a Deputy FPD on Level III project.</p>

<p>WEL3.3</p> <p>A minimum of two years of documented FTE experience serving as the designated Contracting Officer Representative (COR), Technical Contract Monitor (TCM) or Contracting Officer Technical Representative (COTR). * The two years of experience serving as the designated COR, TCM or COTR may overlap with the two years of FTE experience serving as a Level III FPD.</p>	<p>Serve for two years (minimum) as a formally designated technical monitor. Examples of technical monitor includes</p> <ul style="list-style-type: none"> • Assisting COR in interpretation of contract requirements • Questioning technical assumptions or other aspects of analyses and 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
<p>WEL3.4</p> <p>A minimum of six months of documented experience being formally mentored** by a Level III or IV FPD who has a minimum of two years’ experience on a Level III or higher project.</p>	<p>A minimum of one year of documented experience being formally mentored** by a member of the Senior Executive Service (SES), or other Executive Excepted Service positions, such as “EN,” “EJ,” “EK,” etc.</p> <p>OR</p> <p>A minimum of two years of documented FTE experience serving as a member of the SES for two years</p> <p>OR</p> <p>A minimum of two years of documented FTE experience serving in another Excepted Service positions as a “level four” or higher. (e.g., EN-4, EJ-4, EK-4, EK-4, etc.).</p>

**A candidate must document that their role as Technical Contract Monitor or Contracting Officer Technical Representative has been formally designated by the Contracting Officer and their role includes responsibilities such as: assisting COR in interpretation of contract requirements; questioning technical assumptions or other aspects of analyses and 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; and administering technical, administrative, and/or funding aspects of a task assignment, as assigned by the COR.*

*** Mentoring must be included as part of the individual development plans (IDPs) of both the mentor and FPD candidate. A formal mentoring agreement must be signed by the FPD candidate and the mentor and include at a minimum, the goals, activities, and duration to support the six-month FTE requirement, and documentation that the mentoring was successfully completed. A signed copy of the agreement must be submitted with the PMCDP application. A candidate should discuss with their PSO Point of Contact or with the Office of Human Resources any questions about the mentoring requirements and who is eligible to be a mentor under the provisions specified by the PMCDP.*

5.3 Interviews

A Level III candidate must successfully complete an interview by the CRB, if requested by the CRB. The requesting CRB member(s) will conduct the interview. All CRB members are invited but not required to participate. A Level III candidate must demonstrate a mastery of technical management and leadership expertise, including expert leadership of project teams, expert management of project resources, and accountability for project successes and failures. Interview lines of inquiry may address general competencies and project management competencies applicable to Level III FPDs. In addition, lines of inquiry may be directed to an individual FPD’s specific experience and project history identified during the certification package review process (either by the Independent Reviewers or the CRB members).

The interview may be conducted face-to-face, by telephone, or virtually via web conferencing, at the discretion of the CRB. The certification candidate is provided with a minimum of four questions the day before the interview to allow time to prepare his/her responses. After the interview, the CRB deliberates and provides a certification level recommendation to the CRB co-chairs.

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.

5.4 Professional References

Level III candidates will be required to supply the CRB with three references to provide additional input validating the ability and readiness of a candidate to manage Level III projects. References should include the Project Management Executive (PME) for his or her most recent project subject to DOE Order 413.3B and two professional references (either site manager or supervisor and a co-worker with whom the candidate has worked with in the past five years on DOE projects). If the candidate does not have three professional references from DOE, references from outside organizations who worked with the candidate on projects similar in size, scope and complexity to DOE capital asset projects may be provided.

Section 6. PMCDP Equivalency Requirements for FPD Level IV Certification

6.1 Federal Project Director (FPD) Certification - Level IV Competency Fulfillment - Work and Experience Requirements

Most of the Level IV certification requirements are fulfilled through demonstration of experience. To attain Level IV certification, the candidate must successfully:

- Have completed all the Level I, Level II, and Level III FPD certification requirements.
- Successfully complete interview with the CRB.
- Provide three professional references.

To assist in completing or reviewing the FPD certification application in the Employee Self Service (ESS) Project Management Career Development Program (PMCDP) Module, the following tables provide:

- Proficiency level definitions
- Level IV certification competencies and knowledge examples
- Work and Experience requirements and equivalencies

NOTE Candidates may also satisfy the competencies by documenting their expert level competence in the below listed leadership competencies using the following format in their application:

- Challenge/Issue
- Role in addressing the challenge
- Benefits to project
- Outcomes and results

The documentation is subject to CRB review and approval. Currently appointed Senior Executive Service members seeking Level IV may use their OPM-approved Executive Core Qualifications (ECQs) to satisfy this requirement.

Definitions of Expert Proficiency Level for PMCDP Competencies	
Proficiency Level	Definition
Expert	Has a comprehensive knowledge of the full scope of the subject matter, including advanced principles, concepts, and techniques for the given competency and applies knowledge to the most complex projects, which may involve rapidly changing and/or exceptionally

Definitions of Expert Proficiency Level for PMCDP Competencies	
Proficiency Level	Definition
	difficult situations. Is recognized across the agency as a subject matter expert and can coach and mentor others on the subject matter and its applications for projects. Handles issues and is fully proficient in communicating and coordinating with others across DOE organizational levels to resolve matters as needed.

Level IV REQUIRED (L4) Competencies, Definitions, and Knowledge Examples	
<p>L4.10.1 Leading People – <i>Expert</i> knowledge of and ability to lead people toward meeting the organization's vision, mission, and goals, providing an inclusive workplace that fosters individual development and promotes cooperation and teamwork.</p> <p>Knowledge Example:</p> <ul style="list-style-type: none"> Demonstrate expert-level competence in leading people. Candidate is expected to be able to train and coach or mentor others on how to lead and coordinate groups of project teams by applying effective leadership styles and techniques to foster coordination, consensus building, teamwork, and commitment to the project's vision, mission, and goals. The description in the application should include examples of building morale, encouraging teamwork, facilitating cooperation, and building trust, and motivating teams to meet project goals, especially after project setbacks. The candidate is also expected to document experience in capturing lessons learned and encouraging their applicability to other projects. 	
<p>L4.10.6 Building Coalitions – <i>Expert</i> knowledge of and ability to build coalitions internally and with other Federal agencies, state and local governments, nonprofit and private sector organizations, and foreign governments to achieve common goals.</p> <p>Knowledge Example:</p> <ul style="list-style-type: none"> Demonstrate expert-level competence in building coalitions. Candidate is expected to provide guidance and direction to subordinate FPDs on how to develop and maintain productive relationships with and obtain consensus among a wide range of stakeholders with diverging interests through an understanding of their roles, expectations, and communication needs and active engagement. The candidate must describe how they successfully implemented something across organizational boundaries, including the communication strategies, the outcomes, and how they applied lessons learned to other project management situations. 	
<p>L4.10.7 Leading Change – <i>Expert</i> knowledge of and ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Ability to establish an organizational vision and to implement it in a continuously changing environment.</p> <p>Knowledge Example:</p> <ul style="list-style-type: none"> Demonstrate expert-level competence in leading change. Candidate is expected to provide guidance and coaching or mentoring on how to lead change in a large or complex team of individuals with diverging interests. This includes developing and implementing strategic changes by developing and communicating a vision, motivating, and persuading others to accomplish the desired outcome, and by using techniques and methods for facilitating strategic change. The candidate must explain how they leveraged cutting-edge information (scientific, technological, or otherwise) to overcome an 	

unexpected obstacle and how they convinced senior management, stakeholders, and/or project team members to accept and implement the necessary changes. Lessons learned and applicability to other projects should be included.

6.2 Work and Experience Requirements

To attain certification, the candidate must document in the application through developmental assignments or experience that he or she has the required knowledge of the roles, responsibilities, authorities, and expectations of FPDs and has applied this knowledge to projects similar to those managed under DOE Order 413.3B. Information provided should be results-oriented and highlight the impact the candidate had on the project and/or lessons learned. The table below lists the work and experience requirements for achieving a Level IV certification.

Level IV- Work and Experience Requirements (WEL4)	
Experience Requirements	Experience Equivalencies
<p>WEL4.1</p> <p>A minimum of two FTE years of experience working as a Level III FPD.</p>	<p>A minimum of two FTE years of experience working as a Deputy FPD on the same active, post CD-3 Level III or IV project.</p> <p>OR</p> <p>A minimum of two years of documented FTE experience that combines serving as a Level III FPD and serving as a Deputy FPD experience Level III or IV project.</p>
<p>WEL4.2</p> <p>A minimum of eight years of FTE FPD project management experience on at least two different projects. At least three of the eight years of FPD project management experience must be on post CD-3 projects, and at least one of these three years must be on a Level III or higher project.</p>	<p>A minimum of eight FTE years of FPD project management experience on a single Level III or Level IV project may be approved by the CRB on a case-by-case basis. At least three years of the candidate’s eight years of FPD project management experience on this project was at post CD-3.</p>
<p>WEL4.3</p> <p>Participate on at least three separate project peer reviews of another FPD’s project, each of which must be for a capital asset project with a TPC of \$50M or greater (project peer reviews are defined in DOE Order 413.3B, Appendix C).*</p>	<p>Demonstrated equivalent experience.</p>

<p>WEL4.4</p> <p>Serve as the review chair** and be responsible for the overall leadership and organization of the project peer review of another FPD’s project. The project review must be at least one day in length and must be performed on a capital asset project with a TPC of \$50M or greater (project peer reviews are defined in DOE Order 413.3B, Appendix C)</p>	<p>Demonstrated equivalent experience.</p>
<p>WEL4.5</p> <p>A minimum of one FTE year of experience serving as Program Manager, which must include a minimum of a 90-day formal detail at Department of Energy (DOE) Headquarters (HQ).*** Multiple details may satisfy the one FTE year of Program Management experience as long as each detail is at least 90 days in duration.</p>	<p>The CRB, in consultation with the appropriate PSO, may waive this requirement for FPDs with more than 10 years of federal experience in project management roles.</p>

** The candidate must document the name of the projects reviewed and the participation dates, describe the duties he or she performed and how these activities contributed to all of the primary objectives of the peer review.*

*** The candidate must document the name, size, and date of the project review, describe how he or she demonstrated a leadership role when addressing the primary outcomes, and submit a copy of the final summary report with the application.*

**** Program management duties at HQ or Program site offices may be fulfilled through non-consecutive details, and should encompass activities that include, but are not limited to, the following: applying a strategic management system to the program; strategic planning and strategic goal establishment; conducting program planning and developing program management plans; managing and developing program budgets; implementing program management plans; conducting analysis to evaluate program and project portfolio effectiveness; developing action plans for program improvement; identifying key player in the Federal Government and contractor community, and understanding their role and impact on a program’s success in DOE.*

6.3 Interviews

A Level IV candidate must successfully complete an interview by the CRB, if requested by the CRB. The requesting CRB member(s) will conduct the interview. All CRB members are invited but not required to participate. A Level IV candidate must demonstrate a mastery of technical management and leadership expertise, including expert leadership of project teams, expert management of project resources, and accountability for project successes and failures. Interview lines of inquiry may address general competencies and project management competencies applicable to Level IV FPDs. In addition, lines of inquiry may be directed to an individual FPD's specific experience and project history identified during the certification package review process (either by the Independent Reviewers or the CRB members).

The interview may be conducted face-to-face, by telephone, or virtually by web conferencing, at the discretion of the CRB. The certification candidate is provided with a minimum of four questions the day before the interview to allow time to prepare his/her responses. After the interview, the CRB deliberates and recommends a certification level to the CRB co-chairs.

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

6.4 Professional References

Level IV candidates will be required to supply the CRB with three references to provide additional input validating the ability and readiness of a candidate to manage Level III projects. References should include the Project Management Executive (PME) for his or her most recent project subject to DOE Order 413.3B and two professional references (either site manager or supervisor and a co-worker with whom the candidate has worked with in the past five years on DOE projects). If the candidate does not have three professional references from DOE, references from outside organizations who worked with the candidate on projects similar in size, scope and complexity to DOE capital asset projects may be provided.

Section 7. FPD Application Requirements

7.1 FPD Application Process

To apply for certification, a candidate must be sponsored by his/her respective Program Secretarial Officer (PSO). A candidate may not self-nominate. Each PSO has a point of contact (POC) who supports FPD candidates in completing the following essential phases of the application process: 1) Establish a PMCDP Profile in the Employee Self Service (ESS) PMCDP Module; 2) Prepare the application (compare qualifications with requirements); and 3) Submit the application through the PM-MAX workflow along with supporting documentation that includes the FPD Checklist completed and signed by the PSO. A first-time FPD candidate or a current FPD seeking a higher level of certification should contact his/her PSO POC to start the certification process. A list of PSO POCs is on PM-MAX. Contact PMCDP when a POC is not listed as a PSO.

The application includes both training and experience requirements. The specific training requirements are listed in Appendix A. The training equivalencies and experience requirements applicable to each certification level are listed in Sections 3-6 of this document. The application must include a coversheet containing the signatures of the candidate's site manager and first-line supervisor. These signatures serve as verification that 1) the Program concurs that the candidate is eligible to seek certification and, 2) the information in the application is accurate.

All FPD certification requests are reviewed by an independent reviewer who evaluates the qualifications and experience of candidates and provides an analysis to the CRB that is considered prior to a formal vote. Candidates' applications will be evaluated against the certification requirements outlined in this document. Candidates who fail to complete the independent review phase and are not presented to the CRB for certification action within one year will be removed from consideration. The sponsoring PSO will be required to resubmit the certification application under the current certification requirements. If the CRB grants certification, a certificate will be sent to the candidate. If certification is not granted, the CRB will send an explanatory letter to the Program with a summary of key areas for improvement. The certification candidate must wait 12 months before reapplying.

7.2 Appeals Process

A candidate seeking certification who is denied certification may appeal in writing to the CRB. The candidate should include a justification for reconsideration, a copy of the FPD application 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 Director of the Office of Project Management has discretion to establish a panel to review an appeal. Such appeal panels have at least three members, one representative from the PSO, one from DOE Headquarters Office of Human Capital Management, and one from a field office. To ensure an independent and unbiased assessment of the appeal, panels will not include members associated with the candidate appealing the CRB decision. The candidate who appeals a CRB decision unsuccessfully may complete the CRB-recommended remedial action and reapply to the CRB for certification. There is no higher appeal.

7.3 Continuing Education Requirements

To maintain FPD certification, FPDs are required to earn 80 continuous learning points (CLPs) every two years, beginning with the date of their certification. PMCDP monitors the continuous learning requirements for individuals holding FPD certification to ensure they meet these requirements. It is the FPDs responsibility to ensure that his/her continuous learning requirements are met. FPDs may fulfill CLPs through various activities. The PMCDP will approve CLP credits for activities related to the management of highly technical Department of Energy (DOE) projects. Information about the types of activities the PMCDP will accept for CLP credits is available on PM-MAX.

7.4 Decertification, Revocation and Recertification

An FPD can be decertified for failure to meet continuing learning requirements. In addition, an FPD’s certification can be revoked for falsifying training, personnel, or project records or for non-performance as detailed in the table below.

Decertification and Revocation
<p>FPDs who do not meet their 80-hour biennial (every two years) Continuous Learning Points (CLP) requirement by their due date will be decertified. Within 90 days of decertification notification, persons must complete 80 hours of continuous learning development or be recommended for revocation of certification and/or removed from project duties.</p>
<p>Successful performance of DOE projects depends on professional and effective project management by the FPD. The FPD is accountable to the PME, Program Secretarial Officer or delegated authority, as appropriate, for the successful execution of the project. If a project’s failure is attributed to insufficient FPD performance, the Program may remove the FPD from the project and request revocation of the certification. A Program’s request for revocation must be in writing and include the basis for the revocation action. An FPD’s certification can also be revoked for falsifying training, personnel, or project records.</p>
Recertification
<p>FPDs with a revoked certification for failure to fulfill his/her continuous learning requirements to maintain the certification may not petition the CRB for recertification earlier than one year after revocation. Requests for recertification will be considered by the CRB only after the condition(s) resulting in the revocation action have been addressed and adequate controls are put in place to prevent reoccurrence.</p> <p>The Program must provide documentation that the deficiency has been addressed and a plan to ensure that the deficiency will not reoccur. All of these items will be considered in the CRB’s decision to recertify the FPD. Additionally, the FPD will work with his/her supervisor to accumulate CLPs based on current FPD certification requirements established after the original certification was granted; skill gaps and development goals; or project assignment.</p>
<p>FPDs revoked for a failure that is attributed to inadequate FPD performance may not petition the CRB for recertification earlier than two years after revocation. Requests for recertification will be considered by the CRB only after the recertification candidate completes actions directed by his/her Program and the CRB. Recertification is contingent on adequate controls being put in place to prevent reoccurrence of the conditions that resulted in the revocation action.</p>

7.5 Participation in PMCDP

FPD certification applies to Federal employees only. Support Contractors can attend PMCDP training on a space available basis. Appendix D provides guidelines based on the CRB decision to allow support contractors to attend PMCDP courses.

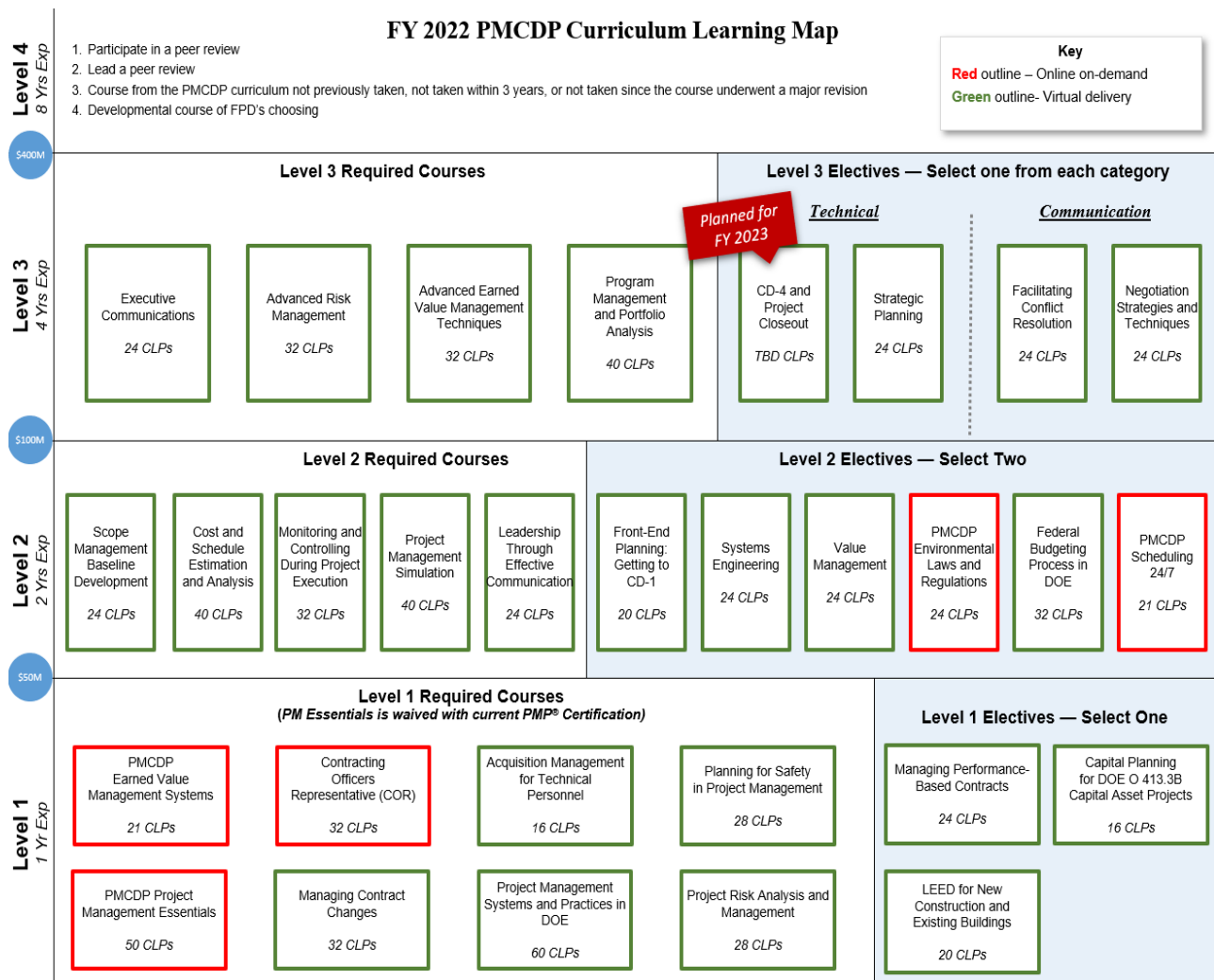


Certification and Equivalency Guidelines (CEG)

Appendix A: PMCDP Curriculum Map

Please refer to: <https://community.max.gov/x/sQd1Qw>

A course completion is valid for 10 years or upon a major revision to the course that is prompted by DOE directives. Courses older than 10 years will be considered when a justification for grandfathering is included in the application that is submitted to the Certification Review Board (CRB) for approval.





Certification and Equivalency Guidelines (CEG)

Appendix B: Competency Model

FPD Competencies: Proficiency Level Definitions

Proficiency Level	Definition
Foundational	Has a general understanding of the fundamental principles, concepts, and techniques for the given competency and can employ understanding in routine settings under predictable conditions with supervision. Recognizes situations in which assistance from more advanced FPDs is needed and uses sound judgment on whether to escalate issues.
Intermediate	Has a strong working knowledge of fundamental principles, concepts, and techniques for the given competency and can apply knowledge in routine situations. Requires only occasional guidance but recognizes situations in which more advanced or senior level input is needed and exercises sound judgment on whether to escalate issues.
Advanced	Has a comprehensive knowledge of the advanced principles, concepts, and techniques for the given competency and applies knowledge in a range of settings, which may include considerably difficult and/or changing conditions. Requires little or no guidance but recognizes the limitations of their knowledge and knows when to escalate issues. Serves as a subject matter expert in their program and trains or advises others in the competency.
Expert	Has a comprehensive knowledge of the full scope of the subject matter, including advanced principles, concepts, and techniques for the given competency. Applies their knowledge to the most complex projects, which may involve rapidly changing and/or exceptionally difficult situations. Is recognized across the agency as a subject matter expert and can coach and mentor others on the subject matter and its applications for projects. Handles issues and is fully proficient in communicating and coordinating with others across DOE organizational levels to resolve matters as needed.

FPD Competencies: Required Proficiencies by FPD Level

Key to Proficiency Levels

Fo	Foundational
In	Intermediate
Ad	Advanced
Ex	Expert

ID	Competency	FPD Level			
		1	2	3	4
1. Project Lifecycle Management					
1.1	FPD Roles and Responsibilities	In	In	In	In
1.2	DOE Order 413.3B	In	In	In	In
1.3	Systems Engineering		In	In	In
1.4	Program Management and Portfolio Analysis			In	In
1.5	Pre-project Planning	Fo	In	In	In
1.6	Analyzing Project Alternatives	Fo	In	In	In
1.7	Defining and Forming an Integrated Project Team (IPT)	In	Ad	Ad	Ad
1.8	Safety Planning in Project Management	In	In	In	In
1.9	Acquisition Strategy and Planning	In	In	In	In
1.10	Planning for Project Closeout and Transfer of Ownership	Fo	Fo	Fo	Fo
1.11	Managing Project Artifacts	In	In	In	In
1.12	Configuration Management	In	In	In	In
1.13	Reporting Lessons Learned	In	In	In	In
2. Scope Management					
2.1	Scope, Baseline, and Work Breakdown Structure (WBS)	In	Ex	Ex	Ex
2.2	Testing and Evaluation			Ad	Ad
2.3	Managing to Quality and Performance Expectations	In	In	Ad	Ad

ID	Competency	FPD Level			
		1	2	3	4
3. Cost Management					
3.1	Cost Estimation	In	In	In	In
3.2	Federal Budget Process	In	Ad	Ad	Ad
3.3	Cost Analysis and Management	Fo	In	Ad	Ad
4. Risk Management					
4.1	Assessing Project Risks	In	In	Ex	Ex
4.2	Managing Project Risks	In	In	Ex	Ex
5. Contract Management					
5.1	Contracting Officer’s Representative (COR) Roles and Responsibilities	In	In	In	In
5.2	Contract Change Management	In	In	In	In
5.3	DOE Acquisition Systems	In	In	In	In
6. Integration Management					
6.1	Project Control and Baseline Management	In	In	Ex	Ex
6.2	Earned Value Management (EVM)	In	In	Ex	Ex
6.3	Analysis, Monitoring and Control, and Reporting on Plan Execution	In	Ad	Ex	Ex
7. Quality Assurance, Environmental Compliance, Safety, and Health Management					
7.1	Safeguards and Security		In	In	In
7.2	Quality Management	Fo	In	In	In
7.3	Safety Management	In	In	In	In
7.4	Environmental Laws and Regulations	Fo	In	In	In
8. Schedule Management					
8.1	Project Scheduling and Critical Path Identification	In	In	Ex	Ex
8.2	Automated Scheduling Software		In	In	In
9. Communications					
9.1	Interpersonal Communications	Fo	In	Ad	Ad
9.2	Executive Briefing Techniques		In	Ad	Ad

ID	Competency	FPD Level			
		1	2	3	4
9.3	Managing External Communications			Ex	Ex
9.4	Managing Stakeholder Relations			Ex	Ex
9.5	Conducting Effective Meetings	Fo	Fo	Fo	Fo
10. Leadership and Team-building					
10.1	Leading People		In	Ad	Ex
10.2	Team-building	Fo	Fo	Ad	Ad
10.3	Motivational Techniques	Fo	In	In	In
10.4	Group Facilitation		In	In	In
10.5	Conflict Resolution		In	Ad	Ad
10.6	Building Coalitions		In	Ad	Ex
10.7	Leading Change		In	In	Ex

FPD Level 1 Courses and Competency Coverage

Course Title	Competencies Covered	Proficiency Level Developed			
		Fo	In	Ad	Ex
FPD Level 1 Required Courses					
Project Management Essentials	2.1 Scope, Baseline, and WBS		•		
	3.1 Cost Estimation		•		
	3.3 Cost Analysis and Management		•		
	8.1 Project Scheduling and Critical Path Identification		•		
	9.1 Interpersonal Communications		•		
	9.5 Conducting Effective Meetings		•		
	10.2 Team-building		•		
10.3 Motivational Techniques		•			
Project Management Systems and Practices in DOE	1.1 FPD Roles and Responsibilities		•		

Course Title	Competencies Covered	Proficiency Level Developed			
		Fo	In	Ad	Ex
	1.2 DOE Order 413.3B		•		
	1.5 Pre-project Planning	•			
	1.6 Analyzing Alternatives	•			
	1.7 Defining and Forming an IPT		•		
	1.10 Planning for Project Closeout and Transfer of Ownership	•			
	1.11 Managing Project Artifacts		•		
	1.12 Configuration Management		•		
	1.13 Reporting Lessons Learned		•		
	2.3 Managing to Quality and Performance Expectations		•		
	3.2 Federal Budget Process		•		
	7.2 Quality Management	•			
	7.4 Environmental Laws and Regulations	•			
Project Risk Analysis and Management	4.1 Assessing Project Risks		•		
	4.2 Managing Project Risks		•		
Planning for Safety in Project Management	1.8 Safety Planning in Project Management		•		
	7.3 Safety Management		•		
Acquisition Management for Technical Personnel	1.9 Acquisition Planning and Strategy		•		
	5.3 DOE Acquisition Systems		•		
Managing Contract Changes	5.2 Contract Change Management		•		
Earned Value Management	6.1 Project Control and Baseline Management		•		
	6.2 Earned Value Management (EVM)		•		
	6.3 Analysis, Monitoring and Control, and Reporting on Plan Execution		•		
Contracting Officer Representative	5.1 COR Roles and Responsibilities		•		
FPD Level 1 Elective Courses					
Managing Performance-based Contracts	1.9 Acquisition Planning and Strategy		•		
	5.3 DOE Acquisition Systems		•		
Leadership in Energy and Environmental Design	2.1 Scope, Baseline, and WBS		•		
Capital Planning for DOE O 413.3B Capital Asset Projects	3.2 Federal Budget Process		•		

FPD Level 2 Courses and Competency Coverage

Course Title	Competencies Covered	Proficiency Level Developed			
		Fo	In	Ad	Ex
FPD Level 2 Required Courses					
Monitoring and Controlling in Project Execution	1.7 Defining and Forming an IPT			•	
	2.3 Managing to Quality and Performance Expectations		•		
	6.3 Analysis, Monitoring and Control, and Reporting on Plan Execution			•	
	7.1 Safeguards and Security		•		
	7.2 Quality Management		•		
	7.3 Safety Management		•		
	9.2 Effective Briefing Techniques		•		
Scope Management	1.6 Analyzing Alternatives		•		
	2.1 Scope, Baseline, and WBS				•
Cost and Schedule Estimation and Analysis	3.1 Cost Estimation		•		
	3.3 Cost Analysis		•		
	8.1 Project Scheduling and Critical Path Identification		•		
Leadership Through Effective Communication	9.1 Interpersonal Communications		•		
	10.1 Leading People		•		
	10.3 Motivation Techniques		•		
	10.4 Group Facilitation		•		
	10.5 Conflict Resolution		•		
	10.6 Building Coalitions		•		
	10.7 Leading Change		•		
Project Management Simulation	1.7 Defining and Forming an IPT		•		
	8.1 Project Scheduling and Critical Path Identification		•		
	8.2 Automated Scheduling Software		•		
FPD Level 2 Elective Courses					
Front-end Planning	1.5 Pre-project Planning		•		
	1.7 Defining and Forming an IPT		•		

Course Title	Competencies Covered	Proficiency Level Developed			
		Fo	In	Ad	Ex
Federal Budgeting Process in DOE	3.2 Federal Budget Process			•	
Environmental Laws and Regulations	7.4 Environmental Laws and Regulations		•		
Scheduling 24/7	8.1 Project Scheduling and Critical Path Identification		•		
	8.2 Automated Scheduling Software		•		
Systems Engineering	1.3 Systems Engineering		•		

FPD Level 3 Courses and Competency Coverage

Course Title	Competencies Covered	Proficiency Level Developed			
		Fo	In	Ad	Ex
FPD Level 3 Required Courses					
Advanced Risk Management	4.1 Assessing Project Risks				•
	4.2 Managing Project Risks				•
Program Management and Portfolio Analysis	1.4 Program Management and Portfolio Analysis		•		
Executive Communications	9.1 Interpersonal Communications			•	
	9.2 Effective Briefing Techniques			•	
	9.3 Managing External Communications				•
	9.4 Managing Stakeholder Relations				•
Advanced Earned Value Management Techniques	2.3 Managing to Quality and Performance Expectations			•	
	3.3 Cost Analysis and Management			•	
	6.1 Project Control and Baseline Management				•
	6.2 Earned Value Management (EVM)				•
	6.3 Analysis, Monitoring and Control, and Reporting on Plan Execution				•
	8.1 Project Scheduling and Critical Path Identification				•
FPD Level 3 Elective Courses					
Strategic Planning	10.1 Leading People			•	
Facilitating Conflict	10.2 Team Building			•	

Course Title	Competencies Covered	Proficiency Level Developed			
		Fo	In	Ad	Ex
	10.5 Conflict Resolution			•	
	8.2 Automated Scheduling Software		•		
Negotiation Strategies and Techniques	10.6 Building Coalitions			•	

FPD Competencies and Behavioral Indicators, with Course Notations

Proficiency	Competencies and Behavioral Indicators
1. Project Lifecycle Management	
1.1	FPD Roles and Responsibilities
In	<ul style="list-style-type: none"> Fully executes the FPD’s roles, responsibilities, and expectations as specified in DOE O 413.3B and associated guides. Executes responsibilities relative to the Management & Operating (M&O) or Management & Integrating (M&I) contractor. Builds Headquarters-Field relationships and relationships with Lead Program Secretarial Officers (LPSOs). Demonstrates understanding of the critical decision process including the roles, responsibilities, and authorities for critical decisions. Demonstrates understanding of the purpose and content of the following laws and 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). Demonstrates understanding of the purpose and content of each of the following environmental documents and the impact on DOE projects: Environmental Impact Statements; Environmental Assessments; Safety Analysis; Categorical Exclusions; Finding of No Significant Impact. <p>Course: Project Management Systems and Practices in DOE (Level 1)</p>
1.2	DOE Order 413.3B
In	<ul style="list-style-type: none"> Fully executes the principles, requirements, and Guides associated with DOE O 413.3B. <p>Course: Project Management Systems and Practices in DOE (Level 1)</p>
1.3	Systems Engineering
In	<ul style="list-style-type: none"> Coordinates requirements development and documentation using systems engineering principles and practices with supervision. Reviews project plans, risk assessments, and technical designs to ensure systems engineering principles, specifically traceability and integration, are properly applied to schedule, cost, risk, nuclear safety, and quality, as outlined DOE G 413.3-1 and other commercial best practices. Assesses configuration management and requirements traceability processes and directs corrective measures as needed. <p>Course: Systems Engineering</p>
1.4	Program Management and Portfolio Analysis
In	<ul style="list-style-type: none"> Contributes to portfolio planning and management efforts by providing accurate information and well supported analyses as directed by program managers to support progress assessments or decision making.

Proficiency	Competencies and Behavioral Indicators
	<ul style="list-style-type: none"> • Applies strategies for resource allocation between multiple projects. • Provides information gathering analysis for multiple projects and project portfolio analysis. • Leads teams in strategic planning and strategic goal establishment. <p>Course: Program Management and Portfolio Analysis (Level 3)</p>
1.5	Pre-project Planning
Fo	<ul style="list-style-type: none"> • Demonstrates understanding of the front-end planning process to include feasibility analysis, conceptual design, detailed scope definition, and preliminary design. • Facilitates federal scope definition process and contract requirements process with supervision. • Assesses contractor development of detailed scope statement, work breakdown structure, integrated master schedule and project controls system. • Identifies and prioritizes requirements as functional/non-functional and discretionary/non-discretionary. <p>Course: Project Management Systems and Practices in DOE (Level 1)</p>
In	<ul style="list-style-type: none"> • Initiates front-end planning processes and independently manages IPT to document feasibility analysis, conceptual design, detailed scope definition, and preliminary design. Independently leads federal scope definition process and contract requirements process. • Directs contractor, in accordance with applicable acquisition regulations, during development of detailed scope statement, work breakdown structure, integrated master schedule and project controls system with supervision. <p>Course: Front-end Planning (Level 2 – Elective)</p>
1.6	Analyzing Project Alternatives
Fo	<ul style="list-style-type: none"> • Displays an understanding of the AoA process, including the requirement for analysis that is independent of the contractor who will perform the work. • Assists subject matter experts in researching and documenting analyses under supervision as part of an AoA team. • Demonstrates understanding of the principles and practices in DOE G 413.3-22, Analysis of Alternatives and GAO’s recommended AoA best practices. <p>Course: Project Management Systems and Practices in DOE (Level 1)</p>
In	<ul style="list-style-type: none"> • Serves as a subject matter expert as part of an independent AoA team conducting research and documenting analyses. Contributes to AoA study plan, conducts AoA analysis, and advises on the development of the Conceptual Design Report with supervision. • Applies systems engineering principles and practices to document traceable requirements with supervision. • Applies the principles and practices in DOE G 413.3-22, Analysis of Alternatives and GAO’s recommended AoA best practices with supervision. <p>Courses: Scope Management (Level 2) Value Management (Level 2 – Elective)</p>
1.7	Defining and Forming an IPT
In	<ul style="list-style-type: none"> • Defines IPT resource needs and advocates for assignment of IPT members, monitors and tracks results among IPT members. • Leads the IPT independently according to the High-Performance principles outlined in DOE G 413.3-18A, Integrated Project Team Guide for Formation and Implementation.

Proficiency	Competencies and Behavioral Indicators
	<ul style="list-style-type: none"> Independently uses DOE G 413.3-19, Staffing Guide for Project Management, or another equivalent model to estimate IPT staffing requirements. Demonstrates understanding of brainstorming, facilitation, and conflict resolution techniques. <p>Courses: Project Management Systems and Practices in DOE (Level 1) Project Management Simulation (Level 2) Front-end Planning (Level 2 – Elective)</p>
Ad	<ul style="list-style-type: none"> Defines IPT resource needs and advocates for assignment of IPT members for particularly difficult, highly complex, or high-interest projects. Monitors and tracks results among IPT members and leads the IPT independently according to the High-Performance principles outlined in DOE G 413.3-18A, Integrated Project Team Guide for Formation and Implementation. Serves as subject matter expert on applying DOE G 413.3-19, Staffing Guide for Project Management, or another equivalent model to estimate staffing requirements. Analyzes and forecasts staffing requirements changes throughout the project lifecycle. Manages resources by augmenting staff, filling critical gaps, succession planning, and load balancing. Applies brainstorming, facilitation, and conflict resolution techniques to address particularly difficult challenges. <p>Course: Monitoring and Controlling in Project Execution (Level 2)</p>
1.8	Safety Planning in Project Management
In	<ul style="list-style-type: none"> Leads IPTs to identify and evaluate project safety issues and requirements and to develop integrated safety management plans and deliverables commensurate with project complexity. Demonstrates a thorough understanding of DOE O 450.2: Integrated Safety Management; DOE G 450.4-1C: Integrated Safety Management System Guide; 10 CFR Part 851, Appendix A, Section 1: Construction Safety; and DOE-STD-1189-2008: Integration of Safety in the Design Process to provide oversight and ensure compliance throughout the CD phases. <p>Course: Planning for Safety in Project Management (Level 1)</p>
1.9	Acquisition Strategy and Planning
In	<ul style="list-style-type: none"> Works closely with the CO and leads the IPT to develop project acquisition strategies and plans based on an analysis of mission, budget, risks, technical requirements, location, and acquisition alternatives that adheres to the relevant federal and DOE policies. Adheres to DOE policy for project planning, budgeting and management and understands the function and applicability of M&O contracts. <p>Courses: Acquisition Management for Technical Personnel (Level 1) Managing Performance-based Contracts (Level 1 – Elective)</p>
1.10	Planning for Project Closeout and Transfer of Ownership
Fo	<ul style="list-style-type: none"> Plans and manages project closeout or transition activities during the early phases of the project for small, routine projects with supervision. Demonstrates understanding of how to integrate closeout and transfer process throughout the lifecycle of the project as outlined in DOE G 413.3-16, Project Completion/Closeout Guide. <p>Course: Project Management Systems and Practices in DOE (Level 1)</p>
1.11	Managing Project Artifacts

Proficiency	Competencies and Behavioral Indicators
In	<ul style="list-style-type: none"> Applies knowledge of the requirements, processes, and systems for storing and maintaining project artifacts (e.g., designs, master project plans, schedules, risk register, and closeout and transition documentation) by gathering relevant data, documenting lessons learned, accounting for actual costs, accessing and populating databases during the project, and observing, documenting, and reporting trends and findings at closeout. <p>Course: Project Management Systems and Practices in DOE (Level 1)</p>
1.12	Configuration Management
In	<ul style="list-style-type: none"> Establishes and follows procedures to control, document, track, and request changes to project functional and physical characteristics or specifications. Maintains documentation regarding the progress of approved configuration changes to the project. Incorporates the necessary stakeholders, time frames, and effort required to implement approved changes. <p>Course: Project Management Systems and Practices in DOE (Level 1)</p>
1.13	Reporting Lessons Learned
In	<ul style="list-style-type: none"> Identifies, reports, and integrates lessons learned on schedule, cost, risk, safety, and quality into future program and project practices. <p>Course: Project Management Systems and Practices in DOE (Level 1)</p>
2. Scope Management	
2.1	Scope, Baseline, and WBS
In	<ul style="list-style-type: none"> Leads team members to develop a scope description suitable for developing a corresponding WBS and establishing a project baseline and project mission need determinations. Independently applies the processes and procedures for defining project scope in support of the acquisition process as outlined in the Federal Acquisition Regulation, DOE Statement of Work and Key Performance Parameters Handbook and other applicable guides. Assesses work breakdown structure (WBS) for alignment with contract statement of work and technical specifications. Leads IPT in development of conceptual and detailed design documentation for small or simple projects. <p>Courses: Project Management Essentials (Level 1) Leadership in Energy and Environmental Design (LEED®) (Level 1 – Elective)</p>
Ex	<ul style="list-style-type: none"> Provides oversight and guidance to subordinate staff for the development of scoping, a baseline, and WBS for a portfolio of projects. Provides oversight and guidance on applying the processes and procedures for defining project scope in support of the acquisition process as outlined in the Federal Acquisition Regulation, DOE Statement of Work and Key Performance Parameters Handbook and other applicable guides. Provides consultation on aligning work breakdown structure (WBS) with contract statement of work and technical specifications for particularly large, challenging, or high visibility projects. Provides oversight and guidance on the development of conceptual and detailed design documentation and reviews of conceptual and detailed design documentation. <p>Course: Scope Management (Level 2)</p>
2.2	Testing and Evaluation

Proficiency	Competencies and Behavioral Indicators
2.3	Managing to Quality and Performance Expectations
In	<ul style="list-style-type: none"> Leads IPT in developing performance metrics to assess project deliverables and their ability to meet mission and stakeholder requirements. Performs gap analyses between existing QA programs and project-specific needs to assess the need for a project-specific Quality Assurance Plan. Recommends the use of voluntary consensus standards, when appropriate. <p>Courses: Project Management Essentials (Level 1) Monitoring and Controlling in Project Execution (Level 2)</p>
Ad	<ul style="list-style-type: none"> Leads IPT in developing performance metrics to assess project deliverables and their ability to meet mission and stakeholder requirements for large or complex projects. Directs subordinate staff in performing gap analyses between existing QA programs and project-specific needs to assess the need for a project-specific Quality Assurance Plan. Develops stand-alone QAPs for large, complex, or unique projects, when necessary. Implements voluntary consensus standards in the project-specific QAP, when appropriate. <p>Course: Advanced Earned Value Management Techniques (Level 3)</p>
3. Cost Management	
3.1	Cost Estimation
In	<ul style="list-style-type: none"> Applies basic cost estimating tools, techniques, and methodologies (e.g., parametric estimating, estimating by analogy, bottom-up estimating, lifecycle, and activity-based costing, DOE G 413.3-21A, Cost Estimating Guide, etc.) to review and assess project costs and levels of effort for a project. Understands how to calculate and determine management reserve and contingency. <p>Courses: Project Management Essentials (Level 1) Cost and Schedule Estimation and Analysis (Level 2)</p>
3.2	Federal Budget Process
In	<ul style="list-style-type: none"> Actively monitors and uses knowledge of the federal budgeting process to anticipate the impacts of budgetary changes and to develop plans, including a funding profile, accordingly Reviews Congressional Project Data Sheets and drafts Congressional Justification comments describing the impact and importance of the project. <p>Demonstrates an understanding of the role of the FPD in the federal budgeting process and the impacts of the budget process on the project, including the use of budget documents their development and use.</p> <p>Courses: Project Management Systems and Practices in DOE (Level 1) Capital Planning for DOE O 413.3B Capital Asset Projects (Level 1)</p>
Ad	<ul style="list-style-type: none"> Coaches others in how to effectively monitor and use knowledge of the federal budgeting process to anticipate and plan for changes in project funding, Develops and update funding profiles

Proficiency	Competencies and Behavioral Indicators
	<ul style="list-style-type: none"> Writes Congressional Justification comments describing the impact and importance of their project or program and support preparation for Congressional Sub-Committee review of program. Demonstrates knowledge of the impact of the Government Performance and Results Act (GPRA) and DOE Order 135.1A on the budget process. Leads teams in budget formulation and execution processes. Independently applies strategies and techniques for responding to OMB and Congressional inquiries, questions, and answers. <p>Course: Federal Budgeting Process (Level 2 – Elective) Capital Planning for DOE O 413.3B Capital Asset Projects (Level 1)</p>
3.3	Cost Analysis and Management
Fo	<ul style="list-style-type: none"> Describes the techniques and tools used to analyze and manage project costs, including the development and use of Government Estimates, DOE requirements and use of independent estimates and estimate reviews. Estimates updates and maintenance including managing issues encountered after a cost estimate is developed and approved, including subsequent revision and update. <p>Course: Project Management Essentials (Level 1)</p>
In	<ul style="list-style-type: none"> Reviews and analyzes cost data. Conducts causative research and root cause analyses. Develops strategies. Forecasts a project’s cost variance and mitigates, if necessary. <p>Course: Cost and Schedule Estimation and Analysis (Level 2)</p>
Ad	<ul style="list-style-type: none"> Directs and manages others to review and analyze cost data; conduct causative research and root cause analyses; develop strategies; forecasts a project’s cost variance; and mitigates, if necessary for large, complex, or high visibility projects. <p>Course: Advanced Earned Value Management Techniques (Level 3)</p>
4. Risk Management	
4.1	Assessing Project Risks
In	<ul style="list-style-type: none"> Leads IPT to identify, analyze, and classify risks using a structured process as defined in DOE G 413.3-7A to develop risk registers, management strategies, and programs for a project. <p>Course: Project Risk Analysis and Management (Level 1)</p>
Ex	<ul style="list-style-type: none"> Provides instruction and direction to others in how to apply basic and advanced techniques for project risk identification, quantification, and analysis to develop complex risk registers and management plans. <p>Course: Advanced Risk (Level 3)</p>
4.2	Managing Project Risks
In	<ul style="list-style-type: none"> Leads IPT to monitor and control risks throughout the project life cycle via an iterative risk management process, including oversight of contractor management programs.

Proficiency	Competencies and Behavioral Indicators
	<ul style="list-style-type: none"> • Applies modeling tools and techniques and lessons-learned from previous projects. • Effectively communicates information about risks and handling strategies and action plans. • Monitors drawdown of contingency and management reserve funds; and escalates potential issues as needed. • Oversees roles of IPT members regarding risk management and serves as the focal point in communications with higher authorities and stakeholders. <p>Course: Project Risk Analysis and Management (Level 1)</p>
Ex	<ul style="list-style-type: none"> • Manages risks for a portfolio of projects and fosters a robust risk management culture. • Coaches and mentors FPDs in effective risk management strategies and provides direction and guidance to subordinates in how to effectively monitor and control risks throughout the life cycle • Effectively communicates information about risks and handling strategies and action plans; monitor drawdown of contingency and management reserve funds; and escalates potential issues as needed. <p>Course: Advanced Risk (Level 3)</p>
5. Contract Management	
5.1	COR Roles and Responsibilities
In	<ul style="list-style-type: none"> • Evaluates contractor deliverables, recommend acceptance of work, and communicates with the contractor and CO on potential contract changes. • Prepares required documentation while adhering to procurement guidelines and regulations for routine projects. <p>Course: Contracting Officer Representative (Level 1)</p>
5.2	Contract Change Management
In	<ul style="list-style-type: none"> • Analyzes, establishes, and documents a formal change control process and change requests for the project. • Ensures the IPT and contractor follow the process to evaluate and recommend the need for contract changes or Requests for Equitable Adjustments (REA) and manages or oversees the process accordingly. • Ensures contract management and project management are aligned throughout all phases of the project and in the event of a baseline change request. • Communicates changes with project stakeholders. <p>Course: Managing Contract Changes (Level 1)</p>
5.3	DOE Acquisition Systems
In	<ul style="list-style-type: none"> • Applies knowledge of the various contracting and solicitation mechanism for acquiring services and supplies; the key tasks involved in development of a procurement requests; and the statutes which govern the federal acquisition system (e.g., Federal Acquisition Regulation) to planning and managing projects. • Knows the types of contracts available to DOE to procure goods. <p>Courses: Acquisition Management for Technical Personnel (Level 1) Managing Performance-based Contracts (Level 1 – Elective)</p>
6. Integration Management	
6.1	Project Control and Baseline Management
In	<ul style="list-style-type: none"> • Leads the IPT to implement and follow control procedures to monitor performance,

Proficiency	Competencies and Behavioral Indicators
	<ul style="list-style-type: none"> Initiates corrective actions and record changes to project deliverables or system baseline specifications and maintains documentation of changes. <p>Course: Earned Value Management Systems (Level 1)</p>
Ex	<ul style="list-style-type: none"> Oversees and verifies that subordinate FPDs implement and follow a appropriate level control procedures to monitor performance, initiate corrective actions and record changes to project deliverables or system baseline specifications and maintains documentation regarding changes for projects. <p>Course: Advanced Earned Value Management Techniques (Level 3)</p>
6.2	Earned Value Management (EVM)
In	<ul style="list-style-type: none"> Applies knowledge of EVMS processes and selects the appropriate EVMS techniques for organizing, planning, and authorizing project work; collecting, interpreting, and reporting earned value data; and monitoring WBS elements and project performance. <p>Course: Earned Value Management Systems (Level 1)</p>
Ex	<ul style="list-style-type: none"> Provides training and mentoring or coaching in EVMS processes and selects the appropriate EVMS techniques for organizing, planning, and authorizing project work; collecting, interpreting, and reporting earned value data; and monitoring WBS elements and project performance for large or complex projects. <p>Course: Advanced Earned Value Management Techniques (Level 3)</p>
6.3	Analysis, Monitoring and Control, and Reporting on Project Execution
In	<ul style="list-style-type: none"> Establishes and follows procedures to track, review and regulate the performance and progress. Establishes and implements use of issue resolution management systems. Receives and analyzes project data to identify establish and identify trends and assess if changes are required. Reports results of data analysis and provide data to stakeholders considering change management decisions. Reports progress of the project to appropriate stakeholders based upon their level of need and timing for project status. <p>Course: Earned Value Management Systems (Level 1)</p>
Ad	<ul style="list-style-type: none"> Establishes and follows procedures to track, review and regulate the performance and progress. Establishes and implements use of issue resolution management systems. Receives and analyzes project data to identify establish and identify trends and assess if changes are required. Reports results of data analysis and provide data to stakeholders considering change management decisions. Reports progress of the project to appropriate stakeholders based upon their level of need and timing for project status. <p>Course: Monitoring and Controlling in Project Execution (Level 2)</p>
Ex	<ul style="list-style-type: none"> Provides guidance or mentorship to less experienced FPDs on how to analyze and calculate values and trends and which data trends are most critical and how other data can be used to assess project progress Reports progress of the program to appropriate stakeholders based upon their level of need and timing for program status Prepares and briefs program or portfolio status to senior management and other stakeholders. <p>Course: Advanced Earned Value Management Techniques (Level 3)</p>

Proficiency	Competencies and Behavioral Indicators
7. Quality Assurance, Environmental Compliance, Safety, and Health Management	
7.1	Safeguards and Security
In	<ul style="list-style-type: none"> Applies knowledge of the DOE and federal requirements and techniques required for protecting personnel, data, etc. to safeguard project resources in accordance with DOE G 413.3-3A: Safeguards and Security for Program and Project Management. Leads teams to determine level of protection, based on facility functions and potential security risks and graded security protection policy requirement. Implements appropriate security plans and features in projects. <p>Course: Monitoring and Controlling in Project Management (Level 2)</p>
7.2	Quality Management
Fo	<ul style="list-style-type: none"> Participates in the development and management of Quality Assurance (QA) and Quality Control plans and procedures by applying key quality assurance and management processes and techniques and DOE and federal quality requirements (e.g., DOE O 414.1D, Quality Assurance; DOE G 413.3-2, Quality Assurance; 10 CFR 830.120 Nuclear Safety Management). <p>Course: Project Management Systems and Practices in DOE (Level 1)</p>
In	<ul style="list-style-type: none"> Applies knowledge of key quality assurance and management processes and techniques and DOE and federal quality requirements (e.g., DOE O 414.1D, Quality Assurance; DOE G 413.3-2; 10 CFR 830.120 Nuclear Safety Management) to develop and manage Quality Assurance (QA) and Quality Control plans and procedures. Leads IPT in developing performance metrics to assess project deliverables and their ability to meet mission and stakeholder requirements. Performs a gap analysis between existing QA programs and project-specific needs to assess the need for a project-specific Quality Assurance Plan. Recommends the use of voluntary consensus standards, when appropriate. <p>Course: Monitoring and Controlling in Project Execution (Level 2)</p>
7.3	Safety Management
In	<ul style="list-style-type: none"> Applies knowledge of safety processes and techniques (e.g., failure mode and effects analysis; health, safety, and security protection; integrated safety management; etc.) to actively monitor and manage or mitigate a project’s safety risks. <p>Courses: Planning for Safety in Project Management (Level 1) Monitoring and Controlling in Project Execution (Level 2)</p>
7.4	Environmental Laws and Regulations
Fo	<ul style="list-style-type: none"> Demonstrates an understanding of and identifies how the key environmental regulations impacting DOE projects (e.g., NEPA, RCRA, CERCLA, CAA, or TSCA) apply to project planning, project management, and contractor oversight. <p>Course: Project Management Systems and Practices in DOE (Level 1)</p>
In	<ul style="list-style-type: none"> Leads IPT to accurately interpret environmental regulations (e.g., NEPA, RCRA, CERCLA, CAA, or TSCA). Provides guidance on the implications for project plans, project management, and contractor oversight.

Proficiency	Competencies and Behavioral Indicators
	<ul style="list-style-type: none"> Monitors and ensures that project plans, management, and contractors on larger and more complex project comply with environmental regulations (e.g., NEPA, RCRA, CERCLA, CAA, or TSCA). Demonstrates an understanding of the purpose and content of each of the following environmental documents and the impact on DOE projects: Environmental Impact Statements; Environmental Assessments; Safety Analysis; Categorical Exclusions; Finding of No Significant Impact. <p>Course: Environmental Laws and Regulations (Level 2 – Elective)</p>
8. Schedule Management	
8.1	Project Scheduling and Critical Path Identification
In	<ul style="list-style-type: none"> Leads teams to develop schedule management plans and demonstrates understanding of horizontal and vertically integrated schedules. Oversees proper development of activities, activity dependencies, activity durations, and critical paths for a project and tracks deadlines and accurately reports and displays schedule information. Utilizes schedule monitoring and compression techniques to identify variances and implement corrective actions as required. <p>Courses: Project Management Essentials (Level 1) Cost and Schedule Estimation (Level 2) Project Management Simulation (Level 2) Scheduling 24/7 (Level 2 – Elective)</p>
8.2	Automated Scheduling Software
In	<ul style="list-style-type: none"> Oversees proper use of automated scheduling software to develop, interpret, monitor, and manage schedules and applies schedule management techniques such as schedule analysis, crashing, and resource leveling as needed for projects. <p>Course: Project Management Simulation (Level 2) Scheduling 24/7 (Level 2 – Elective)</p>
9. Communications	
9.1	Interpersonal Communications
Fo	<ul style="list-style-type: none"> Clearly, consistently, effectively, and efficiently communicates project information (e.g., expectations, requirements, instructions, status, risks, etc.) with others (e.g., leadership, team members, stakeholders) in a timely manner, tailoring messages to the receiver as needed, and to solicit information and feedback as required in the Project Execution Plan (PEP). <p>Course: Project Management Essentials (Level 1)</p>
In	<ul style="list-style-type: none"> Clearly, consistently, effectively, and efficiently communicates project information (e.g., expectations, requirements, instructions, status, risks, etc.) with others (e.g., leadership, team members, stakeholders) in a timely manner, tailoring messages to the receiver as needed, and to solicit information and feedback as required in the Project Execution Plan (PEP). <p>Course: Leadership Through Effective Communications (Level 2)</p>

Proficiency	Competencies and Behavioral Indicators
Ad	<ul style="list-style-type: none"> Clearly, consistently, effectively, and efficiently communicates project information (e.g., expectations, requirements, instructions, status, risks, etc.) with others (e.g., leadership, team members, stakeholders) in a timely manner, tailoring messages to the receiver as needed, and to solicit information and feedback as required in difficult, controversial, or sensitive situations. <p>Course: Executive Communications (Level 3)</p>
9.2	Executive Briefing Techniques
In	<ul style="list-style-type: none"> Delivers effective briefings and is capable of clearly conveying information verbally and visually to an audience, tailoring messages accordingly, and translating technical information into a form that the audience can understand. <p>Course: Monitoring and Controlling in Project Execution (Level 2)</p>
Ad	<ul style="list-style-type: none"> Delivers effective briefings on complex or sensitive information to an audience Tailors messages accordingly Translates technical information into a form that the audience can understand Responds to challenging questions without assistance from senior staff members. <p>Course: Executive Communications (Level 3)</p>
9.3	Managing External Communications
Ex	<ul style="list-style-type: none"> Provides strategic direction and guidance to others on how to develop appropriate messages for a project or projects' external stakeholders regarding controversial or highly complex issues with substantial implications for the project or the agency. <p>Course: Executive Communications (Level 3)</p>
9.4	Managing Stakeholder Relations
Ex	<ul style="list-style-type: none"> Provides strategic direction and guidance to others on how to maintain effective working relationships with the project's key external stakeholders (e.g., of the Defense Nuclear Facilities Safety Board (DNFSB), GAO, Office of Management and Budget, Congress, and the public) and external oversight agencies. <p>Course: Executive Communications (Level 3)</p>
9.5	Conducting Effective Meetings.
Fo	<ul style="list-style-type: none"> Conducts effective project meetings by properly identifying meeting objectives, participants, agendas, timeframes and managing meeting logistical and administrative needs. <p>Course: Project Management Essentials (Level 1)</p>
10. Leadership and Team-building	
10.1	Leading People
In	<ul style="list-style-type: none"> Leads and coordinates project teams by applying effective leadership styles and techniques to foster coordination, consensus building, teamwork, and commitment to the project's vision, mission, and goals. <p>Course: Leadership Through Effective Communications (Level 2)</p>

Proficiency	Competencies and Behavioral Indicators
Ad	<ul style="list-style-type: none"> • Demonstrates knowledge of mission need of the organization and ability to make project decisions within that context. • Leads and coordinates groups of project teams by applying effective leadership styles and techniques to foster coordination, consensus building, teamwork, and commitment to the project's vision, mission, and goals. • Conducts situational analyses, competitive analyses, environmental scanning and identify strategic issues. • Establishes critical success factors and core competencies and strategic goals and objectives. <p>Course: Strategic Planning (Level 3 – Elective)</p>
10.2	Team-building
Fo	<ul style="list-style-type: none"> • Applies team building methods to foster individual and team commitment towards group goals, encourage a performance-oriented culture, and manage team dynamics to achieve specific outcomes. <p>Course: Project Management Essentials (Level 1)</p>
Ad	<ul style="list-style-type: none"> • Applies team building methods to foster individual and team commitment towards group goals, encourage a performance-oriented culture, and manage team dynamics to achieve specific outcomes in large or complex teams. <p>Course: Facilitating Conflict (Level 3 – Elective)</p>
10.3	Motivational Techniques
Fo	<ul style="list-style-type: none"> • Applies knowledge of the key principles and techniques used to motivate individuals and groups to accomplish project outcomes. <p>Course: Project Management Essentials (Level 1)</p>
In	<ul style="list-style-type: none"> • Applies knowledge of the key principles and techniques used to motivate individuals and groups to accomplish project outcomes. <p>Course: Leadership Through Effective Communications (Level 2)</p>
10.4	Group Facilitation
In	<ul style="list-style-type: none"> • Applies the techniques and tools to lead efficient and productive group discussions in pursuit of ideas, outcomes, decisions, etc. <p>Course: Leadership Through Effective Communications (Level 2)</p>
10.5	Conflict Resolution
In	<ul style="list-style-type: none"> • Applies the approaches and techniques for conflict resolution to inter-personal conflicts within the project team. <p>Course: Leadership Through Effective Communications (Level 2)</p>
Ad	<ul style="list-style-type: none"> • Applies the approaches and techniques for conflict resolution to complex and particularly contentious types of conflict, employing creative or novel approaches as needed. <p>Course: Facilitating Conflict (Level 3 – Elective)</p>
10.6	Building Coalitions
In	<ul style="list-style-type: none"> • Develops and maintains productive relationships with key external stakeholders through an understanding of their roles, expectations, and communication needs and active engagement. <p>Course: Leadership Through Effective Communications (Level 2)</p>

Proficiency	Competencies and Behavioral Indicators
In	<ul style="list-style-type: none"> • Develops and maintains productive relationships with and obtains consensus among a wide range of stakeholders with diverging interests through an understanding of their roles, expectations, and communication needs and active engagement. • Applies knowledge of Interests and Positions and BATNA to lead to project success. <p>Course: Negotiation Strategies and Techniques (Level 3 – Elective)</p>
10.7	Leading Change
In	<ul style="list-style-type: none"> • Leads a team to develop and implement strategic changes by developing and communicating a vision, motivating, and persuading others to accomplish the desired outcome, and by using techniques and methods for facilitating strategic change. <p>Course: Leadership Through Effective Communications (Level 2)</p>



Certification and Equivalency Guidelines (CEG)

Appendix C: Appointment Memoranda

FPD/Acting FPD Appointment

Per the CEG, the PME must approve the appointment of the FPD or Acting FPD. A document must be provided to the Program Office that shows the PME has approved the appointment of the FPD or Acting FPD. The FPD and Acting appointment document can be sent by email from the PME to the Program office, by memo signed by (A) the PME designating the FPD for the project; or (B) initiated by the site manager or Program office to the PME seeking PME approval of the FPD appointment.

Sample memorandum

A. Initiated by Project Management Executive

MEMORANDUM FOR PROGRAM OFFICE

FROM: Project Management Executive (PME)

SUBJECT: FPD Appointment for <Project>

B. Approved by PME through the Program Office

MEMORANDUM FOR THE PROJECT MANAGEMENT EXECUTIVE (PME)

FROM: Site Manager

THROUGH: Program Office

SUBJECT: Nomination of <FPD> for <Project> at <Site>

The memo will include this language:

In accordance with DOE Order 413.3B, Federal Project Directors (FPDs) are approved by the Project Management Executive. I recommend the appointment of <FPD>/<Acting FPD> of the <PSO> for the <project> at <Site>. <FPD>/Acting FPD> has a FPD Level XX certification and will managing a project requiring Level XX certification. [Address plan to ensure candidate achieves the required level of certification.]

Additional language for Acting FPD appointment: This appointment is valid for six months from the date of issuance.]

Deputy FPD

Deputy FPD appointment requires formal designation by the Site Manager or FPD with SES status at the site.

Sample Memorandum

MEMORANDUM FOR THE PROGRAM OFFICE

FROM: Site Manager/FPD with SES status

SUBJECT Nomination of <Deputy FPD> for <Project> at <Site>

The memo will include this language:

I recommend the appointment of <Deputy FPD of the <PSO> for the <project> at <Site>. <Deputy FPD> has a FPD Level XX certification and will have the following responsibilities on the project.



Certification and Equivalency Guidelines (CEG)

Appendix D: Contractors in PMCDP Training

Basis Background

At the May 21, 2020, Certification Review Board (CRB) meeting, the CRB discussed the possibility of nongovernment (support contractor) personnel attending Project Management Career Development (PMCDP) training on a space available basis. What follows is a proposal that includes procedures and roles and responsibilities for providing training to support contractor personnel, who as part of their job must comply or support DOE Order 413.3B, Change 5, *Program and Project Management for the Acquisition of Capital Assets*.

Proposal

PMCDP CRB will approve training for contractor personnel only if the contract requires it or it does not create a conflict in DOE policy and security or the training of Federal Project Directors or federal members of Integrated Project Teams (IPTs). When the CRB considers these issues and determines that allowing contractor personnel to attend PMCDP training is appropriate, the CRB will ensure the program and/or site has considered the fiscal responsibility. This means a program or site manager should not authorize training for support contractor personnel without contracting officer coordination and approval which involves weighing the cost associated with training non-government personnel against the benefit gained by the government in support of the appropriation that will incur the expense. Going forward, if it is determined PMCDP training is required, whether on a voluntary or mandatory basis, it should be included in the contract.

Process

Program or site submits a Contracting Officer approved training request through PMCDP for CRB approval. When approved by the CRB, PMCDP will roster support contractor personnel to attend the approved PMCDP instructor-led training or provide the support contractor personnel access to the approved PMCDP on-demand course(s).

Additional information

Access to PMCDP training is facilitated through the Learning Nucleus (LN). On July 15, 2020, LN allowed limited access to training for support contractor personnel who have DOE sponsorship (DOE email account and a PIV card). When support contractor personnel do not have DOE sponsorship, DOE Human Capital (HC) will coordinate temporary access.

Notes:

- The PMCDP Catalog in LN will be restricted to federal personnel
- Non-government personnel are wait-listed and prioritized on first come/first-served basis
- Notification to attend training will be provided 7 days before the class start date