

Career Program 61

U.S. Army Center of Military History



**Army Civilian Training, Education and Development System Plan**

0170 Historians

1010 Exhibit Specialists

1015 Museum Curators

1016 Museum Technicians and Specialists

1420 Archivists

1421 Archives Technician

4715 Exhibit Making/Modeling

**(As of 6 January 2016)**



DEPARTMENT OF THE ARMY  
THE U.S. ARMY CENTER OF MILITARY HISTORY  
103 THIRD AVENUE  
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AAMH-ZA

11 MAR 2016

MEMORANDUM FOR Members of Career Program 61

SUBJECT: Army Civilian Training, Education, and Development System Plan

1. This Army Civilian Training, Education, and Development System (ACTEDS) plan for Career Program (CP) 61 contains most of the information you need to manage your career. Use it as your number one tool to accomplish your professional goals, whether you choose to be the most technically proficient person in your position or whether you want to grow into higher positions of management. Some day you might even want to join the ranks of the Senior Executive Service. I urge you to become very familiar with this plan to determine your possibilities and develop your long term goals.

2. As its name implies, the plan describes three fundamental elements of career planning: training, education, and development. We have written this plan as a comprehensive listing of all the training courses, all the academic and Civilian Education System education, and all the professional development experiences that are recommended for your particular job series. It is of course a "living document." As new courses or development opportunities become available, the plan will be revised to include them.

3. Start by reviewing the CP 61 Professional Development Model, what we call the "Ziggurats" (Annex B). These figures graphically portray some of the key professional development steps you need to consider as you advance your career. Spend some time to become familiar with each of your three Ziggurats. Then develop a two-year and a fifteen-year individual development plan with your supervisor. Plan on revising them each year. Starting at the bottom of each Ziggurat, select every step as a goal and place them somewhere in your short term and long term individual development plans. Then make time each day for moving closer to your training, education and development goals.

4. I will do my part to keep you informed of emerging training, education and development opportunities. We are working to establish a network of CP 61 mentors through whom the announcements of important opportunities will flow (Figure 1). A key person in your professional life should be your Activity Career Program Manager (ACPM). He or she will provide the first level of mentorship above your supervisor. Ask for career advice, and the ACPM will provide it.

5. In addition to the functional training inherent in CP 61, don't forget to embrace the Civilian Education System. This critical leadership training will make a big difference in pushing your career forward. The knowledge it imparts is critical to understanding and

absorbing the culture and values of the Army. It gives every civilian employee a common frame of reference in the workplace. While completing these courses may not guarantee promotion, it does guarantee that you will remain relevant and competitive.

6. Manage your own career by taking advantage of the professional growth options that you now have. Get to work right now, because time has a way of flying by!

7. All the best for your future professional success!

A handwritten signature in black ink, appearing to read 'CRB', with a long horizontal flourish extending to the right.

CHARLES R. BOWERY, JR.  
Executive Director

*Educate - Inspire - Preserve*



## Career Program 61 ACTEDS Plan

Purpose: This plan applies to all Historians, Archivists and Museum Professionals assigned to Career Program (CP) 61. It outlines the training, education and development courses, academic degrees, and activities most relevant to improving the Army Historical Program workforce. The Functional Chief (FC) promulgates the plan under the authority of AR 690-950, paragraph 1-12, which gives the FC authority to establish career program policy. Army Civilian Training Education and Development System (ACTEDS) plans provide information pertaining to career management training, education, and development for lifecycle workforce management specific to a career program.

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### Foreword

Fellow Members of Career Program 61:

This ACTEDS plan contains most of the information you need to manage your career. It should be your number one tool for accomplishing your professional goals, whether you choose to be the most technically proficient person in your position, or whether you want to grow into higher positions of management. You might even want to serve someday as a member of the Senior Executive Service. I urge you to become very familiar with this plan to determine your possibilities and develop your long term goals.

As its name implies, the plan describes three fundamental elements of career planning: training, education, and development. We have written this plan as a comprehensive listing of all the training courses, all the academic and Civilian Education System education, and all the professional development experiences that are recommended for your particular job series. It is of course a “living document.” As new courses or development opportunities become available, the plan will be revised to include them.

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opportunities will flow (Figure 1). A key person in your professional life should be your Activity Career Program Manager (ACPM). He or she will provide the first level of mentorship above your supervisor. Ask for career advice, and the ACPM will provide it.

In addition to the functional training inherent in CP 61, don't forget to embrace the Civilian Education System. This critical leadership training will make a big difference in pushing your career forward. The knowledge it imparts is critical to understanding and absorbing the culture and values of the Army. It gives every civilian employee a common frame of reference in the workplace. While completing these courses may not guarantee promotion, it does guarantee that you will remain relevant and competitive.

Manage your own career by taking advantage of the professional growth options that you now have. Get to work right now, because time has a way of flying by!

All the best for your future professional success!

Charles R. Bowery, Jr.  
Functional Chief



### I. Introduction

**A. General:** The purpose of the Army Civilian Training, Education, and Development System (ACTEDS) is to provide for the systematic training, education, and development of Army career civilians. This Career Program 61 ACTEDS plan is a living document that outlines sequential and progressive training for functional specialties and for leadership, supervision, and managerial development. It also provides general information and guidance on management of the career program, including the roles of the Functional Chief (FC), Functional Chief's Representative (FCR), Career Program Manager (CPM), and the Activity Career Program Manager (ACPM). Our plan contains career progression ladders, technical competencies, master training plans, mobility agreements, and continued service agreements.

Selection of employees for training, education, and development programs in this plan will be made without regard to political preference, race, color, religion, national origin, sex, marital status, disability, age, or sexual orientation.

Previous Update: April 2013

Suggestions, questions, and comments regarding this plan are welcome at any time. Please contact:

U.S. Army Center of Military History  
ATTN: CP 61 Career Program Manager  
102 Fourth Ave, Collins Hall, Building 35  
Fort Lesley J. McNair  
Washington, D.C. 20319-5060  
(202) 685-2798

**B. Background:** Subject matter experts from the Army history, archives, and museum communities were involved in the preparation of this plan and associated career maps and ladders. The development of the draft products was coordinated by the Chief Historian, who serves as the Army Functional Chief's Representative (FCR). The plan has been validated by the CP 61 Board of Directors and approved by the Functional Chief (FC), the CMH Executive Director.

#### 1. Development Strategy:

a. The initial drafts of the ACTEDS plan, career maps, and career ladders were devised by several committees working at CMH. The Board of Directors determined the membership of these committees, which included subject matter experts from all of CMH divisions and a least one field historian or field museum professional. In addition to a committee of subject matter experts, the Board of



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Directors established separate committees to develop the centrally-funded career intern plan; a New Historians, Archivist and Museum Professionals Orientation Course; and a plan for website development for the career program.

b. Upon the creation of an initial draft of each of these key products, the FCR advertised for interested subject matter experts (SMEs) from throughout the field to participate in two separate developmental assignments at the Center. These experts assembled on two separate occasions—first for two weeks, then for one week—to review all products, provide recommendations and advice, and rework the draft products for presentation to the Board of Directors.

c. While awaiting the quarterly meeting of the Board of Directors, the FCR—who chairs the annual meeting of the Army Historians Council—presented the latest drafts to that council for review and comment. The council consists of representatives of the history programs for all Army commands, Army service component commands, and direct reporting units. They examined the products at the meeting and provided direct feedback to the FCR and the FC.

d. Finally, the FCR presented the revised products to the Board of Directors who recommended approval to the FC, subject to some specified changes. Those changes were made and the products were presented to the FC, who reviewed the products and concurred.

### 2. References:

a. List of subject matter experts: Not published.

b. Formal meetings included History, Archives, and Museum SMEs from the grades of GS-11 to GS-15 from the job series 0170 (Historian), 1015 (Museum Curator), and 1420 (Archivist). SME personnel came from the Army Special Operations Command, Army Corps of Engineers, Army Heritage and Education Center, Combat Studies Institute, Training and Doctrine Command, and the U.S. Military Academy. SMEs were primarily from eastern, mid-Atlantic, and mid-western geographical regions. These SMEs in turn informally coordinated with their peers and colleagues in the other job series (1010, 1016, and 1421).

c. Competency development process: Competencies were developed in conjunction with the Army G-1 from 2014-2015. Final approval of separate competency lists for Historians, Archivists and Museum Professionals was received from HQDA AG1-CP in April 2015.

d. Defining competency “gap closure” strategies: Gaps are identified in a joint effort of the employee and her or his supervisor when they take the Competency Management Survey. To close the gaps, the two parties must determine which



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training, education or development event will serve the purpose. To assist in this important career management process, a Professional Development Model was developed for each job series in CP 61. It lays out visually, a stepped-pyramid-like approach to career training, development and development. The Functional Chief dubbed this model the “Ziggurats.” There are three Ziggurats for each of the three CP 61 communities. Individual steps on one of the Ziggurats can be selected as a goal which when achieved closes a competency gap.

e. Federal regulatory or specific occupational requirements that inform the Ziggurats (the CP 61 Professional Development Model) are: AR 690-950, *Civilian Personnel Career Management*, and AR 350-1, *Army Training and Leader Development*. Occupational requirements are the training, education and development standards of historians, archivists, and museum professionals determined by the CP 61 Board of Directors. AR 870-5 and AR 870-20 outline the responsibilities that must be complied with by members of CP 61.

### C. CP 61 Career Program Overview:

#### 1. Job Series (Functional Specialties) –

a. 0170 Historian, 1015 Museum Curator, 1016 Museum Specialist/Technician, 1010 Exhibit Specialist, 1420 Archivist, 1421 Archives Technician/Specialist, and 4715 Exhibit Making/Modeling.

b. Selected positions in the 0301, 0303, 1099 and 4715 series if they are directly in support of Army Historical Program.

c. There are no sub-career fields, or communities.

d. Mission Critical Occupations: None of the job series in CP 61 have been designated a Mission Critical Occupation.

e. For further information, contact the CP 61 Career Program Manager at 202-685-2798, or visit the CP 61 website at:  
[http://www.history.army.mil/banner\\_images/focus/CP-61/index.html](http://www.history.army.mil/banner_images/focus/CP-61/index.html)



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2. Population – Approximate size of population: 424 as of May 2015. (Source: DCPDS.)

Breakout: Historians (0170)	151
Museum Curators (1015)	104
Exhibit Specialists (1010)	26
Museum Technicians/Specialists (1016)	71
Archivists (1420)	23
Archives Specialists or Technicians (1421)	18
Exhibits Making/Modeling (4715)	25
Other (1099, 0301, 0303)	31

(Note: The DCPDS database is slowly evolving to more accurately reflect the actual composition of each career program. Many individuals within various career series are still mapped erroneously into other career programs.)

### D. CP 61 Career Program Management Structure

1. In accordance with AR 690-950, *Civilian Personnel Career Management*, CP 61 management is accomplished by a Functional Chief (FC), a Functional Chief's Representative (FCR), and a Board of Directors (BoD). A Career Program Manager (CPM) assists in the day-to-day management of the training, education and development aspects of the program.
  - a. Functional Career Chief (FC)/Functional Chief's Representative(FCR)
    - 1.) The Executive Director, U.S. Army Center of Military History (CMH), is the Functional Career Chief (FC); the Chief Historian is the Functional Chief's Representative (FCR).
    - 2.) The FC is the senior career program official.
    - 3.) The FCR is a senior civilian designated by the FC to serve as his or her principal advisor in matters pertaining to Career Program management.
    - 4.) The Career Program Manager executes the guidance of the FCR. He advises the FC, FCR and BOD on the contents of this plan and on emerging requirements from Headquarters, Department of the Army, which impact the plan.
  - b. Board of Directors (BoD)



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- 1.) The Board of Directors is a senior leadership council to review and propose recommendations to the FC and FCR on policy issues pertaining to CP 61. The Board develops and maintains the CP 61 ACTEDS plan and assists with strategic communications on CP 61 policy and on issues across the career program.
- 2.) The FCR chairs the board. Normally membership will include all CMH directors, the CMH personnel officer, two senior field historians, and a senior field museum curator. The board's membership is determined by the chairperson in consultation with the FC. This membership is reflective of the breadth and diversity of the Army Historical Program, and also reflects the importance of including those various perspectives in shaping and administering CP 61. The board also plays a decisive role in ranking and approving requests for Academic Degree Training (ADT) proposals.
- 3.) Career Program Manager (CPM)

The CPM works for the FCR and manages the day-to-day tasks of career program management including, but not limited to: updating the ACTEDS plan in accordance to the guidance provided by the FC, FCR, and Board of Directors; developing and publishing (after BoD approval) the ACTEDS Competitive Professional Development training budget and Program Objective Memorandum; developing and publishing CP 61 announcements of available courses or training opportunities for career program members; constituting and running the selection boards for recommending who should attend which forms of training or educational opportunities; monitoring the CP websites and Army Career Tracker landing pages to keep them up to date and accurate; monitoring training participation and evaluating success; measuring return on investment for all course participants through their chains of command; and approving training requests and matching funding with training opportunities.

The CPM will serve as an ex officio, non-voting member of the CP 61 Board of Directors. The career program management structure teams with both the senior CP 61 member in each command and the supervisor of every CP 61 employee to pass along career information. This structure is shown below. It adequately supports the CP 61 Strategic Communications Plan as long as everyone fulfills their responsibility to pass along the information. If breakdowns in the communication chains occur, the CPM will provide information (not decisions) directly to all individual professionals in the career program.

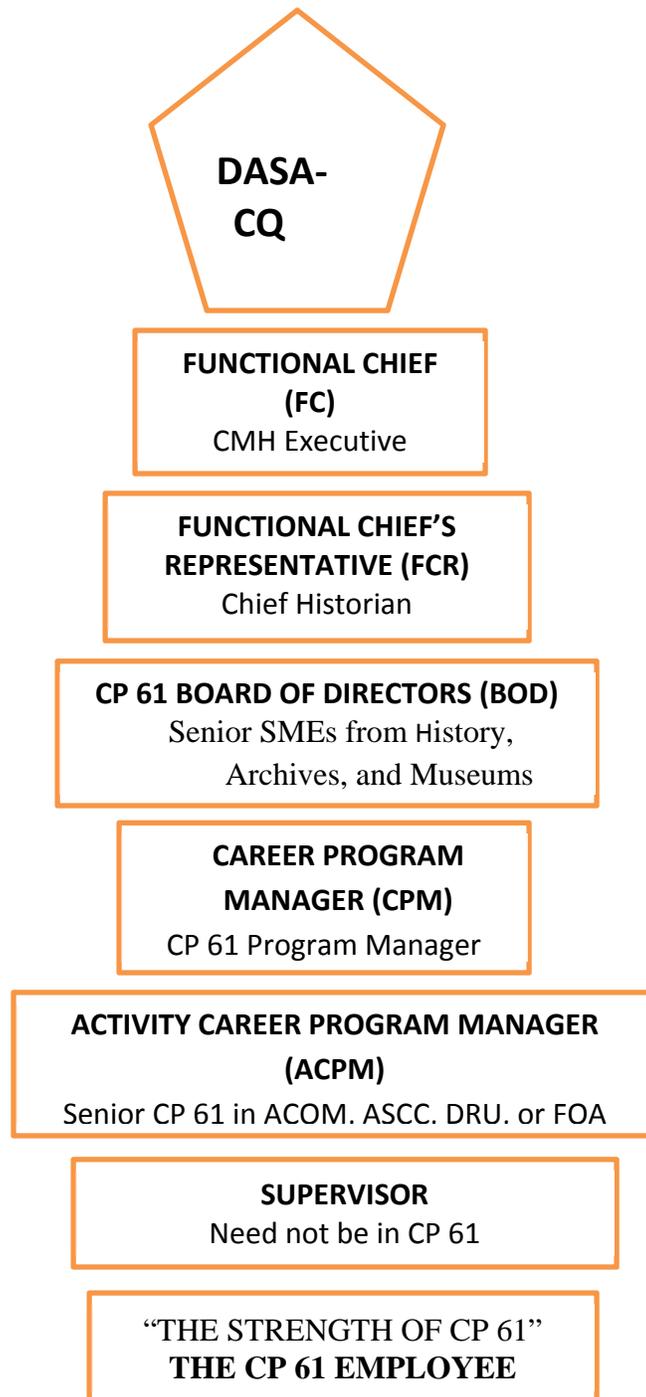


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**FIGURE 1: CP 61 MANAGEMENT STRUCTURE PER AR 690-950, *CIVILIAN PERSONNEL CAREER MANAGEMENT***



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### E. Mobility

1. No mobility requirements currently exist for implementation of this ACTEDS plan except for those recruited into the centrally funded ACTEDS Intern Program or the Presidential Management Fellows Intern program under the Pathways program. However, individuals employed in the Army Historical Program should realize that their opportunities for advancement are enhanced by an ability and willingness to perform a variety of Army history and museum functions and even to relocate to other geographical areas on a permanent or temporary (developmental assignment) basis. Functional and geographic mobility affords better access to training opportunities and assignments. A diversity of assignments provide much greater general and specialized experience, and demonstrates professional potential.
2. Some competitive training opportunities, especially for interns and senior service college students, require applicants to sign a mobility agreement, to accept a post-training assignment, and to commit to a service obligation to ensure the Army's return on investment. Guidance regarding mobility and service agreements and specific courses that require them are in the Catalog of Civilian Training, Education, and Professional Development Opportunities, published annually by the Civilian Personnel Management Directorate, Assistant Secretary of the Army (Manpower and Reserve Affairs)(<http://cpol.army.mil/library/train/catalog/>).
3. Functional Mobility – Although CP 61 professionals may achieve their career goals within a single specialized area, multi-dimensional and multi-disciplined experience is key in individual professional development. CP 61 emphasizes diverse professional experience, particularly for those individuals aspiring to progress to managerial and executive positions. Senior managers in the Army Historical Program should have a strong understanding of how the competencies are applied by historians, archivists and museum professionals throughout the Army enterprise.
4. Geographic Mobility – Geographic mobility is often required to obtain the diverse experience required of GS-15 or Senior Executive Service-level positions. Supervisors should encourage career personnel to take advantage of their mobility opportunities, so that they can develop competencies at a variety of organizational levels consistent with the individual's career goals and the needs of the Army.
5. Continued Service Agreement --Training/developmental assignments in residence and Academic Degree Training often requires the student to sign a continued service agreement. This is an agreement by the employee being trained to continue to work for the Department of Defense for a set period of time after they have completed a centrally-funded training assignment. The continued service agreement form is located in the ACTEDS Catalog.



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6. Deployability – To support Army operations CP 61 professionals may have to deploy and provide historical support for peace-keeping, humanitarian relief, natural disasters or other contingencies. Commanders may designate CP 61 professionals as emergency-essential. Individual development plans of emergency-essential personnel should reflect initial, follow-on and sustainment training for timely response to deployments or emergencies.



### II. Objectives

This plan provides guidance for the progressive professional development of historians, archivists, and museum professionals through competitive training, education and professional development. Accordingly, this plan has both short-term and long-term objectives.

#### A. Short-Term Objectives:

- Publicize career program philosophy and guidance on career progression, education, mobility, and other career development issues.
- Provide commanders, supervisors, and CP 61 professionals with an updated, single-source reference to plan for professional development to enhance on-the-job performance and prepare individuals for senior and leadership positions.
- Provide an orientation course to historians, archivists and museum professionals new to the Army Historical Program.
- Assist commanders, staff, resource managers, and civilian personnel representatives in allocating and prioritizing resources for civilian training, education, and development by providing references to available programs. Training, education and professional development opportunities must be focused on developing relevant CP 61 competencies.

#### B. Long-Term Objectives:

- Improve the effectiveness and efficiency of Army historical offices, archives, and museums by enhancing the technical competencies of personnel through training, education, and professional development opportunities.
- Develop strategies to train and educate future leaders by encouraging all personnel to take the grade-appropriate CES courses: Foundation (all grades), Basic (GS-04-09), Intermediate (GS-10-12), Advanced (GS-13-15) and. The position-appropriate CES training courses are: the Action Officers Development, Supervisor Development, Managers Development, and Continuing Education for Senior Leaders (CESL)(GS-14-15).
- Incorporate and encourage professional development through a comprehensive CP 61 Strategic Communications Plan comprised of publications, presentations, teaching, and emailing opportunities for central funding of training, education and development to the appropriate career field within the career program.
- Identify the most common competency gaps in the CP 61 field, develop strategies to close those gaps, and assess future requirements for training education and professional development. Communicate the associated need for central funding to the G-3/7 Civilian Training and Leader Development Division.

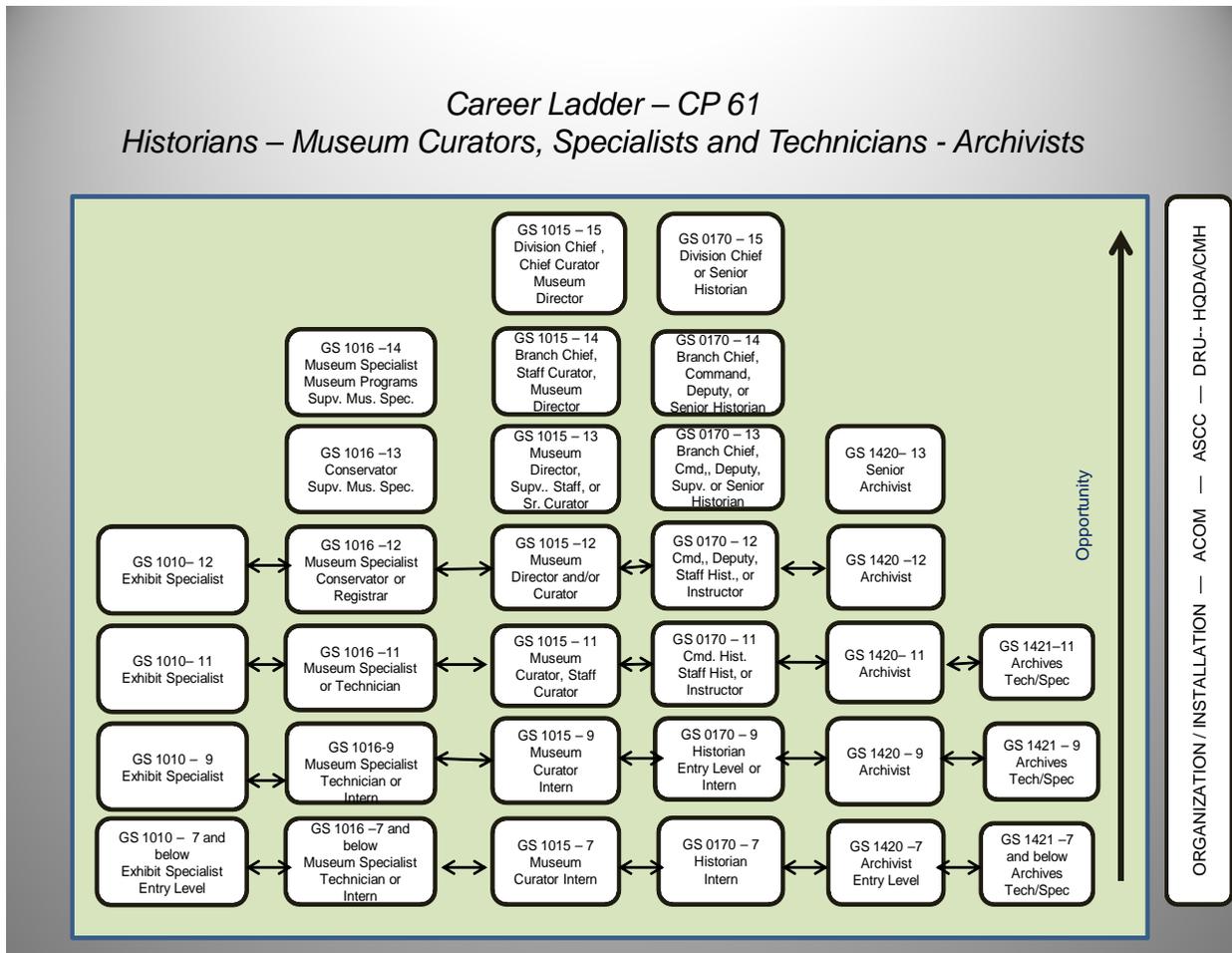


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## III. Career Ladders and Maps

### A. Career Ladder

The career ladder for Historians, Archivists, and Museum Professionals shows grades and natural grade progression upwards within the various job series. Lateral movement to a different job series is possible up through the level of GS-12 but unlikely above it. This reflects the increasing challenge of moving into higher level supervisory or management responsibilities in a job series without extensive grounding in the full competencies of the different professions of historian, archivist, or museum professional.





### **B. Career Maps**

A career map provides careerists general professional guidance on career progression. It shows progressive and sequential competency-based training, education, and developmental recommendations for career advancement. At each level of progression it shows the generally associated training, education, and development that produce the requisite competencies required of the position and grade level. In mapping out one's career, the CP 61 careerist should be guided by the CP 61 Professional Development Model, the "Ziggurats" (Annex B). The individual's career map should be documented in an individual development plan (IDP). Supervisors are responsible for ensuring that their employee produces an IDP that conforms to the Ziggurats, the employee's organization's mission, and the CP Career Maps. (See attached spreadsheets.)



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### C. Qualification Charts

Individuals entering the career program will be guided by the qualification standards established by the U.S. Office of Personnel Management. To compete successfully at each grade, the CP 61 career ladder assumes that individuals employed at various grade levels have met the minimum requisite qualifications for respective classification series. However, to compete for the highest positions, more than just the minimum standards are highly recommended. The charts below summarize the recommended minimum professional qualifications for GS-07 through GS-15 positions in the various job series under CP 61. They vividly portray what experience has shown us to be the necessary educational attainments or experience for successful performance at each grade level in each series for an individual moving up.

#### GS-0170 HISTORIANS

GRADE	CP-RELATED EXPERIENCE	EDUCATION
GS-07	N/A	Bachelor's degree
GS-09	1 year equivalent to at least GS-07	Bachelor's degree and one full year of a higher level of graduate education
GS-11	1 year equivalent to at least GS-09	Master's or equivalent graduate degree
GS-12	1 year equivalent to at least GS-11	Ph.D. or equivalent doctoral degree
GS-13	1 year equivalent to at least GS-12	Ph.D. or equivalent doctoral degree
GS-14	1 year equivalent to at least GS-13	Ph.D. or equivalent doctoral degree
GS-15	1 year equivalent to at least GS-14	Ph.D. or equivalent doctoral degree



**GS-1010 EXHIBIT SPECIALISTS**

<b>GRADE</b>	<b>CP-RELATED EXPERIENCE</b>	<b>EDUCATION</b>
GS-07	N/A	Associate's Degree
GS-09	1 year equivalent to at least GS-07	Bachelor's Degree
GS-11	1 year equivalent to at least GS-09	Bachelor's Degree
GS-12	1 year equivalent to at least GS-11	Bachelor's Degree



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### GS-1015 MUSEUM CURATORS

<b>GRADE</b>	<b>CP-RELATED EXPERIENCE</b>	<b>EDUCATION</b>
GS-07	N/A	Bachelor's Degree
GS-09	1 year equivalent to at least GS-07	Bachelor's Degree
GS-11	1 year equivalent to at least GS-09	Master's or equivalent graduate degree
GS-12	1 year equivalent to at least GS-11	Master's or equivalent graduate degree
GS-13	1 year equivalent to at least GS-12	Master's or equivalent graduate degree
GS-14	1 year equivalent to at least GS-13	Ph.D. or equivalent doctoral degree
GS-15	1 year equivalent to at least GS-14	Ph.D. or equivalent doctoral degree



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### GS-1016 MUSEUM TECHNICIANS/SPECIALISTS

<b>GRADE</b>	<b>CP-RELATED EXPERIENCE</b>	<b>EDUCATION</b>
GS-07	N/A	Bachelor's Degree
GS-09	1 year equivalent to at least GS-07	Bachelor's Degree
GS-11	1 year equivalent to at least GS-09	Master's or equivalent graduate degree
GS-12	1 year equivalent to at least GS-11	Master's or equivalent graduate degree
GS-13	1 year equivalent to at least GS-12	Master's or equivalent graduate degree
GS-14	1 year equivalent to at least GS-13	Ph.D. or equivalent doctoral degree



**GS-1420 ARCHIVISTS**

<b>GRADE</b>	<b>CP-RELATED EXPERIENCE</b>	<b>EDUCATION</b>
GS-07	N/A	Bachelor's Degree
GS-09	1 year equivalent to at least GS-07	Bachelor's Degree
GS-11	1 year equivalent to at least GS-09	Master's or equivalent graduate degree
GS-12	1 year equivalent to at least GS-11	Master's or equivalent graduate degree
GS-13	1 year equivalent to at least GS-12	Master's or equivalent graduate degree



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### GS-1421 ARCHIVIST TECHNICIANS/SPECIALISTS

<b>GRADE</b>	<b>CP-RELATED EXPERIENCE</b>	<b>EDUCATION</b>
GS-07	N/A	Associate Degree
GS-09	1 year equivalent to at least GS-07	Bachelor's Degree
GS-11	1 year equivalent to at least GS-09	Bachelor's Degree



**GS-4715 EXHIBITS MAKING/MODELING**

<b>GRADE</b>	<b>CP-RELATED EXPERIENCE</b>	<b>EDUCATION</b>
GS-07	N/A	High School
GS-09	1 year equivalent to at least GS-07	High School
GS-11	1 year equivalent to at least GS-09	High School



### IV. Career Program Competencies

**A. Competency Management System (CMS):** Congress mandated the Department of Defense to use competencies to manage its civilian workforce. This prompted the Army to direct the career programs to develop competencies for each job series. The Assistant G-1 for Civilian Personnel (AG-1 CP) (<http://www.cpol.army.mil/>) oversees competency development for the Army. The Competency Management System (CMS), under the auspices of the AG-1 CP, is the central repository for validated competencies. CMS supports Army career management, workforce planning, and the implementation of the Defense Enterprise Civilian Competency Management Framework.

**B. Competencies:** Preliminary analysis of CP 61 competencies was considered during career mapping of the CP 61 series (Annex A). The G-1 approved the CP 61 competency listing in 2015.



## Annex A: CP 61 Competencies

This annex contains all the technical and non-technical competencies for the following job series:

- 0170 Historian
- 1010 Exhibit Specialist
- 1015 Museum Curator
- 1016 Museum Technician/Specialist
- 1420 Archivist
- 1421 Archives Technician
- 4715 Exhibits Making/Modeling: Not developed

### A. CP 61 TECHNICAL COMPETENCIES BY JOB SERIES

#### 1. GS-0170, Historians.

Knowledge of Historian, Museum Curator and Archivist Career Program	Knowledge of the career program, its various specialties, functions and paths for career development.
Administration and Management of Historical, Archival and Museum Career Program Functions	Ability to administer career program functions (historical, archival and museum programs). Skill in efficient, effective administration of historical, archival, and museum programs. Ability to supervise all aspects of a multi-layer historical program for a unit, headquarters, or command in accordance with AR 870-5 and other appropriate Army Regulations. Ability to build, organize manage and sustain a historical program at progressively higher levels of responsibility as one moves higher in the Army Historical Program (from small command history office up to wide-ranging historical programs for a major command or headquarters). Ability to hire subordinate historians, providing the full range of human resources and supervision of historical employees throughout a program. Ability to maintain budgetary sufficiency for the long-term health of a historical program at each successive level.
Supervision of Historical, Archival and Museum Career Program Functions	Ability to supervise career program functions (historical, archival and museum programs). Ability to lead and manage career program professionals (historians, archivists and museum curators), helping them realize their full potential. Ability to pursue continuing self-development to improve professional and leadership skills. Ability to create productive career program professionals having the appropriate levels of professional education and development.



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Professional Historical Research Methods and Techniques	Ability to apply historical methods of research, analysis and synthesis.
Advocacy for Historical, Archival and Museum Programs	Ability to articulate and promote the value and relevance of command historical, museum, and archival programs to higher level supervisors and fellow staff officers. Skill in maintaining career program visibility, value and viability to the command or headquarters to enable sustainment of structure, budget, and manpower needs. Ability to argue convincingly for the career program, showing long-term benefit to the Army.
Knowledge of History	Knowledge of past human experience. Knowledge of American military history, world military history and U.S. history. Ability to articulate the knowledge and understanding of history and the appreciation and use of the past to serve the needs of the present.
Historical Project Planning	Ability to plan a historical project or number of projects. Ability to evaluate the scope, breadth, depth and audience of a project or projects. Ability to outline the project, determine available resources and estimate time and cost factors.
Historical Fact-finding	Ability to use primary and secondary sources to locate and accurately access historical facts. Ability to establish accuracy of historical facts as part of a research project, inquiry, manuscript review or other form of fact-finding. Ability to locate and evaluate the accuracy of a range of source types.
Historical Research	Ability to consult primary and secondary sources to assemble and evaluate evidence on a historical issue or topic. Knowledge of government archives, manuscript repositories, oral history collections, and other sources of information. Ability to conduct exhaustive searches, involving assembling and evaluating evidence on historical issues or subjects in terms of reliability, relevance and significance.
Historical Analysis	Understands the principles and methodology of viewing historical data differently to draw conclusions and make recommendations for change to policy or processes with regard to cause and effect relationships. Identifies rules, principles, or relationships that explain facts, data, or other information. Analyzes historical information, makes inferences, and draws conclusions.
Historical Synthesis	Ability to combine relevant information to create a complete and coherent picture of a historical issue or topic, evaluating evidence, noting causal relationships, and applying reason. Ability to assemble historical data from multiple historical narratives and differing interpretations to form a full, coherent picture of a complex whole.
Historical Presentation	Ability to produce a clear, organized product for an audience in written form or for oral presentation (classes, discussion and briefings), using a variety of electronic media. Knowledge of historical presentation venues (written narrative or analysis,



## Career Program 61 ACTEDS Plan

	lecture or discussion, webpage or social media, course or seminar or a combination of the preceding). Ability to organize for clarity of expression to the target audience, carefully selecting of the right media for the right audience to maximize impact.
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### 2. GS-1010, Exhibits Specialist.

Knowledge of Historian, Museum, and Archivist Career Program	Knowledge of the career program, its various specialties, functions and paths for career development. Ability to create productive career program professionals having the appropriate levels of professional education and development.
Administration of Historical, Archival and Museum Career Programs Functions	Ability to administer career program functions (historical, archival and museum programs). Skill in efficient, effective administration of historical, archival, and museum programs.
Supervision of Historical, Archival and Museum Career Program Functions	Ability to supervise career program functions (historical, archival and museum programs). Ability to lead and manage career program professionals (historians, archivists and museum curators), helping them realize their full potential. Ability to pursue continuing self-development to improve professional and leadership skills.
Museum Professional Standards and Principles	Knowledge of and ability to apply museum professional standards and principles of care and display of material culture.
Advocacy for Historical, Archival and Museum Programs	Ability to articulate and promote the value and relevance of command historical, museum, and archival programs to higher level supervisors and fellow staff officers. Skill in maintaining career program visibility, value and viability to the command or headquarters to enable sustainment of structure, budget, and manpower needs. Ability to argue convincingly for the career program, showing long-term benefit to the Army.
Knowledge of History	Knowledge of past human experience. Knowledge of American military history, world military history and U.S. history. Ability to articulate the knowledge and understanding of history and the appreciation and use of the past to serve the needs of the present.
Exhibit Fabrication, Installation, and Maintenance	Ability to construct, install, and maintain exhibit fixtures and objects. Ability to construct display cases, platforms, graphic panels, housing for electronic media. Ability to print, laminate, and mount graphic media. Ability to hang and mount art and artifacts. Ability to provide required levels of maintenance. Ability to maintain specified lighting and heating, ventilation, and air conditioning requirements. Skilled in evaluating the scope, breadth, depth, and audience of a project or projects; outlining



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	the project; determining available resources; and estimating time and cost factors.
Electronic Media Systems	Ability to use software programs and electronic media sources during exhibit development process, including exhibit design and fabrication planning phases. Ability to creatively design graphics and images for exhibit panels. Knowledge of the various uses of media in exhibits such as moving images, interactives and audio.
Knowledge of Material Culture	Ability to describe objects physically and in their cultural context. Knowledge of material culture as it pertains to using historically accurate props within an exhibit storyline. Knowledge of Army history. Ability to use appropriate resources to identify people and events, using accurate graphic representation and images.
Preservation	Ability to reduce, retard or prevent unnecessary or further deterioration or damage to artifacts or works of art. Knowledge of preservation techniques as it pertains specifically to lighting, mounting, and displaying artifacts.
Design Exhibits	Ability to take exhibit ideas from conceptual stage to complete exhibit plans. Skilled in rendering drawings and sketches in order to fabricate design plans effectively, demonstrating creative and practical use of space and the ability to work within budget constraints. Knowledge of the Americans With Disabilities Act regulations and universal design practices. Knowledge of mechanical drawings, construction materials, and theatrical lighting techniques.

### 3. GS-1015, Museum Curator.

Knowledge of Historian, Museum Curator and Archivist Career Program	Knowledge of the career program, its various specialties, functions and paths for career development. Ability to create productive career program professionals having the appropriate levels of professional education and development.
Administration of Historical, Archival and Museum Career Program	Ability to administer appropriate level of career program (historical, archival and museum programs). Skill in efficient, effective administration of historical, archival, and museum programs.
Supervision of Historical, Archival and Museum Career Program Functions	Ability to supervise career program functions (historical, archival and museum programs). Ability to lead and manage career program professionals (historians, archivists and museum curators), helping them realize their full potential. Ability to pursue continuing self-development to improve professional and leadership skills.
Museum Professional Standards and Principles	Knowledge of and ability to apply museum professional standards and principles of care and display of material culture.
	Ability to articulate and promote the value and relevance of command historical, museum, and archival programs to higher level



## Career Program 61 ACTEDS Plan

<p>Advocacy for Historical, Archival and Museum Programs</p>	<p>supervisors and fellow staff officers. Skill in maintaining career program visibility, value and viability to the command or headquarters to enable sustainment of structure, budget, and manpower needs. Ability to argue convincingly for the career program, showing long-term benefit to the Army.</p>
<p>Knowledge of History</p>	<p>Knowledge of past human experience. Knowledge of American military history, world military history and U.S. history. Ability to articulate the knowledge and understanding of history and the appreciation and use of the past to serve the needs of the present.</p>
<p>Museum Collecting</p>	<p>Ability to access objects of historical importance and with relevance to the museum mission. Knowledge of connoisseurship and Army material culture. Ability to recognize gaps and strengths in the collection and seek out opportunities to add artifacts of museum quality. Ability to identify objects for deaccession.</p>
<p>Research of Artifacts and Works of Art</p>	<p>Ability to utilize scholarly methods to determine historical significance and context of artifacts and works of art. Skill in identifying objects and their historical significance, utilizing references to place them in their proper historical context, including object identification, artifact research and historical research. Knowledge of bibliography and cataloging aids, ascertaining artifact provenance. Ability to enter this information into a record system in conformity with AHCAS regulations.</p>
<p>Museum Collections Oversight</p>	<p>Ability to maintain oversight of the collection, personnel, and their activities for the preservation of the Army collection. Ability to create a scope of collections statement and a collections policy, maintaining overall responsibility for the care, use, and preservation of the Army collection. Ability to identify objects for conservation, including an understanding of collection management and registration practices.</p>
<p>Exhibit Interpretive Writing</p>	<p>Ability to write exhibit text that makes scholarship accessible to all visitors and adheres to current best practices. Skill in presenting complex and nuanced information in an accessible way through label copy, exhibit text, education materials and handouts, informative and lucid text for captions, object labels, and introductory texts.</p>
<p>Exhibit Management</p>	<p>Ability to organize the execution of an exhibit from concept to conclusion around artifacts from the Army collection. Ability to manage exhibit projects, including developing a list and schedule of deliverables, plan of work, contracting, and lines of communications by all parties. Ability to monitor deliverables and expenses through concept development, design development, artifact selection, fabrication and installation.</p>
<p>Conservation and Preservation</p>	<p>Ability to utilize resources to prevent further damage to Army collection or knowledge of methods of actual repair. Knowledge of preservation techniques consistent with appropriate environmental conditions. Skilled in handling and storage procedures, exhibition, packing, transport, and use. Knowledge</p>



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	of pest management. Ability to create and implement emergency preparedness and response plan.
Exhibit Education and Training	Ability to develop and deliver content inside and outside the museum to a wide range of audiences. Ability to conduct seminars, lectures, and gallery talks. Ability to maintain museum education methods and functions, collaborating with education personnel and other stakeholders during exhibit development. Skilled in the use collections for soldier specific training.
Curatorial and Historical Scholarship	Ability to add to the body of knowledge relating to museum mission and curatorial and historical profession. Ability to research and write historical and scholarly papers for publication or for presentation. Ability to contribute writings and ideas that advance the museum's mission and the curatorial and historical profession. Ability to research and write an exhibit catalog.
Museum Management	Ability to supervise all operations of the museum, including personnel planning and identification of requirements. Ability to manage an Army museum IAW AR 870-20, Federal and State laws, regulations, policies, and procedures.
Museum Strategic Planning	Ability to provide museum goals and a coherent strategy to achieve them, including budget formulation, cost projections, identification of unfunded requirements. Knowledge of contracting, timing, and life cycle processes.
Museum Financial Planning	Ability to develop and implement museum budgets, including identification of requirements, budget formulation, cost projections, identification of unfunded requirements. Knowledge of contracting, timing, and budget processes.
Administration of Museum Systems	Ability to direct multiple Army museums for compliance with Army regulations and statutory requirements. Ability to develop, plan, and execute strategies by which multiple Army museums comply with Army regulations and statutory requirements economically and with maximum benefit from available resources. Ability to coordinate the actions of multiple Army museums in carrying out the Army's mission of collections preservation, soldier education, and other goals and objectives set forth by the Secretary of the Army.

#### 4. GS-1016, Museum Technician or Specialist.

Knowledge of Historian, Museum Curator and Archivist Career Program	Knowledge of the career program, its various specialties, functions and paths for career development. Ability to create productive career program professionals having the appropriate levels of professional education and development.
Administration of Historical, Archival and Museum Career Programs Functions	Ability to administer career program functions (historical, archival and museum programs). Skill in efficient, effective administration of historical, archival, and museum programs.



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Supervision of Historical, Archival and Museum Career Program Functions	Ability to supervise career program functions (historical, archival and museum programs). Ability to lead and manage career program professionals (historians, archivists and museum curators), helping them realize their full potential. Ability to pursue continuing self-development to improve professional and leadership skills.
Museum Professional Standards and Principles	Knowledge of and ability to apply museum professional standards and principles of care and display of material culture.
Advocacy for Historical, Archival and Museum Programs	Ability to articulate and promote the value and relevance of command historical, museum, and archival programs to higher level supervisors and fellow staff officers. Skill in maintaining career program visibility, value and viability to the command or headquarters to enable sustainment of structure, budget, and manpower needs. Ability to argue convincingly for the career program, showing long-term benefit to the Army.
Knowledge of History	Knowledge of past human experience. Knowledge of American military history, world military history and U.S. history. Ability to articulate the knowledge and understanding of history and the appreciation and use of the past to serve the needs of the present.
Collections Preservation	Knowledge of appropriate conditions for the exhibition or storage of separate categories of Army historical property. Ability to maintain conditions specified by AR 870-20 and CMH policy directives by appropriate pest management procedures. Ability to calibrate and monitor hygrothermographs and other climate measuring devices and record their data.
Collections Remediation	Ability to perform cleaning, repairs, reassembly, or stabilization of historical property in accordance with instructions from a conservator, create condition reports, maintain documentation and records, and create source of acquisition files and historical property jackets. Skill in assisting the curator with performance of inventories, incoming and outgoing loans, and the acquisition process.
Museum Special Projects	Ability to contribute to improvement or expansion of museum programs, conditions, or functions by assisting other professionals during museum special projects. Skill in assisting museum specialists develop and implement or expand and improve programs related to specialized functions of a museum, such as collections management, education, or registration; these functions in support of museum mission. Skilled in assisting conservators develop, implement, expand, and improve special projects related to conservation efforts.
Knowledge of Material Culture	Ability to describe objects physically and in their cultural context. Skill in correctly applying nomenclature or use resources to describe



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	objects. Knowledge of Army history. Ability to process information established by curators and conservators during accessioning and cataloging process or for creating condition reports.
Technical Assistance to Curators, Managers, and Scientists	Ability to provide support to other museum staff in their respective areas of specialization. Ability to provide technicians assistance in areas such as reporting issues concerning artifacts in the collection. Ability to provide specialists assistance with exhibit development and insight into education programs, registration, or collection management. Ability to provide assistance to conservators with advice to the director and curators regarding artifact conservation and preservation. Ability to use their skills to stabilize or enhance artifacts for display or storage and provide technical assistance during packing and shipment of artifacts.
Proper Use of Tools and Equipment	Ability to safely use proper tools for any given job. Skill in use tools for restorations, basic preservation procedures, and collections management procedures. Ability to operate scientific equipment and perform chemical tests using specialized equipment.
Museum Contracts	Ability to prepare contracts for third party consideration on all aspects of material culture preservation, display, and storage.
Accessioning and Cataloging	Ability to create documents for acceptance and classification into the Army Historical Collection Accountability System (AHCAS). Ability to perform data entry and create and update historical property jackets and electronic files to house documentation and correspondence concerning acquisitions.
Curatorial Assistance	Ability to perform inventories, process loans, make condition reports, and compile artifact/graphic lists for exhibitions.

### 5. GS-1420, Archivist

Knowledge of Historian, Museum Curator and Archivist Career Program	Knowledge of the career program, its various specialties, functions and paths for career development. Ability to create productive career program professionals having the appropriate levels of professional education and development.
Administration of Historical, Archival and Museum Career Programs Functions	Ability to administer career program functions (historical, archival and museum programs). Skill in efficient, effective administration of historical, archival, and museum programs.
Supervision of Historical, Archival and Museum Career Program Functions	Ability to supervise career program functions (historical, archival and museum programs). Ability to lead and manage career program professionals (historians, archivists and museum curators), helping them realize their full potential. Ability to pursue



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	continuing self-development to improve professional and leadership skills.
Archival Methods and Techniques	Ability to preserve, analyze content, categorize, and make available historical records and documents. Ability to use appropriate research methodologies and technological solutions. Knowledge of archival theory, methodology, and practice appropriate for records and papers on all media: paper, digital, audio, and visual and how they have been influenced and affected by computer technologies.
Advocacy for Historical, Archival and Museum Programs	Ability to articulate and promote the value and relevance of command historical, museum, and archival programs to higher level supervisors and fellow staff officers. Skill in maintaining career program visibility, value and viability to the command or headquarters to enable sustainment of structure, budget, and manpower needs. Ability to argue convincingly for the career program, showing long-term benefit to the Army.
Knowledge of History	Knowledge of past human experience. Knowledge of American military history, world military history and U.S. history. Ability to articulate the knowledge and understanding of history and the appreciation and use of the past to serve the needs of the present.
Archival Knowledge	Knowledge of the theory and history of archives and the archival profession; social and cultural history; the life cycle of records and papers; relationships to allied professions; familiarity with professional standards and best practices.
Managing Archival Programs	Ability to apply the principles and practices that archivists use to facilitate all aspects of archival work through careful planning, management and administration of the repository and its institutional, financial and human resources. Ability to develop a strategic vision for an archival program, establishing priorities, continually assessing progress toward that vision and making adjustments as environments and resources change.
Archival Ethical and Legal Responsibilities	Knowledge of the laws, regulations, institutional policies, and ethical standards which are applicable to the archival community. Ability to use archival and information professional codes and standards, such as the Code of Ethics of the Society of American Archivists (SAA) and the SAA/ALA joint statement on Standards for Access to Research Materials in Archival and Manuscript Repositories. Knowledge of the laws, regulations, and ethical considerations governing reference services and access to records and papers, including copyright, freedom of information, privacy, confidentiality, security, and equality of access as well as the laws, regulations, and ethical considerations governing loans, deposits, exchanges, and gifts to institutions, as well as regulations defining public records and personal papers, their retention, accessibility, integrity, and disposition.



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<p>Archival Technology Solutions</p>	<p>Ability to define and communicate requirements, roles, and responsibilities related to digital archives to a variety of partners and audiences. Ability to formulate strategies and tactics for appraising, describing, managing, organizing, and preserving digital archives. Ability to apply the latest archival technologies and best practices, incorporating understanding of the nature of records and documents in electronic formats, various storage media, the nature of system dependence, and the effect of time on the integrity of records. Ability to integrate technologies, tools, software, and media within existing functions for appraising, capturing, preserving, and providing access to digital collections. Knowledge of how to plan for the integration of new tools or successive generations of emerging technologies, software, and media.</p>
<p>Documentary Publication, Historical Editing and Exhibit of Archival Materials</p>	<p>Ability to present archival holdings in a variety of media or may be exhibited. Ability to select archival materials suitable for publication and to determine the publication form and scope IAW the values, uses, volume and physical condition of records. Knowledge of traditional and modern documentation in printed and web-based volumes as source material of history; the canons of textual criticism; scholarly annotation; the value and use of non-textual documentary material for explanatory or illustrative purposes; and copy-editing, proofreading and indexing. Ability to consider the timeliness of proposed exhibit themes, their potential educational and popular appeal, and the cost of preparing exhibits, including surveys of holdings of archival and manuscript repositories and museum materials and research to determine the origin and authenticity of documents.</p>
<p>Knowledge of Core Archival Functions</p>	<p>Knowledge of the core archival functions (selection, appraisal, and acquisition; arrangement and description; reference services and access; preservation and protection; and outreach, advocacy and promotion) relate to each other and influence the administration of records and papers.</p>
<p>Knowledge of Archival Standards and Accepted Professional Best Practices</p>	<p>Knowledge of the standards and accepted professional best practices that apply to archival work, including their rationale and implications and knowledge of how the administration of archives is related to, different from, and draws upon the theory, methodology, and practice of such allied professions and disciplines as history, library and information science, records management, museology, historic preservation, historical editing, and oral history.</p>



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### 6. GS-1421, Archives Technician.

Knowledge of Historian, Museum Curator and Archivist Career Program	Knowledge of the career program, its various specialties, functions and paths for career development. Ability to create productive career program professionals having the appropriate levels of professional education and development.
Administration of Historical, Archival and Museum Programs Functions	Ability to administer career program functions (historical, archival and museum programs). Skill in efficient, effective administration of historical, archival, and museum programs.
Supervision of Historical, Archival and Museum Program Functions	Ability to supervise career program functions (historical, archival and museum programs). Ability to lead and manage career program professionals (historians, archivists and museum curators), helping them realize their full potential. Ability to pursue continuing self-development to improve professional and leadership skills.
Archival Methods and Techniques	Knowledge of and ability to preserve, analyze content, categorize, and make available historical records and documents. Ability to use appropriate research methodologies and technological solutions. Knowledge of archival theory, methodology, and practice appropriate for records and papers on all media: paper, digital, audio, and visual and how they have been influenced and affected by computer technologies.
Advocacy for Historical, Archival and Museum Programs	Ability to articulate and promote the value and relevance of command historical, museum, and archival programs to higher level supervisors and fellow staff officers. Skill in maintaining career program visibility, value and viability to the command or headquarters to enable sustainment of structure, budget, and manpower needs. Ability to argue convincingly for the career program, showing long-term benefit to the Army.
Knowledge of History	Knowledge of past human experience. Knowledge of American military history, world military history and U.S. history. Ability to articulate the knowledge and understanding of history and the appreciation and use of the past to serve the needs of the present.
Archival Knowledge	Knowledge of the theory and history of archives and the archival profession; social and cultural history; the life cycle of records and papers; relationships to allied professions; familiarity with professional standards and best practices.
Managing Archival Programs	Ability to apply the principles and practices that archivists use to facilitate all aspects of archival work through careful planning, management and administration of the repository and its institutional, financial and human resources. Ability to develop a



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	<p>strategic vision for an archival program, establishing priorities, continually assessing progress toward that vision and making adjustments as environments and resources change.</p>
<p>Archival Ethical and Legal Responsibilities</p>	<p>Knowledge of the laws, regulations, institutional policies, and ethical standards which are applicable to the archival community. Ability to use archival and information professional codes and standards, such as the Code of Ethics of the Society of American Archivists (SAA) and the SAA/ALA joint statement on Standards for Access to Research Materials in Archival and Manuscript Repositories. Knowledge of the laws, regulations, and ethical considerations governing reference services and access to records and papers, including copyright, freedom of information, privacy, confidentiality, security, and equality of access as well as the laws, regulations, and ethical considerations governing loans, deposits, exchanges, and gifts to institutions, as well as regulations defining public records and personal papers, their retention, accessibility, integrity, and disposition.</p>
<p>Archival Technology Solutions</p>	<p>Ability to define and communicate requirements, roles, and responsibilities related to digital archives to a variety of partners and audiences. Ability to formulate strategies and tactics for appraising, describing, managing, organizing, and preserving digital archives. Ability to apply the latest archival technologies and best practices, incorporating understanding of the nature of records and documents in electronic formats, various storage media, the nature of system dependence, and the effect of time on the integrity of records. Ability to integrate technologies, tools, software, and media within existing functions for appraising, capturing, preserving, and providing access to digital collections. Knowledge of how to plan for the integration of new tools or successive generations of emerging technologies, software, and media.</p>
<p>Documentary Publication, Historical Editing and Exhibit of Archival Materials</p>	<p>Ability to present archival holdings in a variety of media or may be exhibited. Ability to select archival materials suitable for publication and to determine the publication form and scope IAW the values, uses, volume and physical condition of records. Knowledge of traditional and modern documentation in printed and web-based volumes as source material of history; the canons of textual criticism; scholarly annotation; the value and use of non-textual documentary material for explanatory or illustrative purposes; and copy-editing, proofreading and indexing. Ability to consider the timeliness of proposed exhibit themes, their potential educational and popular appeal, and the cost of preparing exhibits, including surveys of holdings of archival and manuscript repositories and museum materials and research to determine the origin and authenticity of documents.</p>
<p>Knowledge of Core Archival Functions</p>	<p>Knowledge of the core archival functions (selection, appraisal, and acquisition; arrangement and description; reference services and access; preservation and protection; and outreach,</p>



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	advocacy and promotion) relate to each other and influence the administration of records and papers.
Knowledge of Archival Standards and Accepted Professional Best Practices	Knowledge of the standards and accepted professional best practices that apply to archival work, including their rationale and implications and knowledge of how the administration of archives is related to, different from, and draws upon the theory, methodology, and practice of such allied professions and disciplines as history, library and information science, records management, museology, historic preservation, historical editing, and oral history.



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### B. CP 61 NON-TECHNICAL COMPETENCIES BY JOB SERIES

CP 61 has identified eight non-technical competencies that are common to every job series: GS-0170, Historian; GS-1010, Exhibits Specialist; GS-1015, Museum Curator; GS-1016 Museum Technician or Specialist; GS-1420, Archivist; GS-1421, Archives Technician.

COMPETENCY TITLE	COMPETENCY DESCRIPTION
Accountability	Assures that effective controls are developed and maintained to ensure the integrity of the organization. Holds self and others accountable for rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are completed in a timely manner and within budget. Monitors and evaluates plans, focuses on results and measuring attainment of outcomes.
Problem Solving	Identifies and analyzes problems; uses sound reasoning to arrive at conclusions. Finds alternative solutions to complex problems. Distinguishes between relevant and irrelevant information to make logical judgments.
Strategic Thinking	Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities. Anticipates potential threats or opportunities.
Continual Learning	Grasps the essence of new information. Masters new technical and business knowledge. Recognizes own strengths and weaknesses and pursues self-development. Seeks feedback from others and opportunities to master new knowledge.
Creativity and Innovation	Develops new insights into situations and applies innovative solutions to make organizational improvements. Creates a work environment that encourages creative thinking and innovation. Designs and implements new or cutting-edge programs/processes.
Integrity and Honesty	Instills mutual trust and confidence and creates a culture that fosters high standards of ethics. Behaves in a fair and ethical manner toward others and demonstrates a sense of corporate responsibility and commitment to public service.
Service Motivation	Creates and sustains an organizational culture which permits others to provide the quality of service essential to high performance. Enables others to acquire the tools and support they need to perform well. Shows a commitment to public service. Influences others toward a spirit of service and meaningful contributions.
Written Communication	Expresses facts and ideas in writing in a clear, convincing and organized manner.



### Annex B: Master Training Plan

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#### 1. GENERAL

The CP 61 Career Development Model is a master training plan which covers training, education and development requirements and recommendations for professionals in CP 61 from GS-07 through GS-15. Through the training, education, and special assignments in this program, CP 61 will develop those:

- a. Who have, and will continue to develop, the command of their subject and the professional methodology necessary to serve with excellence in the Army Historical Program;
- b. Who know the Army, its organization, and its culture, and work well with Army peer professionals;
- c. Who possess the technical skills required to perform their jobs at a high level of efficiency; and
- d. Who have, and will continue to develop, capabilities to lead and to manage the CP 61 workforce.

The master training plan has three main components: training, education and development. These components conform to ACTEDS structure. The CP 61 Professional Development Model, the “Ziggurats,” was developed to visually portray the training, education and development possibilities for the CP 61 workforce.



**CP61 HISTORIANS'  
PROFESSIONAL EDUCATION AND TRAINING**



**CP61 ARCHIVISTS'  
PROFESSIONAL EDUCATION AND TRAINING**





**CP61, MUSEUM PROFESSIONALS'  
PROFESSIONAL EDUCATION AND TRAINING**



Career Program 61, Historians, Archivists, and Museum Professionals  
**CONTINUING EDUCATION SYSTEM+**





## Career Program 61 ACTEDS Plan



**Mandatory Training:** The New Historians/ Archivists/Museum Professionals Orientation Course introduces the new CP 61 professional to the Army Historical Program. As a condition of employment, all career employees who entered CP 61 since 30 September 2006 must also take the Civilian Education System's Foundation Course. CP 61 personnel at all levels also receive mandatory training in ethics, security awareness, information assurance, substance abuse, prevention of sexual harassment, combating terrorism, and other topics as directed.

Career Program 61 New Historians/Archivists/Museum Professionals Orientation Course: All new employees must successfully complete this course for orientation to the Army Historical Program. During five days at the Center of Military History, it introduces the new historian, museum professional, or archivist to the Army, its organization, and its historical program and covers the different responsibilities, duties, and procedures of CP 61 professionals and their role within the wider historical program.

**Occupational Training:** CP 61 professionals are expected to bring to their jobs basic professional skills essential to the performance of their duties. CP 61 is designed to help them maintain and further develop those skills. Every other year, the CP 61 professional attends the Army Historians Training Symposium and/or the Army Museum System Training Course to develop his or her professional skills. Occupational training might also involve computer courses,



## Career Program 61 ACTEDS Plan

contracting classes, instruction in security procedures, and other programs required or recommended by the employee's supervisor or command.

**Army Historians Training Symposium:** Each CP 61 historian or archivist should attend this biennial week-long training event, which develops professional expertise through workshops and presentations of scholarly papers.

**Continuing Army Museum System Training Course:** Each CP 61 museum professional should attend this week-long training course, when offered, which develops professional expertise and facilitates exchange of information on policies and practices through workshops, demonstrations and seminars.

**Leader Development:** The Civilian Education System (CES) is a progressive and sequential leader development program that provides enhanced educational opportunities for Army civilians throughout the course of their careers. In addition to developing leadership, supervisory, and managerial capabilities, it also familiarizes CP 61 professionals with the greater Army and fosters contacts with other Army civilians. CES provides eight levels of development: Foundation Course (FC), Action Officer Development Course (AODC), Supervisor Development Course (SDC), Basic Course (BC), Intermediate Course (IC), Manager Development Course (MDC), Advanced Course (AC), and Continuing Education for Senior Leaders (CESL). The method of delivery is distance learning (DL), resident instruction, or blended learning, a mixture of distance learning and resident instruction. The Department of the Army, Department of Defense, and Office of Personnel Management provide additional programs for senior leaders and executives.

**Professional Education/Academic Training:** Key to obtaining employment as a historian, archivist or museum professional is having the appropriate academic degree. Historians or archivists without PhDs or museum personnel without master's degrees and professional certification will not be able to compete successfully for higher positions, nor will they be able to bring a full range of skills to bear on their duty performance. For those historians, archivists and museum professionals who do not bring this level of academic preparation to their positions upon initial employment, full- or part-time university educational opportunities may be made available, dependent on available funding. Such opportunities are supported by this plans to the extent possible.

**Professional Development:** Even when holding advanced professional degrees, the CP 61 professional must continue to engage in regular professional development courses, professional self-study, seminars, conferences, and panel discussions of the highest quality and seek assignments



## Career Program 61 ACTEDS Plan

of increasing responsibility. CP 61 professional development encompasses a variety of learning experiences. These fall into two general categories:

a. Developmental Assignments: CP 61 includes several career-enhancing assignments, centrally managed by the career program manager. Rotations, generally early in a career, familiarize the individual with the variety of functions performed by CP 61 professionals. Exchanges, funded research at CMH, the U.S. Army Heritage and Education Center (AHEC), or another site; and attendance at Army schools provide opportunities for professional growth and expanded contacts across the Army. Ongoing academic education, whether full- or part-time, also greatly enhances the CP 61 professional's value to the Army.

b. Self-Paced Learning: Structured self-development is essential for CP 61 professionals. Mere possession of an advanced degree does not end a professional's education, which extends over a lifetime. All members must engage in general and specialized reading to maintain expertise in their chosen field. Publications and presentations of historical or professional interest, as well as membership and participation in professional organizations, conferences, and training symposia are also critical elements of career development.



### **2. RELATED TRAINING AND PROFESSIONAL DEVELOPMENT**

*This is a common training plan and professional development list of opportunities across all series and is not intended to be all-inclusive. Additional opportunities specific to the individual series are available in functional sections of the master training plan. Courses, conferences, training events, and symposia may be centrally managed, command-sponsored, or self-directed as part of a lifelong learning and development plan. Individuals are encouraged to seek out additional training of like type in consultation with their supervisors.*

#### **Mandatory Training:**

##### **CMH Orientation Course**

Length: 5 days

Source: U.S. Army Center of Military History (CMH)

This mandatory general orientation for all new hires will include familiarization with the Army's historical program; training in the standards of conduct; and blocks of instruction, introducing the new CP 61 professional to the organization and mission of the Department of Defense, the U.S. Army, and CMH.

***Civilian Education System Foundation Course:*** see information on Civilian Education System in the Leader Development section below.

##### **Mandatory Command Training**

Length: Approximately 30 hours

Source: Varies

Completion of command training such as antiterrorism training, prevention of sexual harassment; ethics; annual security awareness, information assurance, No FEAR Act, substance abuse, and other topics as directed.

#### **Functional Training and Education:**

##### **Army Historians Training Symposium (AHTS)**

Length: 1 week every other year

Source: CMH

Formerly known as the Conference of Army Historians, this biennial symposium offers CP 61 professionals an opportunity to meet for historical program training and professional development, while also providing a collegial environment for attendees. A mix of lectures, demonstrations, seminars, and workshops covers the CP 61 disciplines and facilitates the exchange of information regarding policies and procedures. All CP 61 professionals, especially in the GS-0170 historian field, should attend this conference.



### **Continuing Museum System Training Course (CMTC)**

Length: 1 week (when offered)

Source: CMH

When offered, the CMTC is one of the largest military museum meetings in the country. The mix of lectures, demonstrations, seminars, and workshops is designed to accommodate several disciplines in the museum profession and facilitate the exchange of information regarding policies and procedures. Almost one-quarter of the participants come from outside the Army or the Federal Government, and include archivists, historians, and archeologists. All CP 61 museum professionals should attend this course when offered.

### **Basic Museum Training Course (BMTC)**

Length: One week

The focus is on collections (handling, storage, shipping, cataloging, accessioning, preservation, and artifact accountability). While primarily for museum professionals, this is also a good course for historians and archivists who would like to broaden their expertise within CP 61. (Annex B-5c.)

### **Intermediate Museum Training Course (IMTC).**

Length: One week

The focus is on exhibits (interpretation, design, fabrication, and education (on-post, off post, online)).

### **Advanced Museum Training Course (AMTC).**

Length: One week

Focus is on policy, budget, staffing, and museum management.

### **Archives Practicum Training Course (APTC).**

Length: One week

The focus is on Archival Theory and Methods: This is a good course for historians and museum personnel who wish to broaden their expertise within CP 61. (Annex B-5 b.)

### **University Education (Full or Part Time)**

Length: Varies

Source: Varies based on geography and university program availability and acceptance

Selected individuals without their terminal degrees (Ph.D. for historian or archivist or, M.A. or museum certification program for museum personnel) may compete for a limited number of slots in selected universities on a part-time basis to complete course work.

**Leader Development:** Centrally managed and often centrally funded courses in leadership and critical to the development of any career Army civil servant.



**Civilian Education System (CES):** CES is the foundation of the Army's leader development program for all Army civilians, providing progressive and sequential education course opportunities that employees can take throughout their career. It is centrally funded by HQDA G-37/Training Directorate for most permanent Army civilians, including but not limited to general schedule (GS), non-appropriated fund (NAF), local national (LN), and wage grade (WG) employees. CES leadership courses, or designated equivalent courses, are required for all Army civilians. Employees should include attendance at the CES course for which they are eligible in their individual development plans. More information on CES courses, as well as instructions on how to enroll can be found on the Civilian Training and Leader Development website at:  
<http://www.t3ac.army.mil/Pages/Homepage.aspx>.

### **CES Foundation Course (FC)**

This course consists of DL modules that provide an orientation to being an Army civilian and an introduction to the Army. You will gain an understanding of the Army's role within the Department of Defense, as well as the Army's composition, customs, traditions, values and leadership doctrine. You will learn concepts of building teams, managing conflict and effective communication skills. As a new Army civilian, you will be exposed to the administrative requirements of the Army organization and career management information.  
<http://www.civiliantraining.army.mil/leader/Pages/FC.aspx>

### **Action Officer Development Course (AODC)**

The AODC provides an overview of actions and responsibilities required of an Action Officer. You will learn the functions of an Action Officer and the expectations of managers and staff activities, the application of problem solving and time management techniques, and effective oral and written communication skills for military environments. The term "action officer" does not refer to a duty position.  
<http://www.civiliantraining.army.mil/leader/Pages/AODC.aspx>

### **Supervisor Development Course (SDC)**

The SDC contains lessons on topics mandated by the National Defense Authorization Act of 2010. Topics include: Workforce Planning, Position Management and Classification, Hiring, Merit Systems Principles and Prohibited Personnel Practices, Onboarding, Performance Management, Training and Development, Recognition, Incentives and Awards, Coaching, Counseling and Mentoring, Leave Administration, Workers' Compensation, Labor Relations, Supervising a Diverse Workforce, Hostile Work Environment, Reasonable Accommodations, Creating an Engaging Work Environment, Managing Conflict, Valuing Individual Differences, and Leading Change.



## Career Program 61 ACTEDS Plan

This course is entirely DL. Students have 120 days from the time of enrollment to complete this course. Once 120 days has passed, the course will no longer be accessible and students will have to register again.

<http://www.civiliantraining.army.mil/leader/Pages/SDC.aspx>

### **CES Basic Course (BC)**

The BC consists of a DL course and a two-week resident course. The resident course will be taken after successful completion of the distance learning course and takes place in a university setting encompassing a classroom environment and small group seminars.

The DL phase must be completed prior to taking the resident phase. The time length between completing the DL course and beginning the resident course should not exceed 180 days. Those unable to successfully complete the DL course are not eligible for the resident phase.

<http://www.civiliantraining.army.mil/leader/Pages/BC.aspx>

### **CES Intermediate Course (IC)**

The IC consists of a DL course and a three-week resident course. The resident course will be taken after successful completion of the DL course and takes place in a university setting encompassing a classroom environment and small group seminars.

The DL phase must be completed prior to taking the resident phase. The time length between completing the DL course and beginning the resident course should not exceed 180 days. Those unable to successfully complete the DL course are not eligible for the resident phase. The course is recommended for individuals aspiring to leadership positions in CP 61.

<http://www.civiliantraining.army.mil/leader/Pages/IC.aspx>

### **CES Manager Development Course (MDC)**

Through the Manager Development Course, students will gain an understanding of the demands of an Army Manager and learn knowledge and skills that will enable them to perform these duties at higher levels of the organization.

<http://www.civiliantraining.army.mil/leader/Pages/MDC.aspx>



### **CES Advanced Course (AC)**

This course is designed for civilian leaders in permanent appointment supervisor or managerial positions and who are adaptive, innovative, self-aware, and capable of effectively leading a complex organization, guiding programs, and managing associated resources. The training focus is on strategic thinking and assessment, change management, developing a cohesive organization, managing a diverse workplace, and management of resources. The AC consists of a DL course and a four-week resident course. The resident course will be taken after successful completion of the DL course and takes place in a university setting encompassing a classroom environment and small group seminars.

The DL phase must be completed prior to taking the resident phase. The time length between completing the DL course and beginning the resident course should not exceed 180 days. Those unable to successfully complete the DL course are not eligible for the resident phase.

<http://www.civiliantraining.army.mil/leader/Pages/AC.aspx>

### **CES Continuing Education for Senior Leaders (CESL)**

Continuing Education for Senior Leaders (CESL) provides an interactive environment in which senior leaders discuss current issues and relevant challenges facing civilian and military leaders and provides a continuing education program on specific topics. The CESL is conducted through blended learning - pre-course work and a 4.5-day resident course. The resident course consists of both small and large group activities. The course structure is a combination of guest speakers and interactive exercises on subjects like National Security Personnel Challenges, Strategic Thinking, Knowledge Management, and Cultural Well Being. Panels consisting of commanders and NCOs who recently returned from theater provide a personal perspective on events in Iraq and Afghanistan. Updates on Army initiatives are also included in the program.

<http://www.civiliantraining.army.mil/leader/Pages/CESL.aspx>

### **Senior Enterprise Talent Management (SETM)**

When Army civilians reach the GS-14, GS-15, or equivalent level, they have the option of participating in a structured mentorship and professional development program to prepare them for positions of greater responsibility within the Army through advanced senior-level educational and experiential learning opportunities.

The Senior Enterprise Talent Management (SETM) program, developed collaboratively as a Civilian Workforce Transformation initiative and administered by the Civilian Senior Leader Management Office, Assistant



## Career Program 61 ACTEDS Plan

Secretary of the Army (Manpower and Reserve Affairs), is open to GS-14 and GS-15 (or equivalent) employees who wish to apply for participation.

<http://www.civiliantraining.army.mil/professional/pages/setm.aspx>

### **DoD Executive Leadership Development Program (DELDP)**

The Executive Leadership Development Program (ELDP) provides Department of Defense (DoD) and interagency personnel the opportunity to participate in an exceptional joint and enterprise-wide civilian leadership training and development experience.

The objective is to promote greater understanding of the overall Department of Defense mission and culture, provide hands-on leadership training that parallels selected military training and ensure cross-component exposure.

The program is offered annually, and provides a series of learning and training experiences that blend experiential and academic learning, with hands-on exercises focused on the role of the warfighter. Program activities are conducted both in the United States and overseas.

<http://www.civiliantraining.army.mil/leader/Pages/ELDP.aspx>

### **DoD Senior Leader Development Program (DSLDP)**

Defense Senior Leadership Development Program (DSLDP) is the Department of Defense (DoD) program to develop senior civilian leaders to excel in the 21st Century joint, interagency and multi-national environment. This program supports the government-wide effort to foster interagency cooperation and information sharing by providing opportunities to understand and experience, firsthand, the issues and challenges facing leaders across DoD and the broader national security arena. Designed to support one of the Department's top transformational priorities, DSLDP is the senior-level component of our overall leader development strategy. The program provides the means to develop a cadre of world-class senior civilian leaders with the Enterprise-wide Perspective and the critical skills needed to lead organizations and programs, and to achieve results in the national security environment today and well into the future.

<http://www.civiliantraining.army.mil/leader/Pages/DSLDP.aspx>



### **Federal Executive Institute (FEI)**

Length: Four weeks

Source: Office of Personnel Management (OPM)

Located in Charlottesville, Virginia, the Federal Executive Institute offers a range of multi-day courses to develop leadership and management skills among senior executives and managers in the federal government.

### **3. Professional Development:**

#### **Developmental Assignments**

Length: 7-179 days

Source: CMH

Some development assignments will be funded using CP 61 funds on a competitive basis as announced by the CP 61 FCR and Career Program Management Office.

Rotations – A short-term (7-120 days) developmental assignment to another command to familiarize the CP 61 professional with the depth and breadth of the Army historical community. For example, a branch historian may spend a short time at a different office or at CMH to broaden his or her experience. May also be used in conjunction with exchanges.

Exchanges – A 30-to-179-day developmental assignment in which two CP 61 professionals may switch jobs briefly to broaden and deepen their knowledge and experience. For example, a senior or staff historian at CMH may switch jobs with a branch historian, or vice versa, upon agreement between their commands and CMH. **(In Development)**

Funded Research – A short-term (30-120 days) developmental assignment in which a CP 61 professional conducts onsite research at CMH, the Museum Support Center, the National Archives, the Army Heritage and Education Center, the Strategic Studies Institute, the Peacekeeping and Stability Operations Institute, or another site with a view toward producing a scholarly publication.

Funded Academic Degree Program – A 120+ day developmental assignment that would allow a CP 61 professional to attend classes or complete course work for a dissertation or master's thesis as part of work toward an advanced professional degree. CP 61 professionals taking part in this program will incur a service obligation. **(In Development)**



### **4. Professional Associations:**

*This directory lists some of the primary professional associations in the fields covered by CP 61. It is not exhaustive or intended to limit CP 61 members from attending the meetings of other such organizations.*

#### **Society for Military History (SMH)**

Length: 4 days each year

Source: Society for Military History

The Society's annual meeting brings together academic, official, and independent historians, archivists, and museum professionals, and others interested in military history from around the world for presentations, scholarly panels, staff rides, and social functions that offer opportunities to build contacts across the larger profession. This is the premier organization for professionals in military history, and all CP 61 personnel should consider joining and attending its conferences.

#### **Society for History in the Federal Government (SHFG)**

Length: 1 day each year

Source: Society for History in the Federal Government

The Society's annual meeting assembles those with an interest in federal history. Usually held at the National Archives in College Park, Maryland, for one day in March, it includes presentations, workshops, scholarly panels, an awards luncheon, and social functions that offer opportunities to build contacts in the federal history community.

#### **International Commission on Military History (ICMH)**

Length: 5 days each year

Source: International Commission on Military History

The ICMH's annual Congress at locations around the world includes lectures and seminars that address various topics and research fields in the study of military history, as well as bibliographical resources and archives. The U.S. Commission on Military History is its American component; individuals must join the U.S. Commission to attend the annual Congress.

#### **The Company of Military Historians**

Length: 4 days each year

Source: Company of Military Historians

The Company's annual meeting includes an array of lectures, exhibits, demonstrations, tours of historic sites, and seminars on military history and material culture. Additional programs are also offered by regional chapters.



### **National Council on Public History (NCPH)**

Length: 4 days each year

Source: National Council on Public History

The NCPH seeks to promote professionalism among history practitioners and to promote their engagement with the public. It includes consultants, museum professionals, government historians, professors and students, archivists, teachers, cultural resource managers, curators, film and media producers, historical interpreters, policy advisors, and many others. Its annual meeting features panels, roundtables, workshops, and field trips across the spectrum of those involved in public history.

### **Oral History Association (OHA)**

Length: 5 days each year

Source: Oral History Association

Established in 1966, the OHA brings together people interested in oral history as a way of collecting and interpreting human memories. Its annual meeting includes numerous workshops and sessions on oral history methodology and different approaches to the field.

### **American Association for State and Local History (AASLH)**

Length: 4 days each year

Source: American Association for State and Local History

The AASLH offers a variety of workshops of interest to CP 61 professionals. Its annual meeting includes numerous seminars and presentations that address issues and topics of interest for historians, museum directors, curators, conservators, registrars, and exhibits specialists. This organization also sponsors a number of state and regional seminars throughout the year.

### **American Historical Association (AHA)**

Length: 3 days each year

Source: American Historical Association

The American Historical Association is the flagship organization for the historical profession as a whole. Its annual meetings in a major city offer scholarly panels, workshops, luncheon meetings, and numerous opportunities to meet other historians and stay in touch with the latest developments in the profession.

### **Organization of American Historians (OAH)**

Length: 3 days each year

Source: Organization of American Historians

The Organization of American Historians brings together scholars of American history. Its annual meetings in a major city offer scholarly panels, workshops, luncheon meetings, and numerous opportunities to meet other historians and stay in touch with the latest developments in the broader field of American history.



### [American Alliance of Museums \(AAM\)](#)

Length: 4 days

Source: American Alliance of Museums

The mission of the American Alliance of Museums is to strengthen museums through leadership, advocacy, collaboration, and service. It is the only organization that represents the entire scope of museum professionals and unpaid staff who work for and with museums. It publishes a bimonthly museum magazine and a monthly newsletter, and hosts workshops. The AAM has a certification and accreditation process and sets the standard for industry best practices. There are opportunities to participate in professional interest committees, such as Curator Committee, Collections Committee, or Museum Education.

### [Society of American Archivists \(SAA\)](#)

Length: 6 days

Source: Society of American Archivists

Established in 1936, the Society of American Archivists is the oldest and largest archivist association in North America, serving the educational and informational needs of more than 5,000 individual and institutional members. The organization supports its members and the archival profession through strong publication and professional workshop programs and semi-annual meetings. The publication program puts out a semi-annual refereed scholarly journal, the *American Archivist*, and many books and manuals addressing aspects of the archival profession. Across the United States, it sponsors workshops that attend to current archival concerns and issues such as Encoded Archival Description, the digitizing of archival materials, and preservation and conservation of materials, among others.



### 6. FUNCTIONAL TRAINING PLANS

#### a. HISTORIANS

The Army Historical Program includes a variety of specialized functions for historians. Although all historians share common duties and responsibilities, some individuals may have greater involvement in specific assignments involving research, analysis, and writing; unit lineages; teaching; outreach programs; and supervision of complex historical operations that may involve these tasks and related activities, such as historic preservation, archival work, and museum administration. Thus, a historian in the Army Historical Program can expect to encounter a multiplicity of opportunities and assignments that will range from the general to the specialized. For purposes of classification and grade determination, all individuals in this element of CP 61 are simply identified as GS-0170 historians. The titles listed in the career ladder and cited below only reflect typical duty positions and functions at various grade levels and in different organizational assignments and are not exclusive. In addition, some senior positions within larger historical organizations may include some GS-301 Administrative/Program Manager positions whose duties are heavily oriented towards support of the historical office. Their individual development plans should include selected historical professional development opportunities and training.

1. A division/installation command historian manages the historical program for a local Army organization, installation, or command. In this capacity, he/she serves as the principal advisor to the commander on historical operations and activities. The scope of assignments embraces all facets of Army historical work, including research and writing, collection and preservation of documents and oral histories, and staff support, as well as office administration. Individuals detailed or assigned to these positions who lack the qualifications of a professional historian often receive the designation of historical officer.
2. An assistant/deputy command historian may be found at any command level. This individual usually performs specific assignments and duties in support of the command's historical program and is under the immediate supervision of a higher grade historian.
3. A staff historian often serves in larger historical offices at the Army Command or HQDA-CMH level. Assignments for such historians involve specific aspects of the command's total historical program. Work often is specialized and limited to research, education, or writing projects; lineage; outreach; and support for the Army Historical Program. At the higher grade levels, such an individual might have the designation of senior historian.
4. A branch/command historian manages the historical program for a specific organizational unit, branch, headquarters, or school in the Army. This individual engages in a variety of historical operations, possibly including teaching responsibilities, and may be assisted by support personnel, in which case he/she might also exercise supervisory responsibilities as well as program management skills.



## Career Program 61 ACTEDS Plan

5. An instructor or educator may be appointed to a full- or part-time instructor position in an Army school, or serve as a coordinator for public outreach programs. As such, his or her primary duties may include the preparation of class plans, lectures, programs of instruction, discussion groups, evaluation of class work, and leading staff rides to historical locations. Many instructor positions are currently filled by Title X, Excepted Service, personnel and not by CP 61 professionals in the General Schedule of the Civil Service. However, some positions or developmental opportunities may be available for CP 61 personnel as full- or part-time instructors. In addition, many branch or command historians may have duties as instructors of the history of a branch or specialty or as more general instructors of the history of the Army, the uses of history in decision making, or other professional development courses. Thus, continuing professional development in educational skills and practice in instructing and briefing techniques would be particularly enhancing for CP 61 professionals with teaching or outreach responsibilities.
6. A supervisory historian at the GS-13/14 grade level may exist at the HQDA-CMH level, subordinate Army commands, or schools but can also be a command historian. Such an individual customarily supervises other historians, usually as a branch chief, and frequently as a sub-element of a larger historical program within the command or organization.
7. A command historian serves as the chief historian for an Army Command, Army Service Component Command, or Direct Reporting Unit. In this capacity, he/she exercises supervisory responsibilities for the entire command's historical program and the historical office, and advises the commanding general concerning associated historical activities within the command.
8. A director/supervisory historian at the GS-14/15 grade level serves at major Army schools and HQDA-CMH . Often functioning as a branch chief or division chief within a larger historical organization, this individual has oversight for a variety of projects that deal with a specific function of the organization's or the command's historical program and mission.
9. The Chief Historian of the Army at the U.S. Army Center of Military History and the senior civilian historian in the Army is a member of the Senior Executive Service and has technical responsibility for maintaining the highest professional historical standards throughout the Army Historical Program.

### Historian Specific Training Courses

*This list of training courses and professional organizations is not meant to be exhaustive. Historians interested in the broader aspects of CP 61 should look at courses in Appendix B-2 for museum professionals and Appendix B-3 for archivists.*

#### **CP 61 CMH Orientation Course:**

See Annex B: Master Training Plan ("Ziggurats")

**Army Historians Training Symposium:** See Historians' Development Ziggurat.



### **Field Historian Basic Course**

Length: 1 week

Source: Field Programs Division, CMH.

This course provides military members and civilian students with the basic skills necessary to assume duties either as a member of a military history detachment (MHD), as a unit historian, or as a command historian. The course provides instruction on serving as a special staff officer; identifying, collecting, and preserving historical documents; conducting oral history; developing and briefing a historical collection plan; preparing a command report or annual history (as applicable); and advising the command on all aspects of the history program in accordance with Army Regulation 870-5 and Field Manual 1-20. (In Development)

### **Field Historian Advanced Course**

Length: 1 week

Source: Source: Field Programs Division, CMH.

This course provides officer and civilian students with advanced field historian skills necessary to assume duties as a command historian at the corps-level and above, as a theater/joint task force command historian, or as a member of an MHD Team A (officer team). The course presents advanced field historian techniques in identification, collection, and preservation of historical documents; demonstrates development of a historical operations plan annex to a corps-level contingency or combat operations plan or order; provision of staff supervision and mentoring of unit historical officers and MHD's operating in the command area; and support of operational-level professional leader development by providing instruction and conducting staff rides on historical topics. (In Development)

### **Military History Detachment Course**

Length: 1 week

Source: Field Programs Division, CMH.

The course provides military members with broad coverage of the basic concepts and techniques used by MHDs, in collecting historical military data on the modern battlefield (historical methodology, oral history, and historical documents, artifacts, and photograph collection). While primarily a course for military members assigned to MHDs, the course is also open to CP 61 professionals interested in learning field collection. This course is strongly recommended prior to deployment.



### **West Point Summer Seminar in Military History**

Length: 3 weeks

Source: US Military Academy, West Point, NY

The Seminar's mission is to advance the field of military history and the study of war. Seminar events include lectures and staff ride visits to Revolutionary War and Civil War battlefields. This course is open to graduate students with all degree requirements complete except for the dissertation, and to recent Ph.D.'s with an emphasis on preparing civilian teachers to present courses on military history to fulfill Reserve Officer Training Corps (ROTC) requirements. It may be open to CP 61 professionals on a selective basis.

### **Military History Instructors Course**

Length: 85 hours

Source: Combat Studies Institute, Fort Leavenworth, KS

For civilian personnel who have an additional duty as an instructor of military history, or for assignment as an Assistant Professor of Military Science. This course is primarily designed for ROTC instructors, but may also be available to CP 61 professionals.

### **Attendance at Senior Service Colleges**

Length: 10 months

Source: Senior Service Colleges

Under this program, CP 61 historians attend classes at the Army War College, Naval War College, Air War College, and National War College. These are competitive positions and are centrally managed by HQDA.

### **Society for Historians of American Foreign Relations (SHAFR)**

Length: 3 days

Source: Society for Historians of American Foreign Relations

This organization brings together academic, official, and independent scholars interested in the history of American relations with the rest of the world, including diplomatic, economic, cultural, and military factors. Its annual meeting, which comes to the Washington area every other year, includes scholarly panels, plenary sessions, roundtables, and numerous opportunities to meet others in the field. SHAFR is especially recommended for historians of the Cold War.

### **Society for the History of Technology (SHOT)**

Length: 4 days

Source: Society for the History of Technology

This society seeks to encourage the study of the development of technology and its relations with society and culture. Its members represent a wide range of disciplines and professions from history and the humanities to engineering and science. Its annual meeting, held overseas every fourth year, includes several panels, workshops, tours, and social events dealing with the history of technology.



### **b. ARCHIVISTS**

The Archives series, 1420, consists of five General Schedule (GS) grades: GS-07, GS-09, GS-11, GS-12, and GS-13; and the Archivist Technician/Specialist series 1421 consists of three GS grades: GS-07, GS-09, and GS-11. Individuals seeking Federal employment at higher levels in CP 61 are strongly encouraged to pursue graduate studies in history or a closely related field. Archivists and archivist technicians possess a general archival knowledge, including the theory and history of archives and the archival profession; the life cycle of records and papers; relationships to allied professions; familiarity with professional standards and best practices; and use of appropriate research methodologies and technological solutions. Specific tasks include:

1. Identify, evaluate, and acquire records and papers of enduring value in all media and formats through selection, appraisal, and acquisition.
2. Arrange and describe records, making them accessible for research.
3. Understand the laws, regulations, institutional policies, and ethical standards which are applicable to the archival community.
4. Develop and implement policies, procedures, and practices designed to serve the information needs of the various user groups and to promote increased use, resources, visibility, and support for their institutions and collections among a broad range of audiences, both onsite and virtual.
5. Ensure the preservation, physical protection, authentication, and accessibility of records and papers in all media and formats (to include classified material).
6. Address the latest developments and technologies, as appropriate, and incorporate best practices in the knowledge areas. Understand the nature of records in electronic form, including the functions of various storage media, the nature of system dependence, and the effect on the integrity of records over time. Integrate technologies, tools, software, and media within existing functions for appraising, capturing, preserving, and providing access to digital collections.

Some senior positions within larger archival organizations may include some GS-301 Administrative/Program Manager positions whose duties are heavily oriented towards support of the archives. Their individual development plans should include selected archival professional development opportunities and training.



### **Archivist-Specific Training**

*This list of training courses and professional organizations is not meant to be exhaustive. Archivists interested in the broader aspects of CP 61 should look at courses in Appendix B-1 for historians and Appendix B-2 for museum professionals.*

#### **CMH Orientation Course:**

See Annex B: Master Training Plan

#### **Archives Practicum Training Course: Archival Theory and Methods**

Length: 1 week, when offered

Source: U.S. Army Heritage and Education Center (AHEC)

The Archives Practicum is an overview of archival methods and theory. The mix of lectures, demonstrations, and workshops is designed to train those in the archives discipline as well as to accommodate several disciplines in the museum and history profession to facilitate the exchange of information regarding archival methodology and procedure.

#### **Certification by the Academy of Certified Archivists:**

Archival certification is available to archivists who have a master's (in archives or a related field) or higher degree. The certification is offered through the Academy of Certified Archivists and it is achieved by passing the certification examination which is administered and managed by the Academy.

Certification is for a period of five years. After five years, the candidate may apply to take the test again or may petition for recertification. Petitioning requires demonstrated continued leadership in the field of Archives or a related field (i.e., records management, history, or museum work). You can find more specific information at their web site: [www.certifiedarchivists.org](http://www.certifiedarchivists.org)

#### **American Institute for Conservation of Historic and Artistic Works**

Length: 4 days

Source: American Institute for Conservation

The American Institute for Conservation of Historic and Artistic Works is the national organization supporting conservation professionals in preserving cultural heritage by establishing and upholding professional standards, promoting research and publications, providing educational opportunities, and fostering the exchange of knowledge among conservators, allied professionals, and the public. Its annual meeting brings together conservators, educators, students, conservation scientists, art historians, librarians, archivists, and other conservation enthusiasts.



### **Mid-Atlantic Regional Archives Conference (MARAC)**

Length: 3 days

Source: Mid-Atlantic Regional Archives Consortium

MARAC is a volunteer, regional consortium of archivists who live and work in the states of New York, New Jersey, Pennsylvania, Maryland, Delaware, Virginia, and West Virginia, and in the District of Columbia. Its mission is to assist and support professional and volunteer archivists, manuscript curators, and records managers in obtaining continuing education. MARAC holds semi-annual conferences in the spring and fall, offering members opportunities to discuss archival concerns and to obtain new training through breakout sessions, workshops, and guest speakers.

### **North-East Document Conservation Center (NEDCC)**

Length: 3 days

Source: North East Document Conservation Center

NEDCC is a regional conservation center specializing in the preservation of paper-based materials. NEDCC's mission is to improve the conservation efforts of libraries, archives, historical organizations, museums, and other repositories by providing higher quality services to institutions without in-house conservation facilities or those that seek specialized expertise. NEDCC's conferences—Digital Directions, Persistence of Memory, and the recent Tectonics of Digital Curation Symposium—have identified it as a leader in training on the creation and management of sustainable digital collections.

### **Other Conservation Centers**

Length: Varies

Source: Varies

The Campbell, Getty, and other regional conservation centers provide training in museum and archival collections care, conservation of cultural objects, and architectural historic preservation. The courses are valuable resources for CP 61 professionals at all levels. The training includes workshops and intensive hands-on training.

## **c. MUSEUM PROFESSIONALS**

The Army Museum System includes a variety of specialized functions for museum professionals. Although all museum professionals share common duties and responsibilities, some may have greater involvement in assignments involving research, collections care, collections accountability, educational programming, exhibits planning and development, museum administration, or other duties as directed. Individuals entering the Army Museum System can expect to encounter a variety of opportunities and assignments ranging from the general to the specialized.



## Career Program 61 ACTEDS Plan

For purposes of classification and grade determination, museum professionals are divided into three series: 1015, 1016, or 1010 (see below for details). The titles listed in the career ladder and cited below reflect typical duty positions and functions which may vary by organizational assignment. In addition, some senior positions within larger museum organizations may include some GS-301 Administrative/Program Manager positions whose duties are heavily oriented toward museum support. Their individual development plans should include selected museum professional development opportunities and training.

1. A GS-1015 Museum Director (Supervisory Curator) occupies a leadership position in a grade level appropriate to the level of the museum activity. Senior-level 1015s also serve as director of museums for multi-museum posts and major headquarters, or as the director, CMH Museums Division.
2. A GS-1015 Museum Curator is a professional responsible for curatorial, educational, and other museum-related matters. This person often serves as a deputy director of an installation museum or a staff curator at CMH.
3. A GS-1016 Museum Specialist/Technician is a professional responsible for the accountability and care of the museum collection and other museum-related matters. GS-1016s perform a variety of functions at field museums and on the CMH staff, such as conservator, registrar, or educator.
4. A GS-1010 Exhibit Specialist is a professional responsible for the planning, fabrication, and maintenance of a museum's exhibits.

### **Museum Specific Training Courses**

*This list of training courses and professional organizations is not meant to be exhaustive. Museum professionals interested in the broader aspects of CP 61 should look at courses in Appendix B-1 for historians and Appendix B-3 for archivists.*

### **CMH Orientation Course:**

See Annex B: Master Training Plan

### **Basic Museum Training Course (BMTC)**

Length: 5 days

Source: CMH

An introductory course designed for individuals who are new to the Army Museum System. The curriculum focuses on collections management, conservation and accountability of artifacts. Participants become acquainted with the personnel and agencies with whom they can expect to engage during their service in an Army museum.



### **Intermediate Museum Training Course (IMTC)**

Length: 5 days

Source: CMH

This training course is designed for curators, museum specialists, or exhibit specialists who have been in the Army Museum System for at least three years. The course is given at the Museum Support Center at Fort Belvoir, Virginia. The course focuses on the use of exhibits for soldier training and education and on exhibit planning and storyline development.

### **Advanced Museum Training Course (AMTC)**

Length: 5 days

Source: CMH

This training course takes place at the Museum Support Center at Fort Belvoir, Virginia. It is designed for senior museum curators and museum directors. Among the topics included are private organization/foundation relations; senior curatorial projects; contracting conservation; POM planning; and museum management. The course includes museum visits and written and oral critiques as well as in-depth sessions with CMH Museum Division policy makers.

### **Continuing Museum Management Training Course (CMMTC)**

Length: 3-4 days

Source: CMH

This training course, held at the Museum Support Center at Fort Belvoir, VA, will be customized each year as it takes selected aspects of museum operations (legal issues, ethics, new regulations and statutes, property management initiatives, etc.) that change rapidly and presents them to senior Army curators.

### **Introduction to Federal Projects and Historic Preservation Law**

Length: 3 days

Source: General Services Administration

The National Trust for Historic Preservation offers training to personnel covering basic procedures of historic preservation law. This course is important for CP 61 professionals because of issues addressed concerning historic sites, archaeological remains, and historic structures, artifacts and property as required by law.

### **Additional Coursework in Museum Subjects**

Length: Varies

Source: Varies

Course work at accredited colleges and universities may improve the knowledge, skills, and abilities of employees in museum-related disciplines. Such course work may be funded and is recommended for professional development.

### **Regional/State Museum Training or Colloquia**



## Career Program 61 ACTEDS Plan

Length: Varies

Source: Varies

Numerous regional and state museum organizations exist throughout the United States;

Training courses and conferences are held annually.

### **Conservation Centers**

Length: Varies

Source: Varies

The Campbell, Getty, and other regional conservation centers provide training in museum and archival collections care, conservation of cultural objects, and architectural historic preservation. The courses are valuable resources for CP 61 professionals at all levels. The training includes workshops and intensive hands-on training.

### **Introduction to Federal Projects and Historic Preservation Law**

Length: 3 days

Source: General Services Administration

The National Trust for Historic Preservation offers training to personnel covering basic procedures of historic preservation law. This course is important for CP 61 professionals because of issues addressed concerning historic sites, archaeological remains, and historic structures, artifacts and property as required by law.



### **d. EXHIBIT MAKING/MODELING.**

The Exhibit Making/Modeling series 4715 consists of positions described in the OPM Handbook of Occupational Groups and Families as follows:

This occupation includes jobs involved in constructing, installing, and maintaining full size or scale model visual displays, training devices, or exhibits for educational and informational purposes from a variety of materials such as wood, metal, plastic, rubber, and plaster, using work processes of more than one trade. Some examples are: making scale model streambeds, inlets, overhang areas, dams, spillways, outlet works, etc., by placing and molding materials such as sand, gravel, ground or crushed coal, haydite, and concrete to form features, and shaping and smoothing concrete mixes to finish surfaces; constructing relief map models in plastic, plaster, cardboard, clay, or other materials, using hand carving tools, pantographic routing machine, and orthographic projector; reproducing mockups of ships, aircraft, vehicles, and other objects, etc. The work may include installing and maintaining animation and control devices and mechanisms. This occupation does not include jobs that primarily require technical knowledge of cartography, artistic ability, specialized subject-matter knowledge, or technical knowledge and skill in museum or exhibits techniques.

There are no GS-4715 positions currently working in any Army museum. As a result, the CP 61 FC is not qualified to develop competencies for them.



### Annex C: Master Training Plan for the Career Intern Program

#### 1. Background.

The federal intern program, now called the Pathways Intern Program, was established to bring educated citizens with high performance and management potential into a career with the federal government. CP 61 primarily uses the Presidential Management Fellows and the Recent Graduates hiring authorities to gain its career interns through the Pathways Intern Program. Career interns sign into a two-year period in which their primary job is to receive accelerated professional development. The internship includes a rapid advancement in grade. Recent Graduates are hired as GS-7s and are promoted two-grade levels every 12 months. Upon successful completion of the program, Recent Graduates are promoted to GS-11. On the other hand, Presidential Management Fellows are hired at the GS-9 grade. If all training, education and development assignments are completed successfully they are promoted to GS-11 after 12 months, and to GS-12 when they successfully complete CP 61's professional development requirements. At any time during the first 12 months, Pathways interns may be removed from federal service for failure to comply with standards of conduct or the requirements imposed by the CP 61 Master Intern Training Plan (MITP). CP 61 Pathway Interns must sign a mobility agreement that gives CMH the authority to place them into any position in the Army Historical Program where their talents and knowledge support the mission. The Army will pay all moving costs associated with such moves. Participation in training, education and development does not impose any obligation to stay in the federal government or to reimburse the costs of the training, education and development. Interns may resign from federal service at any time. Army policy only allows for one permanent change of station for each intern. The policy of the Army Historical Program is to only pay for the post-graduation move.

**2. Master Intern Training Plan (MITP).** The MITP is essentially a 24-month long intensive individual development plan (IDP) in which the intern's supervisor, in conjunction with the CP 61 Career Program Manager, establishes the exact nature and timing for the training, education and development activities that the intern must achieve. The requirement to develop an MITP is based on the fact that the intern's primary responsibility is to undergo training, education and development in the appropriate technical and leadership competencies for his/her job series. The MITP consists of a simple matrix with five columns. The first is for the month, the second is for training, the third is for education, and the fourth is for development. The fifth column contains the timeline for Human Resources actions which must occur during the 24-month internship; it begins with in-processing and ends with promotion to the terminal grade. The fifth column is provided to synchronize each intern's activities and to ensure that actions such as promotion and pay raises occur on time. To fill out the MITP, the supervisor and intern must be guided by the CP 61 Professional Development Model, commonly referred to as the "Ziggurats." (Annex B, CP 61



## Career Program 61 ACTEDS Plan

Master Training Plan.) There are three separate training Ziggurats, one each for Historians, Archivists and Museum Professionals. However, the Education and Development Ziggurats apply to every Pathways Intern equally.

**3. CP 61 Professional Development Model.** The Ziggurats are a visual professional development model for CP 61 employees. It conforms to the ACTEDS structure by separating professional development into the three components of training, education, and development. The model contains all available training, education, and development activities that have been deemed as being able to provide instruction to improve CP 61 technical and leadership competencies. (Listed in Section IV, Career Program Competencies.) The CP 61 professional development model consists of three Ziggurats: a training Ziggurat which applies specifically to one's job series, the education Ziggurat, and the development Ziggurat.

- a. **Training Ziggurat.** There are three training Ziggurats. One for Historians (GS-0170), one for Archivists (GS-1420/1421) and one for Museum Professionals (GS-1015/1016/1010). Each level in the model is a course or series of courses that can lead to degrees that provide the knowledge needed to achieve or improve one's technical and leadership competencies.
  - b. **Education Ziggurat.** Interns are expected to complete all CES courses that are available for their grade. The distributed learning portions for six of the eight CES courses must be completed. The only two CES courses that interns cannot register for (because they are reserved for GS-13s or higher) are the CES advanced Course (GS-13/14/15), and the CES Continuing Education for Senior Leaders (CESL) (GS-14/15). The education Ziggurat shows that higher academic credentials are recommended for all. Attendance of the top two Ziggurat levels is available on a competitive basis for GS-14/15 only.
  - c. **Development Ziggurat.** The development Ziggurat contains experiential learning opportunities. Rotational developmental assignments are included here. PMFs are required to participate in at least one four to six month developmental assignment in another organization. Most of the time this is an out-of-town TDY assignment. Recent Graduates are normally only funded for 30-day rotations, although longer periods up to 90 days are available when strongly justified. Recent graduates may participate in multiple 30-day professional development assignments.
- 4. Funding.** There are two funding sources for Pathways Intern training, education and development: RASS and CHRTAS. For TDY funding of the classroom portion of CES courses, interns apply through CHRTAS (<https://www.atrrs.army.mil/>). For TDY funding of travel, lodging and per diem to participate in a developmental rotation or attend an out-of-town training class,



## Career Program 61 ACTEDS Plan

interns apply through RASS (<https://rass.army.mil/>). After the completion of the internship period, there is no funding of training, education and development of former interns until they complete three years as a permanent Army civilian. This is another reason why all the training, education and development is concentrated in the two-year internship period.

- 5. Universal Requirements for Training.** In addition, the MITP for the Army Career Intern Program, describes the universal requirements for training and development of CP 61 centrally-funded Career Interns such ACTEDS Interns or Presidential Management Fellows Interns in the Historian and Museum Professional career fields, as well as the unique requirements for each specialized area. Given the small number of archivists and archivist technicians within the career program, no centrally funded positions in those job series are available at this time. (With the small number of positions in the career program, placement of archivist interns after their two-year internship was completed would be difficult.) The plan will cover a 24-month period and will be used in conjunction with the ACTEDS plan when preparing individual development plans for individual employees. Recruitment will be at the GS-07 level for the ACTEDS Interns. The full performance level upon completion of the program is GS-11. For PMF Interns, recruiting is at the GS-09 level, and upon completion of the fellowship they become GS-12s. The CP 61 Career Intern Program can operate at many locations but, at least initially, CP 61 centrally-funded employees will begin at CMH, with rotations out to field locations as needed during the two years of the internship. The CP 61 Career Program Management Office will manage centrally-funded employees in close consultation with their initial and rotational assignment supervisors throughout the two-year program. The CP 61 Career Program Manager and Functional Chief at CMH will manage the program directly; develop Master Intern Development Plans and coordinate with G-1 CP to place the successful employee in an appropriate historian or curator position at the end of the two-year program. If a vacancy is not immediately available, the employee will remain in a position in the G-1 Civilian Personnel Student Account for an additional 120 days until receiving a job offer. Each Intern is required to sign a mobility agreement allowing the Army to assign him/her to any appropriate open position.

### **6. Career Ladders**

Career ladders in ACTEDS apply to all CP 61 professionals, including centrally-funded Interns. The CP 61 Career Ladder is located on page 15.

### **7. Program Participant Roles for the CP 61 Army Centrally-Funded Career Intern Program**



## Career Program 61 ACTEDS Plan

The participants and responsibilities are as follows:

**CP 61 Career Program Manager (CPM)** – The CPM provides general oversight for the program and ensures each supervisor understands that the intern's number one job is to train. At the end of the 24-month internship, the intern should be a fully capable GS-11 or 12. The CPM shall emphasize the need to develop an IDP which conforms to the "Ziggurats." Presidential Management Fellows are required by OPM to have at least one professional development assignment (rotation) that is at least 4-6 months long. Professional development assignments are available for Recent Graduates as well but are limited by AG-1 CP to 30 days in length. The CPM will:

- Assist in the development of a 24-month IDP that allows for the professional development of the new employee and meets the needs of the home historical of museum office
- Maintain contact with the rotational supervisors
- Assist with administrative issues, i.e., travel, health benefits, etc.
- Coordinate for appropriate personnel actions in a timely manner
- Develop and evaluate potential rotational assignments
- Complete the Intermediate Rater portion of performance evaluations for centrally-funded employees
- Sign off on the Master Intern Training Plan

**Supervisors** – Supervisors shall provide instruction, guidance, and feedback; they will:

- Understand that the intern's number one job is to train
- Function as the intern's primary mentor
- Understand what the competencies are for the intern's job series
- Prepare an MITP jointly with the intern during the first pay period
- Meet regularly with Career Intern Program employees to establish expectations and performance objectives IAW TAPES.
- Complete the Career Intern's performance evaluation in conformance with the senior system (DA Form 7222-1 and DA Form 7222)
- Monitor the execution of the employee's MITP
- Assign appropriate work
- Provide regular feedback, including to the program coordinator, and guidance
- Maintain a basic knowledge of the Army Pathways Intern Program

**Presidential Management Fellows and Recent Graduate Interns** – An Army Career Intern has multiple learning opportunities throughout the two-year program. The employee, however, must also take control of his or her own career development and advancement by:



## Career Program 61 ACTEDS Plan

- Demonstrating geographic and functional mobility and flexibility; signing a Mobility Agreement is a pre-condition to employment
- Establishing a reputation for professionalism
- Achieving goals and objectives established for each rotation by the employee and his/her supervisor
- Communicating both short-term and long-term career goals with the CP 61 Career Program Manager and supervisor

**Rotational Supervisor** – The rotational supervisor is responsible for the Intern during the temporary assignments outside of the employee's core area. Rotational supervisors will:

- Ensure the employee is assigned a full and appropriate workload which develops the appropriate competencies
- Develop objectives to be accomplished during the assignment
- Communicate performance goals to the employee prior to the beginning of the assignment
- Evaluate the employee's performance during the rotation and provide a senior system performance appraisal to the supervisor and CP 61 Career Program Manager

### 8. Performance Standards and Evaluations

Supervisors are responsible for completing each centrally-funded intern's required counseling and performance evaluations. After each rotation, or professional development assignment, the rotational supervisor will complete an evaluation in accordance with the guidance in the Total Army Performance Evaluation System (TAPES) senior system forms will be used, i.e., DA Form 7222-1 and DA Form 7222. Supervisors will work with employees to correct any unsatisfactory performance. An Intern must demonstrate satisfactory performance for promotion during the first year of the program. See AR 690-950, *Civilian Personnel: Career Management* (31 December 2001), for additional information.

### 9. Sequencing of Formal Training Courses and Rotational Assignments

The proper sequencing of training and performance-enhancing rotational assignments is critical to the professional development and growth of a Career Intern. As noted previously, MITP will promote the success of each Intern and accommodate the interests of the home station organization.

Rotational assignments are an important part of the developmental process for the Career Intern. Such assignments allow employees to learn career program skills at different organizational levels, develop a broad understanding of the Army Historical Program, establish a professional network, acquire a variety of



## Career Program 61 ACTEDS Plan

professional skills, and lay the foundation for future managerial and supervisory responsibilities. Rotations must be carefully planned. Before a rotational assignment is initiated, Career Intern and Program Coordinator will jointly complete a support form (DA Form 722-1). Rotational assignments will have the following characteristics:

- Last not less than 14 days and assist the Career Intern in developing competencies that support success in his/her career field. This plan enumerates rotations of different lengths.
- Expose Career Interns to a broader range of Army organizations, installations and personnel than is available in one location.
- Develop the Career Interns' knowledge and professional interests when they are based on his/her competencies.
- Allow employees to gain experience at a variety of levels within the Army.

A minimum of two rotations will be required:

- For historians, the first rotational assignment will generally be at the Center of Military History. The second rotation will be at one of the following locations (excluding, if applicable, the employee's home station): HQ, U.S. Army Materiel Command, Redstone Arsenal, AL; HQ, U.S. Forces Command, Fort Bragg, NC; HQ, U.S. Army Training and Doctrine Command, Fort Eustis, VA; Combat Studies Institute, Fort Leavenworth, KS; U.S. Army Heritage and Education Center, Carlisle Barracks, PA; Army Corps of Engineers; and Army Medical Command.
- For museum curators, the first rotational assignment will generally be at the Museum Support Center-Belvoir of the CMH Museum Division. The second rotation will be at one of the following locations (excluding whichever location is the employee's home station): National Infantry Museum, Columbus, GA; Fort Sill Museum Directorate, Fort Sill, OK; or U.S. Military Academy Museum, West Point, NY.

### **10. Organization of Master Intern Training Plans**

Training for Army Career Interns in CP 61 is comprehensive and designed for an individual who is being exposed to the Army history, archives, and museum career program for the first time. The five-phase plan identifies the categories of training necessary to acquire the knowledge, skills, and abilities necessary for entry-level success in this career program. The plan also offers flexibility so that individual plans can meet the needs of Career Interns and their employing organizations.



## Career Program 61 ACTEDS Plan

- a. Organization. The Master Training Plan (MTP) identifies universal training for the historian and curator career series within CP 61. The six general types of training provided are listed below:

- (1) Orientation
- (2) General Functional Skills Training
- (3) Job Experience Rotational Assignments
- (4) Core Competency Training Courses
- (5) On-the-job Training
- (6) Leader Development Training

- b. Terminology.

(1) Description – Describes the general category of training content.

(2) Type of training (OJT) – Indicates how training is delivered or acquired:

(a) On-the-Job Training—training received during assignment in an Army Historical Program office.

(b) Professional Development (Rotational) Assignments —training received during rotational assignments of not less than 90 days in duration in another office or organization and concentrating on one of the History/ Archives/Museum Core Competency groupings. Such assignments will involve other categories of training and may take place at the installation, subordinate command, MACOM, and HQDA levels.

(c) Formal Course Training (FOR):

- Resident Course—training received in the classroom mode at a school or on-site.

- Non-resident Course—training received via distributed learning (DL).

(d) Self-Development (SD) Training—education and professional development pursued by the employee on his or her initiative.

(3) Year 1 and Year 2—the number of training hours that the employee is expected to spend on each category and type of training in each of the five-phases of the master training plan. A figure within parentheses indicates an event, such as the Army Historians' Training Symposium, that may or may not occur during a particular phase, but which needs to be noted.



## Career Program 61 ACTEDS Plan

(4) Purpose—the nature and objective of the training (as well as course names, where appropriate).



## Career Program 61 ACTEDS Plan

### a. Master Intern Training Plan: Historian

**GS-0170 Historian: First Phase General Orientation at Home Station – 4 Months**

**(Home station – field history office with 3 TDA slots outside the National Capital Region)**

DESCRIPTION	TYPE	YEAR 1	YEAR 2	PURPOSE
<b>600</b>				
a. Individual orientation	OJT	16		Familiarization with individual development plan Familiarization with individual training plan Understanding of standards of conduct
b. Introduction to the Army	OJT	16		Describe the organization of the US Government Describe the organization and mission of the Department of Defense Describe the organization and mission of the Department of the Army Describe the organization and mission of CMH and the Army Historical Program History of the US Army Knowledge of pertinent Army regulations and field manuals
	SD	80		Army Chief of Staff Professional Reading List
	FOR	30 (28)		New CP 61 Professionals Orientation Course
	DL	40 (39)		Action Officer Development Course <b>MANDATORY: complete in six months</b>



## Career Program 61 ACTEDS Plan

	DL	60 (57)	CES Foundation Course MANDATORY: complete in six months
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c. Mandatory Command Training	FOR/DL	30	Mandatory Army training: Information Technology training; Prevention of Sexual Harassment; Safety; EEO/Affirmative Action; Ethics; Suicide Prevention; Substance Abuse; Threat Awareness and Reporting Program (TARP), etc.
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d. Functional Training	FOR	(40)	Army Historians Training Symposium (phase TBD)
	OJT	288-328 (288)	Learn historical duties of home office (procedures, staff practices, annual history process)
	SD		Membership in professional organizations



## Career Program 61 ACTEDS Plan

### GS-0170 Historian: Second Phase First Rotational Assignment at the Center of Military History – 4 Months

**600**

a. Functional Training	OJT	120	Familiarization with CMH organization and functions: - 80 hours in Field Programs and Historical Services Division (FP) (organizational history, staff rides, MHDs) - 40 hours in Pentagon office (HQDA orientation)
	OJT	80	Archival Visits (National Archives, AHEC, Library of Congress)
	OJT	80	Write information papers
	OJT	280	Research and writing assignment in Histories Division (HD) to support current book project
	OJT SD	40	Oral history methods Membership in professional organizations



## Career Program 61 ACTEDS Plan

### GS-0170 Historian: Third Phase Second Round of Training at Home Station – 6 Months

		600	300	
a. Functional training	OJT	200	260-300	Continue home office training (includes research and writing on command projects, staff work, admin. work, etc.)
	OJT	300-400		Prepare chapter(s) of command report/annual history
	FOR	(60)	(60)	Attend one professional history conference (e.g., SMH or Army Historians Training Symposium) and one Army conference (e.g., Association of the U.S. Army (AUSA))
	FOR	(40)	(40)	Military History Detachment Course
	SD			Membership in professional organizations



## Career Program 61 ACTEDS Plan

### GS-0170 Historian: Fourth Phase Second Rotational Assignment – 4 Months

<b>600</b>			
a. Functional Training	OJT	120	Familiarization with duties, practices, and organization of new office and command (action officer)
	OJT	280	Conduct research and writing for current project (e.g., historical study or annual history)
	OJT	80	Prepare for and conduct oral history interviews
	OJT	120	Conduct special project (TBD by command/FCR)
	SD		Membership in professional organizations



## Career Program 61 ACTEDS Plan

### GS-0170 Historian: Fifth Phase Third Round of Training at Home Station – 6 Months

900

a. Functional Training	OJT	240-	Gain mastery of duties, practices, and organization of home office and command (action officer)
	OJT	340	
	OJT	300	Conduct research and writing for current project (e.g., historical study or annual history)
	OJT	80	Prepare for, conduct, and transcribe oral history interviews
	OJT	40	Prepare written assessment of internship
	OJT	40	Prepare for and deliver lecture/presentation (Officer Professional Development (OPD) session)
	FOR DL	120	CES Basic Course (MANDATORY)
	FOR	(60)	Attend one professional history conference (e.g., SMH or Army Historians Training Symposium) and one Army conference (e.g., AUSA)
	FOR	(40)	Military History Detachment Course
	SD		Membership in professional organizations



## Career Program 61 ACTEDS Plan

### b. Museum Intern Training Plans

**GS-1015 Museum Curator: First Phase General Orientation at Home Station – 3 months**

**(Home station – National Infantry Museum, Fort Benning; Fort Sill Museum Directorate; or United States Military Academy Museum, West Point or Home station at the MSC, Fort Belvoir, VA, with rotations to other museums as needed)**

**TYPE YEAR 1 YEAR 2**

**450**

a. Individual orientation	OJT	16	<p>Familiarization with individual development plan</p> <p>Familiarization with individual training plan</p> <p>Understanding of standards of conduct</p>
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b. Introduction to the Army	OJT	16	<p>Describe the organization of the US Government</p> <p>Describe the organization and mission of the Department of Defense</p> <p>Describe the organization and mission of the Department of the Army</p> <p>Describe the organization and mission of the Army Historical Program (AHP) and CMH</p> <p>History of the US Army</p>
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## Career Program 61 ACTEDS Plan

			Knowledge of pertinent Army regulations and field manuals
	SD	40-80	Museum Reading List
	FOR	30 (28)	New CP 61 Professionals Orientation Course
	DL	40 (39)	Action Officer Development Course MANDATORY: complete in six months)
	DL	60 (57)	Foundation Course MANDATORY: complete in six months)

c. Mandatory Command Training	FOR/DL	30	Mandatory Army training: Information Technology training; Prevention of Sexual Harassment; Safety; EEO/Affirmative Action; Ethics; Suicide Prevention; Substance Abuse; , Threat Awareness and Reporting Program (TARP), etc.
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d. Functional Training	FOR	(40)	Army Museum System Training Course
	FOR	40	Army Basic Curatorial Methods Training Course
	DL	40	Basic AHCAS web-based Training
	FOR	24	Annual Meeting, Company of Military Historians
	OJT	18-138	Learn mission, storyline, and operations of home station museum
	FOR	(40)	Army Historians Training Symposium (phase TBD)



## Career Program 61 ACTEDS Plan

SD	Membership in professional organizations
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## Career Program 61 ACTEDS Plan

### GS-1015 Museum Curator: Second Phase First Rotational Assignment at the Center of Military History – 6 months

900

a. Functional Training	OJT	120	Familiarization with CMH organization and functions:
			· 80 hours in Collections Branch, Museums Division (MD)
			· 40 hours in Programs Branch, MD
	OJT	80	Museum Assessments and Critiques (e.g., National Museum of American History, Mt. Vernon)
	OJT	40	Army Heritage and Education Center (AHEC) visit
	OJT	240	Accessions policies and practices (MSC) and ethics, including writing a scope of collections statement
	OJT	220	Collection management policies and practices (MSC), including writing a collection policy and disaster plan
	OJT	200	Conservation policies and practices (MSC)
	SD		Membership in professional organizations



## Career Program 61 ACTEDS Plan

### GS-1015 Museum Curator: Third Phase Second Phase at Home Station – 3 months

450

a. Functional Training	OJT	70	Collections Management
	OJT	60	Accessions & cataloging (artifact identification)
	OJT	60	Preservation work and condition reporting
	OJT	80	Prepare assessment of home station museum based on Army museum certification program
	OJT	120	Research and write exhibit script
	OJT	60	Attend one professional museum conference (e.g., AAM or Army Museum Training Conference) and one Army conference (e.g., AUSA)
	SD		Membership in professional organizations



## Career Program 61 ACTEDS Plan

### GS-1015 Museum Curator: Fourth Phase Second Rotational Assignment – 6 months

900

a. Functional Training	OJT	240	Familiarization with duties, practices, and organization of new museum and command
	OJT	380	Research and write scholarly article for publication or presentation
	OJT	160	Collections management, cataloging, and identification
	OJT	120	Conduct special project (TBD by command/FCR - example: prepare and deliver a gallery talk)
	SD		Membership in professional organizations



## Career Program 61 ACTEDS Plan

### GS-1015 Museum Curator: Fifth Phase Third Segment at Home Station – 6 months

900

a. Functional Training	OJT	246	Gain mastery of duties, practices, and organization of home office and command (action officer)
	OJT	240	Conduct special project (TBD by command/FCR)
	OJT	140	Collections inventory and survey
	OJT	40	Prepare written assessment of internship
	FOR/DL	120	CES Basic Course (MANDATORY)
	FOR	24	Annual Meeting, Company of Military Historians
	FOR	60	Attend one professional museum conference (e.g., American Association of Museums or Army Museum Training Conference) and one Army conference (e.g., AUSA)
	SD		Membership in professional organizations

b. Mandatory Command Training	FOR/DL	30	Mandatory Army training: Information Technology training; Prevention of Sexual Harassment; Safety; EEO/Affirmative Action; Ethics; Suicide Prevention; Substance Abuse; Threat Awareness and Reporting Program (TARP), etc.
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## Career Program 61 ACTEDS Plan

### 11. Pathways Interns Timeline.

These month-by-month requirements have been established by authority of the Assistant Secretary of the Army, M&RA. (Memorandum, ASA, M&RA, 8 Sep 2015, subject: Managing Interns as a Strategic Asset.)

Month	Personnel/RM Action
0	1. ARC extends job offer, coordinates entry on duty, and secures documentation. 2. PCS coordinated, if necessary.
1	1. Organization In-processing/On-boarding 2. Create DTS account/Obtain Government Travel Card 4. Create ACTNOW and RASS accounts 5. DA Form 7222-1 completed with Initial Counseling
2	
3	
4	
5	
6	DA Form 7222-1 Mid-term appraisal, preparation
7	
8	
9	
10	
11	Promotion Request for Personnel Action (RPA) initiated
12	1. DA Form 7222 Appraisal prepared 2. Promotion
13	New DA Form 7222-1 prepared
14	
15	Current resume and placement preferences provided to FCR in anticipation of placement decision. (6-9 months before graduation.)
16	
17	
18	DA Form 7222-1 mid-term appraisal
19	
20	
21	1. If FCR is unable to place intern, G-1 is informed. CHRA will freeze like vacancies for placement of intern.
22	
23	1. Submit promotion RPA 2. PCS coordinated, if necessary. (Submit PCS Orders to G-1 for funding.)



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24	1. DA Form 7222 Appraisal 2. Promotion and placement into a permanent position
25-28	Extension, if not placed into a permanent position
29	Placement into a permanent position IAW Mobility Agreement, or termination from federal service. PMFs may be extended another 12 months with OPM's permission.



### Annex D: ACTEDS Training Catalog Application Submission Process

**1. ACTEDS Guidance.** Chapter 3 of the ACTEDS Training Catalog (<http://cpol.army.mil/library/train/catalog/>) is the authoritative source for individuals applying for training, education, and professional development. Applications for CP 61 funding must adhere to the requirements established in the ACTEDS Training Catalog.

#### **2. Application Procedures.**

a. Applicants must create/activate accounts in ACTNOW and GoArmyEd. If travel is involved, the applicant must have a DTS account and a government travel card.

<https://actnow.army.mil/>

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

b. Academic Degree Training Timeline. When applying for funding for a complete degree such as a Masters in Museum Studies, or a PhD in History, a ten-form application must be forwarded to the Office of the Secretary of the Army. The Deputy Assistant Secretary of the Army for Civilian Quality of Life, DASA-CQ, must sign off. Before that, the CP 61 Board of Directors must review and approve the application packet, and forward it to HQDA 60 days prior to the first day of class. The CP 61 Board of Directors will review applications twice each year. So applications must be turned in to the CP Career Program Manager by:

--15 October from those wishing to receive funding for classes starting in January.

--15 February for those starting classes in May or September.

The ten application forms are found in the ACTEDS Catalog at:  
<http://cpol.army.mil/library/train/catalog/>

c. Short Term Training Timeline. Those requesting funding of travel, lodging and per diem must submit applications to the CP 61 Career Program Manager 45 days before the start of the TDY.

d. Professional Development Assignment Timeline. Those requesting funding of travel, lodging and per diem must submit applications to the CP 61 Career Program Manager 45 days before the start of the TDY.



### **Annex E: Glossary of Terms (See also the AG-1 (CP) Career Management Data Dictionary (Forthcoming))**

**Academic Degree Training (ADT)** – Career-related academic studies based on the stated objective of obtaining an academic degree in accordance with Title 5, U.S. Code, Section 4107, and Department of the Army guidance.

**ACTEDS Intern:** A career intern hired through a variety of sources as part of the Pathways program. The ACTEDS intern is hired at the GS-07 level and, with successful service, progresses up to GS-11 in two years.

**Army Campaign Plan** – The operational articulation of The Army Plan, coordinating and synchronizing a series of related lines of effort for building a balanced Army for the 21st century. The Army Plan provides strategic direction on how the Army intends to fulfill its Title 10 obligations to organize, train, equip, deploy and sustain land forces.

**Army Career Tracker (ACT)** – An automated program to track individual educational and training progress in that individual's job series and career program and to highlight future courses and opportunities for advancement.

**Army Civilian Training, Education, and Development System (ACTEDS)** -- Army-wide civilian training and career management requirements-based system that identifies an orderly, systematic approach to technical, professional, and leadership development of knowledge, skills and abilities progression from entry-level to supervisory, managerial, and executive positions. It identifies a blending of progressive and sequential work assignments, formal training, educational courses, and self-development opportunities similar to the military system. ACTEDS is applicable to all civilian career programs.

**Army Command (ACOM)** -- An Army force, designated by the Secretary of the Army, performing multiple Army Service Title 10 U.S. Code functions across multiple disciplines. Responsibilities are those established by the Secretary of the Army. ACOMs include the U.S. Army Forces Command, U.S. Army Training and Doctrine Command, and U.S. Army Materiel Command.

**Army Heritage and Education Center (AHEC)** – The U.S. Army's preeminent historical research complex. It also preserves Army heritage, honors soldiers and Army veterans, and educates the Army and the public on the role of the soldier in the development and protection of the nation.

**Army Historical Collections Accountability System (AHCAS)** -- A computerized cataloging and inventory software used by Army museum professionals to achieve maximum inventory control and property accountability.



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**Army Historical Program (AHP)** – Army historical activities, including the Center of Military History, the Army Heritage and Education Center, historical professionals in the Army school system, command historians throughout the service hierarchy, museum curators and material culture specialists at active and reserve component institutions, and uniformed historians serving in commands and historical units throughout the world.

**Army Management Staff College (AMSC)** – The Army’s primary institution for the education and preparation of Army civilians and selected military personnel for leadership and management responsibilities throughout the Army. They are the proponent for the Civilian Education System (CES).

**Army Materiel Command (AMC)** -- The Army’s premier provider of materiel readiness – technology, acquisition support, materiel development, logistics power projection, and sustainment – to the total force across the spectrum of joint military operations.

**Army Reserve Readiness Training Center (ARRTC)** – The U.S. Army Reserve’s primary school house for full time support personnel. The ARRTC trains approximately 8,000 students per year in either one or two week courses.

**Army Service Component Command (ASCC)** -- An Army force, designated by the Secretary of the Army, comprised primarily of operational organizations serving as the Army component of a combatant command or sub-unified command. If directed by the combatant commander, serves as a joint force land component command or a joint task force. Command responsibilities are those assigned to the combatant commander and delegated to the ASCC and those established by the Secretary of the Army. ASCC’s include U.S. Army Europe, U.S. Army Central, U.S. Army North, U.S. Army South, U.S. Army Pacific, U.S. Army Special Operations Command, Military Surface Deployment and Distribution Command, U.S. Army Space and Missile Defense Command/Army Strategic Command, and Eighth U.S. Army.

**Assistant G-1 for Civilian Personnel (AG-1 CP)** -- A Headquarters Army, G-1 Staff element responsible for setting long-range, strategic direction and policy governing the management and utilization of Department of the Army (DA), civilian employees.

**Assistant Professor of Military Science (APMS)** – A college or university faculty member responsible for the recruiting, retention, training, mentoring, and commissioning of Reserve Officer Training Corps candidates.

**Assistant Secretary of the Army for Manpower and Reserve Affairs (ASA, M&RA)** – The principal advisor to the Secretary of the Army for manpower, human capital management, training, leader development, readiness and Reserve Affairs. Has overall responsibility for civilian personnel management and for civilian personnel policy and programs.



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**Association of the U.S. Army (AUSA)** – A private, non-profit educational organization that supports the Active Army, National Guard, and Reserve, as well as government civilians, retirees, Wounded Warriors, veterans, and family members, through public advocacy and professional education and information programs.

**Board of Directors (BoD)** -- A senior leadership council that reviews and proposes recommendations to the Functional Chief and Functional Chief's Representative on policy issues pertaining to Career Program 61. The Board develops and maintains the CP 61 Strategic Plan and provides strategic communication on CP 61 policy and on issues across the career program.

**Career Development** – A method of obtaining additional knowledge, skills and abilities within a career program through training, assignment or self-development.

**Career Ladder** – A graphic depiction of the levels of grade progression within the Career Program. The career ladders describe the grade levels by position titles and organizational level within each function and across functions where applicable.

**Career Professional Development Model** – Information that provides careerists general professional guidance on career progression. Commonly referred to as “The Ziggurats.”

**Career Intern Program (CIP)** – The Career Intern Program is to be distinguished from the Student Intern Program established under the Pathways program. The Career Intern program hires the best fully-qualified historians and museum personnel, moves them into a variety of geographical and professional positions according to a centrally managed training plan, and then places them in the appropriate, permanent, full-time career-path position. (Annex C) They represent a major investment of time and energy in preparing future leaders of the Army Historical Program.

**Career Program (CP)** – Occupational series aligned into consolidated groupings, based on common technical functions, associated command missions, and position knowledge, skills and abilities.

**Career Program Manager (ACPM)** -- Activity level functional subject-matter-expert (SME) who gives technical advice and assistance to the commander and CPAC; provides advice and guidance to careerists; and serves as resource person by assisting supervisors in furnishing CP information to careerists and interns.

**Career Program Policy Committee (CPPC)** -- A continuing, intra-component, Army-level committee that (a), develops recommendations for changes in Army Career Program policies and procedures, (b) prepares recommendations for the AG-1 CP, to determine ACTEDS resource allocations for Interns and Fellows; to the HQDA, G-3 for Competitive Professional Development, (c) makes determination on recommendations



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from any subcommittee operating within mission of the CPPC, and (d) makes determinations and develops solutions to enterprise-level issues and develops practices appropriate for Army-wide execution.

**Career Program Proponency Office (CPPO)** -- Staff office to support and assist the Functional Chief's Representative with career management responsibilities. Personnel proponents are also responsible for developing, monitoring and assessing equal opportunity and affirmative actions of their respective career fields.

**Center of Military History (CMH)** – The clearinghouse and coordination center for Army historical activities. The Center prepares the Army's official history, provides direct support to the Army Staff and Secretariat, and supervises or assists all historical and museum programs within the Army at large.

**Centrally Funded Employee Program** – See the Career Intern Program.

**Certification** – Designation awarded by a professional society or by law to validate one's skill qualification in accordance with established standards of proficiency.

**Civilian Education System (CES)** – A leader development program for Army civilians. The CES is designed to assist Army career civilians to become agile leaders. CES training includes both distance learning and in-resident classroom instruction. It consists of seven courses: Foundation, Basic, Intermediate, Advanced, Action Officers' Development, Supervisors' Development and Managers' Development Courses.

**Civilian Expeditionary Workforce** – A subset of the Department of Defense's civilian workforce that is organized, trained, cleared, and ready in a manner that facilitates the use of their capabilities either in a temporary reassignment and/or duty status or to stay in place overseas to support the Defense Department's mission. Members of the CEW are organized, trained, cleared, equipped, and ready to deploy in support of combat operations; contingencies; emergency operations; humanitarian missions; disaster relief; restoration of order, drug interdiction; and stability operations in accordance with Department of Defense Directive 3000.05. The CEW is composed of the existing category of Emergency-Essential positions and new categories of positions, Non-Combat Essential, Capability-Based Volunteers and former Army employee volunteers.

**Civilian Human Resources Agency (CHRA)** -- Organization within the Army G-1, responsible for providing Department of the Army Civilian Human Resources (operations) support.

**Civilian Personnel Advisor Center (CPAC)** -- The installation CPAC services or is collocated with the proponent office and provides proponents access to and assistance with interpretation of civilian personnel management regulations, laws and other reference materials.



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**Civilian Senior Leader Management Office (CSLMO)** -- Responsible office for providing the Secretary of the Army and other senior leaders advice on all matters relating to the recruitment, utilization, and lifecycle management of the executive and senior professional civilian workforce.

**Civilian Workforce Transformation (CWT)** – The process to bring all Army civilians into a career program, to match their competency gaps with opportunities to obtain those skills, and to transform the civilian workforce into a highly trained, professional core within the Army.

**Combat Studies Institute (CSI)** – A major subordinate organization of the Combined Arms Center at Fort Leavenworth, Kansas. It prepares and publishes studies pertinent to current Army doctrinal and operational concerns, organizes staff rides, runs the Frontier Army Museum, and provides support to military history instruction throughout the Army.

**Competency** – An observable, measurable pattern of knowledge, abilities, skills, and other characteristics that individuals need in order to successfully perform their work.

**Competency-based Management (CBM)** -- A systematic approach to evaluating and effectively aligning employee competencies with mission and job requirements throughout the human capital life cycle.

**Competency-based Management System (CMS)** -- A system that is administratively managed by the AG-1 CP, and is the central repository of position and employee competencies. CMS supports Army career management workforce planning and Defense Enterprise Civilian Competency Management Framework implementation, in accordance with National Defense Authorization Act of 2010 requirements.

**Competency Gaps** – The gaps identified as a result of an analysis of the differences between the forecasted human resources competency needs and future human resource competency supply. This analysis reveals human resources surpluses and deficits in raw numbers and assists with further planning for addressing such gaps.

**Competitive Professional Development (CPD)** – Competitive, functionally tailored, significant developmental opportunities that occur in academic programs, training-with-industry, short-term training, and/or planned developmental assignments that respective ACTEDS plans have documented.

**Component Functional Career Manager and Representative (CFCM/CFCMR)** -- Component level (Army), senior functional community managers responsible for supporting the execution of the Department of Defense Instruction 1400.25-V250, in their respective Department of Defense component career (programs) by working with



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command leadership, manpower representatives, OFCMs, and Human Resources consultants.

**Computer-Based Training (CBT)** -- Instructional information displayed on the computer, including visuals and quizzes. Advanced CBT can be non-linear in format and interactive with the student.

**Continuing Education** – Further education encompassing a broad spectrum of post-secondary learning activities and programs, to include degree credit courses, non-degree job training, certification credentialing, personal and professional enrichment courses and self-development endeavors.

**Continued Service Agreement** -- The Department of the Army obligated period of service that an employee agrees to continue to work after they have completed a centrally-funded assignment that exceeded 120 days.

**Contracting Officer's Representative (COR)** – A qualified individual designated and authorized in writing by a contracting officer to assist in the technical monitoring or administration of contracts or orders.

**Core Competency** – Technical areas of knowledge, skills, abilities and other characteristics across all specialties that are required by the majority of the positions in an occupational series or career program for the successful execution of critical tasks associated with the duties and responsibilities of positions.

**Department of Defense Instruction on Civilian Personnel Management System (DoDI 1400.25)** -- Establishes uniform Department of Defense-wide procedures, provides guidelines and model programs, delegates authority, and assigns responsibilities regarding civilian personnel management within the Department of Defense.

**Direct Reporting Unit (DRU)** -- An Army organization comprised of one or more units with institutional or operational support functions, designated by the Secretary of the Army, normally to provide broad general support to the Army in a single, unique discipline not otherwise available elsewhere in the Army. DRUs report directly to a Headquarters, Department of the Army principal and/or Army Command and operate under authorities established by the Secretary of the Army. DRU's include the U.S. Army Network Enterprise Technology Command/9th Signal Command, U.S. Army Medical Command, U.S. Army Intelligence and Security Command, U.S. Army Criminal Investigation Command, U.S. Army Corps of Engineers, U.S. Army Military District of Washington, U.S. Army Test and Evaluation Command, U.S. Military Academy, U.S. Army Reserve Command, U.S. Army Acquisition Support Center, and U.S. Army Installation Management Command.



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**Distance Learning (DL)** – Also known as distributed learning; the use of a variety of non-resident training and education strategies to transfer skills and knowledge to the workforce.

**Equal Employment Opportunity (EEO)** – A program designed to provide for appropriate work force representation and fair treatment of minorities, women, and disabled persons and to resolve charges of discrimination.

**Field Programs and Historical Services Division (FP)** -- The division in the Center of Military History responsible for organizational history and lineages, staff supervision of the Army's field history program, staff rides, and maintenance of a website, small library, and archive to support the work of the Center, the Army, and the interested public.

**Forces Command (FORSCOM)** – The Army Command in the United States charged with providing expeditionary, campaign-capable land forces to combatant commanders.

**Formal Course Training (FOR)** – - Course training received via the classroom mode at a school or on-site, or via distance or distributed learning (DL).

**Functional Chief (FC)** – the senior career program official—in the case of CP 61, the Executive Director of the U.S. Army Center of Military History.

**Functional Chief's Representative (FCR)** – the principal advisor to the Functional Career Chief. He or she also serves as the chairman of the Board of Directors. In the case of CP 61, the Chief Historian of the Center of Military History serves as FCR.

**Functional Competency** – Technical specialty areas of knowledge skill, abilities and other characteristics that are required by the majority of the positions in an occupational series or career program for the successful execution of critical tasks associated with the duties and responsibilities of positions.

**Functional Training** – Training that combines general education classes, career-related coursework and on-the-job learning that relates specifically to a job series and occupational discipline.

**General Schedule (GS)** – A classification and pay system that covers the majority of white-collar personnel in the Federal civil service.

**Headquarters, Department of the Army (HQDA)** – The executive part of the Department of the Army, exercising directive and supervisory control over the Army. It is composed of the Office of the Secretary of the Army; Office of the Chief of Staff, Army; the Army Staff; and specifically designated staff support agencies.



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**Histories Division (HD)** – The division of the Center of Military History charged with preparing the official history of the U.S. Army. The division also provides prepares quick studies of Army history, provides staff support to the Army Staff and Secretariat, conducts oral history interviews, and coordinates Army commemoration activities.

**Individual Development Plan (IDP)** – A documented plan developed with supervisor and employee collaboration that identifies individual development needs and outlines specific short and long-term goals and associated training or development needs. The intent of an IDP is to promote career development and continued personal growth.

**Intern** – Also called Career Intern or ACTEDS Intern. An employee who has met all entrance requirements for an entry-level position in an established career program. The employee accepts an obligation to complete a highly structured training program and occupies a position with known potential for noncompetitive promotion to a target level grade and which may or may not include mobility. Not to be confused with a Student Intern under the Pathways Program. Student Interns are temporary employees with no guaranteed position for future hire.

**Intern Program** – A civilian leader development program designed to establish planned intake of personnel with high potential to meet career program staffing needs and to give these high potential personnel the knowledge, skills, and abilities necessary to advance and successfully perform in target level positions. Intern graduates form the feeder group for future leadership in the Army's professional occupations.

**Job Analysis** -- The process of identifying and defining, at an appropriate level of detail, what the basic duties and responsibilities of a job require in terms of both job tasks and employee competencies needed to perform those duties and responsibilities. The competencies derived from the job analysis must be relevant or demonstrate a linkage to the tasks or duties of the job. There are various well-developed, systematic approaches to job analysis.

**Key Assignment** – Positions that represent windows of opportunities for professionals to complete diverse assignments across multiple echelons. The sequence of positions is not as important as mastering critical skills and gaining experience before the next stage of career development.

**Leader Development** – Training and education that focus on methods to support decision-making, quick thinking, sound judgment, and ways to accelerate the development of Army leaders by improving interpersonal and team-building skills. The goal is to leverage cognitive and instructional technologies in ways that improve critical thinking skills needed by current and future leaders. Leader development also focuses on enhancing leadership styles and skills in order to improve leader performance.



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**Leadership Competency** – Knowledge, skills and abilities that enable the leader to be innovative, adaptive and able to lead successfully in uncertain and complex operating environments.

**Life-Cycle Career Management** – Following a continuum of manageable steps and processes to guide career progression through the personnel life cycle (Structure, Acquire, Develop, Distribute, Sustain and Transition).

**Mandatory Training** – All Defense and Army training requirements established as mandatory in AR 350-1, *Army Training and Leader Development*.

**Master Intern Training Plan (MITP)** – A detailed training plan issued by HQDA showing competitive, centrally managed and centrally funded, on-the-job training and formal courses that will prepare career interns for target-level CP positions Department of the Army-wide.

**Master Training Plan (MTP)** – The syllabus of training and educational opportunities that support a career program (CP). The MTP is competency-based and has the dual purpose of furthering individual and organizational performance to accomplish Army missions.

**Military History Detachment (MHD)** – A unit in the U.S. Army responsible for collecting documentation in military conflicts for future work by military historians in writing both official and unofficial histories of the Army.

**Mission Critical Occupation (MCO)** – Occupational series designated by the Department of Defense (DoD) and Department of the Army (DA) as essential to current and future military and organizational mission accomplishment.

**Mobility** – A change in duty position and/or change in permanent duty station for the purposes of career development, promotion opportunity or mission effectiveness.

**Museum Support Center (MSC)** – The repository at Fort Belvoir, Virginia, of the Army's core collection of micro artifacts and the Army Art Collection. Also houses a reference archive used to identify artifacts.

**Museums Division (MD)** – The division of the Center of Military History responsible for stewardship and support of the Army Museum System. The division provides policy guidance, financial requirements, and regulatory oversight for sixty Army museums and museum activities and nine Army Reserve activities. Through its Collections Branch, it also preserves, studies, and interprets the material culture of the American soldier.



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**Office of Personnel Management (OPM)** – An independent agency of the United States government that manages the civil service of the federal government. This office recruits and distributes Presidential Management Fellows.

**OPM Pathways/Student Intern Program** -- The Student Internship Program provides students in high schools, colleges, trade schools and other qualifying educational institutions with paid opportunities to work in agencies and explore Federal careers while completing their education. Replaced the Student Career Experience Program and Student Temporary Employment Program.

**OPM Pathways/Presidential Management Fellow Program (PMF)** -- A reinvigorated Program for people who have obtained an advanced degree (e.g., graduate or professional degree) within the preceding two years prior to appointment.

**OPM Pathways/Recent Graduates Program** – Source of recruitment for the ACTEDS Intern Program. A recruitment method to find and hire people who have recently graduated from qualifying educational institutions or programs (2 years from the date the graduate completed an academic course of study).

**Office of the Secretary of the Army (OSA)** -- One of the three military departments (Army, [Navy](#) and [Air Force](#)) reporting to the [Department of Defense](#), and is the principal staff element of the SA in the exercise of policy development, planning, resource management, fiscal, and program evaluation responsibilities.

**Office of the Secretary of Defense (OSD)** -- The principal staff element of the [Secretary of Defense](#) in the exercise of policy development, planning, resource management, fiscal, and program evaluation responsibilities.

**Officer Professional Development (OPD)** – Officer education and training that augments institutional training, operational assignments, and self development programs.

**On the Job Training (OJT)** – Informal training received by a career professional in the work place, from a more senior peer, mentor or supervisor.

**Operational Army** – Those Army organizations whose primary purpose is to participate in full spectrum operations as part of the joint combat force.

**Pathways Internship Program.** There are three components: Student Interns, Recent Graduates or ACTEDS Interns, and Presidential Management Fellows.

**Planning, Programming, Budgeting, and Execution System (PPBES)** – A cyclic financial management process that contains three distinct but interrelated phases: planning, programming, and budgeting. It establishes the framework and process for



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decision making on future programs and permits prior decisions to be examined and analyzed from the viewpoint of the current environment and for the time period being addressed. The ultimate objective of PPBES is to provide the operational commanders in chief the best mix of forces, equipment, and support attainable within financial constraints.

**Position** -- A specific job consisting of all the current major duties and responsibilities assigned or delegated by management. Duties and responsibilities are recorded in a official Position Description.

**Professional Development** – Activities, programs and assignments designed to increase knowledge and expertise in a profession through experiential learning and mentoring by qualified professionals.

**Program Objective Memorandum (POM)** – The final product of the programming process within the Department of Defense, displaying the resource allocation decisions of the Military Department in response to, and in accordance with, the Guidance for Development of the Force (GDF) and Joint Programming Guidance (JPG).

**Requirements-based Training** -- Training and development defined within one of these competency-based categories - (1) Performance Enhancement - To close competency gaps to improve job performance, (2) Meet New Position Requirements - Driven by new or changes in mission that require the development of new competencies required by the job, (3) Career Progression - Match Army's requirements with employee career goals, to develop competencies to facilitate career progression, and/or, (4) Mandatory/Foundational - Meet professional/technical requirements/credentialing of positions and/or Army's standards/guidance.

**Resource Allocation Selection System (RASS)** – A web-based computer application that centralizes the management of funds for Army Civilian Training, Education and Development System (ACTEDS) funded programs. RASS enables the online creation, submission, approval, status tracking, and reporting of training and travel-related request forms (Standard Form 182, DD Form 1610 and Standard Form 1164). This application is only used by HQDA Pathways Interns.

**Return on Investment (ROI)** – A performance measure used by the Army to evaluate the efficiency of an investment or to compare the efficiency of a number of different investments.

**Rotational Assignments (ROT)** – training of not less than 14 days in duration received in another office or organization and focusing on one of the core competency groupings.

**Self-Development Training (SD)** – Education and professional development pursued by an employee on his or her own initiative.



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**Senior Enterprise Talent Management (SETM)** – A Civilian Workforce Transformation (CWT) initiative administered by the Civilian Senior Leader Management Office, Assistant Secretary of the Army for Manpower and Reserve Affairs (ASA M&RA). The program prepares participants in grades GS-14 and 15 for positions of greater responsibility through advanced senior-level educational and developmental experiences. SETM opportunities include the Enterprise Placement Program, Developmental Experiences, Senior Service College, and the Defense Senior Leader Development Program. The ETM is available to GS12s and 13s.

**Short-Term Training (STT) -- Training** of 120 calendar days or less. Training instances may include, but are not limited to, professional workshops, seminars and college/university courses. Attendance at workshops and seminars must have a demonstrated training purpose and must be documented in each respective Career Program, MTP or IDP.

**Subject Matter Experts (SME)** – an expert in a particular area or topic. For CP 61 the areas are History, Archives and Museums.

**Table of Distribution and Allowances (TDA)** – a table for an organization, generally non-combatant and non-deployable, that performs specific missions and for which no appropriate tables of organization and equipment exist. Generally, these units are discontinued when they have accomplished their assigned mission.

**Target position** – The position in which an intern is placed when the intern training program is completed.

**Temporary Duty (TDY)** – Assignment of short duration (less than six months) at a location other than one's permanent duty station, usually involving travel and reimbursement for travel expenses.

**Total Army Performance Evaluation System (TAPES)** – The Army's system for planning and appraising performance by communicating organizational goals, priorities, values, and ethics; establishing individual expectations for performance; facilitating frequent discussion among the rater and the employee; and requiring annual written individual performance evaluations that provide supervisors and managers with tools for systematic assessment of performance results. (AR 690-950)

**Training and Doctrine Command (TRADOC)** – The Army Command responsible for overall training, education, and doctrinal development.



## **Annex F: Forms**

CP 61 Individual Development Plan (IDP)

CP 61 Master Intern Development Plan (MITP)



## Annex G: References

1. AR 690-950, *Civilian Personnel Career Management*.
2. AR 350-1, *Army Training and Leader Development*.
3. AR 25-50, *Preparing and Managing Correspondence*.
4. Memorandum, ASA, M&RA, , 8 Sep 2015, subject: Managing Interns as a Strategic Asset