



Photo Courtesy: Karen Bird

COMMUNITY SPOTLIGHT

DON'T FIND EXCUSES, FIND OPPORTUNITIES

By David Ellard and Karen Bird

Here's a heartfelt article about Karen Bird one of our most dedicated community members. Read her story on page 3.



Happy Fourth of July!!!

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MANAGER'S CORNER

The Pluralism of the Education Community of Interest: *The Executive Steering Committee*

Learning is in the relationships between people

The Education Community of Interest members make a difference in the world by enabling each of his or her constituents to fully maximize their talents, imagination, skills and character.

The majestic awe capturing sight of an iceberg is breath taking; however, what our eyes see only represents 1 to 50 percent of the totality of an iceberg. Similarly, the Education Community of Interest office is only a small visible portion of the community. When in fact the greater portion of the community is "beneath the surface" enabling the warfighter's ability to perform their mission. The Education Community members serve in a myriad of different settings across the full spectrum of education occupations spanning positions that involve administering, managing, supervising, performing, or supporting education and training from early childhood providers and teachers; vocational trainers, administrators, and professors; to counselors and research specialist.

Learning is the outcome derived from teaching

An executive steering committee is crucial in providing guidance and direction to the Education Community Leader and Manager. The creation of the steering committee placed responsibility on this governing body to see that Education Community of Interest established short term, as well as long term, goals and implemented strategies to achieve these goals. The original committee members developed a charter guiding their actions, and took major strides in determining goals for the community. The Executive Steering committee acts individually and collectively as a vocal and visible champion throughout their representative organizations; generally, they approve deliverables, help resolve issues and policy decisions, approve scope changes, and provide guidance to the community leader and manager. The Education Community of Interest Executive Steering Committee was created to enable input into the prioritization of education community initiatives. Originally launched in 2010 under the premise:

- ❖ To establish community advancing goals and determine the strategies to achieve the goals
- ❖ To increase communication, understanding, and cooperation internal to the community of interest
- ❖ Foster the "work" required to advance community-wide initiatives
- ❖ Provides advice to the Community Leader and Manager; recommending items for consideration and approval such as program priorities, leveraging resources, building participation in the professional development programs offered.
- ❖ Best practice for governing resources & investment.
- ❖ Enhance and formalize governance to improve communication and clarify discussion-making authority between all stakeholder groups.

If you are interested in serving on the Education Community of Interest Executive Steering Committee, please contact me at james.hilton@usmc.mil for more information.

A Message from the Community Leader...

"I consider the members of the Executive Steering Committee as key to our ability to effectively plan and execute meaningful Community of Interest programs. They represent the members of the COI in helping me scope key initiatives that will support COI member's professional growth. I encourage you to volunteer and participate."

~ Mr. Jeffrey Bearor, Executive Deputy



Don't Find Excuses, Find Opportunities

By David Ellard and Karen Bird

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Training can be the key to success both on the job and in reaching your goals. Training opportunities abound; you just have to see them with an open mind. Don't find excuses to pass on training that can aid you on the job, in your personal life and for your future. Karen Bird is an excellent example of living out this advice.

Karen Bird is a rightfully proud lifelong student and specialist at the Education Services Office, Marine Corps Recruit Depot/Eastern Recruiting Region, Parris Island, South Carolina. Working for the federal government as a 1740 Education Services Specialist has shown her many opportunities for free education and training. Karen constantly seeks out these opportunities to make herself more valuable in her career field and for use in her personal life as well. "I feel proud and satisfied with my traditional college education, having earned my Masters degree; now I seek out education to further my career and personal life," Karen said.

Many people say they do not have time for training not mandated by the Marine Corps. Arguably none of us do, but Karen makes the time. As a mother of three, wife of a retired Marine who is now a police officer, and further as a local community volunteer, full time Education Services Specialist, Test Examiner, Transition Readiness Seminar educational pathways instructor, and a woman living with Multiple Sclerosis since 1997, her plate is pretty full. She could use any of these as an excuse, but she doesn't. By training regularly, she keeps herself competitive on the job and in the job market. Don't find excuses, find opportunities.

Even though you may be comfortable and fulfilled in your position with the Marine Corps, you should be prepared for any career opportunities that may come your way. Taking advantage of the free education and training opportunities are a gift we are all given, it is just a matter of finding the time and desire to participate. Marine Net (www.marinenet.usmc.mil) has been Karen's "go to" for training but over the last few years she has expanded to classes such as "Certified Program Planner" through the Education Community of Interest and the American Society of Training and Development (ASTD). These, along with local opportunities through her employer, Marine Corps Community Services, have given her information that has proven extremely valuable both personally and professionally. For example, "Six Sigma White and Yellow Belt" trainings have a business undertone but have been applied to her position. In addition, classes such as "7 Habits of Highly Effective People" and "Who Moved My Cheese" were valuable and a lot of fun. Attending classes is a great networking tool as well. It is all a matter of finding the value and relating it to your personal career field.

Take advantage of training opportunities, as Karen Bird has done. Keep your mind open to the long-term value of training. Look for training opportunities via multiple sources. Attend offered training, and list them on your resume. Apply what you've learned at work and at home, grow, and reach your goals.

If you have a community member that you would like to have featured in our upcoming newsletter. Please send inquiries to: usmc_ed&trng_coi@usmc.mil.

Thank you!

Meet A CLD Administrator: *Tap into Your Command Link for Continuous Learning Opportunities*

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Civilian Leadership Development Administrators (CLDAs) are uniquely aligned within each Command. We play a crucial role in collaboration with multiple venues (Lejeune Leadership Institute, Centrally Managed Programs, Academic Degree Completion Programs, Communities of Interest, other Command CLDAs and private vendors) to identify and promote blended education and training as well as alternative developmental opportunities. We are committed to providing quality developmental opportunities to enhance our Civilian Marines' professional leadership, technical and personal growth by utilizing strategic planning initiatives, cost data, performance metrics, related trends, marketing, command input, communication and encouragement.

During the increased challenges of today's changing Federal environment (financial restraints on resources, emerging technologies, multigenerational culturally diverse workforces) there is a demand for constant retooling and upgrading of skills within our workforce. Decreased resources call for increased roles and responsibilities which drives the need for Civilians to adapt and work effectively with consistent challenges. CLDAs can play an integral part in Civilians' commitment to embrace and effectively plan their career path development, enhance skill sets and gain knowledge needed to meet new challenges in their positions and/or to be competitive for future positions.

Effective leadership within our workforce is crucial at all levels. Leadership requires a mastery of skills in crucial conversation, confrontations, influencing, change management, conflict management/resolution, negotiation, interpersonal skills, effective written and oral communication as well as critical thinking, empowerment, innovative thinking, problem solving techniques and proficiencies in technical and functional competencies. Leadership at all levels must foster mutual respect and encouragement, while focusing on vital behaviors, holding people accountable, mentoring and providing guidance and development opportunities that strengthen workforce performance to better meet mission requirements. To effectively master these vital skill sets, one needs to embrace continuous life-long education and training as a learning habit.

CLDAs continually seek opportunities to effectively use all available resources to improve the workforce's ability to meet mission and enrich their personal lives. Lack of knowledge prevents growth. The return on investment for excelling at self-development is improved performance and enhanced behaviors and actions. Meet with your CLDA, use their networking, passion, and commitment to explore and embrace your opportunities to attain or expand on effective skills in your career.

***Please locate your local CLD
Administrator from the list on
the next page...***

July Newsletter

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Quality Training on a Shoe String Budget

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During a time of furlough and uncertainty for the future budget, MCAS Cherry Point forged ahead and realized cost-savings while increasing services provided. What you say? Spending less money and offering more services? How is this possible?

For Fiscal Year 2012 alone, the Training Support Department (TSD) aboard Cherry Point saved \$544,103. TSD accomplished this by certifying local instructors, utilizing economies of scale, centralizing all training purchases and combining military and civilian training.

Certifying Local Instructors - As a need arises for a course, the TSD determines if there is a subject matter expert aboard the Air Station qualified to teach the course. If there is no one that can teach it, the TSD gathers data and determines if the course is a re-occurring need. If it is, the department works to certify instructors instead of contracting for a course. This has been extremely successful for training including OSHA mandated CPR (\$38,790 a year in savings) and soft-skill courses such as "Crucial Confrontations & Conversations" (\$190,484 a year in savings). By certifying instructors and only purchasing materials required to conduct these courses, the TSD saved substantial amounts of money while increasing the number of course offerings and availability.

Utilizing Economies of Scale - The TSD saved money by utilizing economies of scale. This can only be accomplished through excellent communication and record keeping. By tracking expenditures and communicating across departments and MCAS Cherry Point units, the TSD identifies multiple individuals that need to attend the same training. In the past, each department would send employees to training on their own. This practice led to a hefty registration and TAD bill to boot. By utilizing economies of scale, the TSD contracted to bring the same course to the Air Station for a fraction of the cost. A contracted course usually trains 15 times as many people, as it costs for one attendee with TAD. Course savings for these areas are as high as \$47,695 per training evolution, especially in the areas of specialized training.

Centralizing all Training Purchases - One of the most effective ways to maximize resources is to have all training purchases centralized. This allows the TSD department not only to utilize economies of scale, but also pool resources from multiple locations (including other bases). By having the TSD receive all training requests and communicating with customers and departments, the staff is able to request resources from multiple areas, (especially if the course can benefit multiple organizations). For example, a single unit may not have the resources to bring a \$20,000 course to the Air Station; however, other departments or bases may also want the same training. The TSD combine budgets and resources for the benefit of the Air Station and every one receives the training they want for a fraction of the cost.

Combining Military and Civilian Training - The most effective way we maximized costs was by organization. Many years ago, the Command placed the TSD in the Operations Directorate using the premise that training (regardless of who you train) is a part of Operations. Here at Cherry Point, Marines and Civilians train together as many classes are the same whether you are a Marine or civilian. Our annual training plan encompasses both categories of people and it fosters a "one team, one fight" approach. We do not segregate military and civilian courses. This practice saved the installation over \$500K the past 3 years.

It is easy today to be tempted to throw training to the wayside, or cut the training budget first because it is not seen as a necessity. We don't have to resort to getting rid of training; training provides our workforce with specialized skills and the ability to continually improve. As a training community we just have to look for ways to stretch the dollars you do have and make them go farther!

Greetings from
Iwakuni, Japan!

The Power of Play
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In an Early Care setting you may often hear parents say “all they do is play all day”. Well, Early Care Education is based upon the principles of play. Play provides an opportunity for children to grow and develop in their natural setting. The work of children is to play. Unfortunately in the age of technology play is often forfeited. Children sit for countless hours in front of televisions and computers. Both of these have their place; however children need to have early experiences of play, indoor and outdoor, at home and school.

Play is such an intricate part of a child’s development that if examined closely one could see how each developmental domain is being used and strengthened. The quote, “the most significant attribute of play may well be that it unifies the mind, body, and spirit” (Levy, as cited in Rogers & Sawyers, 2010, p.1), is a powerful statement of play. When thinking about how children play it becomes apparent that they explore with the whole self.

One of the significant aspects of play is how it affects the overall development of a child. When children play their physical, emotional and social development is affected. When a child climbs and uses riding toys they are strengthening their large muscles. When they play with puzzles or use pencils, crayons or playdoh they are developing their small muscles. While they are engaged in dramatic play they are strengthening their social skills. Play is how children grow. They need these experiences to help them to develop. When children organize their play they use their cognitive skills. Organized play also helps with self-regulation. “They learn to regulate themselves as they modify their emotional reactions and plan their play scenarios” (Bodrovea & Leong, 2007, as cited in Heidemann & Hewitt, p.14, 2010).

Play is the natural environment in which children develop and grow. Authentic assessments can occur during this time. Also, since play is how children naturally develop, the most effective curriculum is generated by child’s play. Children explore and discover the world through play. When they are not allowed to play it can cause developmental delays, since this is how children typically progress in their development. Play is so important that a “healthy development is the reciprocally pleasurable play between adults and children (Caldwell, 1985, as cited in Rogers & Sawyers, 2010, p.11). It can carry over into the adult life of a child. What one does as a child can sometimes determine what they will become as an adult. We ask children, “what do you want to be when you grow up”? Often the answer is derived from their play experiences.

Teachers and parents alike need to be aware of the significance of the development that play promotes. Overall, child’s play is serious business. Healthy social-emotional, physical, cognitive and sensory development is dependent upon early play experiences. The appropriate approach to play prepares children for the entrance into kindergarten, life and adulthood. Play is pretty powerful.

References

Heidemann, S. & Hewitt, D. (2010). *Play the pathway from theory to practice* (2nd ed.). St. Paul, MN: Redleaf Press
Rogers, C. & Sawyers, J. (2010). *Play in the lives of children* (9th ed). Washington, D.C: National Association for the Education of Young Children



SURVIVOR – EXECUTIVE LEADERSHIP PROGRAM

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The next class of the Executive Leadership Program (ELP) begins in August 2013. For those of you in our community who were selected, or if you are thinking of applying to a future class, you may have some concerns, questions, fears, etc. about what to expect. As a survivor of ELP Class 2013-1 I would like to share some lessons learned and best practices with you.

You are embarking on an amazing journey that will open doors for you and hopefully lead to a promotion, career change, or whatever it is you are seeking as a result of the program. You will have a network of new peers that you can reach out to for ideas and opportunities to assist you on your journey. One of the program goals is to get you to be “comfortable with being uncomfortable.”

Outwit – Outplay – Outlast

Although ELP is geared for individual growth, it is not an individual event. You will be in a team of 6 to 7 people. You will have similarities and differences; at times it will be painful, and but it will also be incredibly fun. You can't be a leader without a team, so take the team building activities and assessments such as the 360^o Leadership Effectiveness Inventory and Myers-Briggs Type Inventory and make the most of the feedback. You can only grow from this experience.

You will be assigned to a team for the duration of the program and will spend time getting to know each other during your Orientation week. You will have a lot to do on Team Dynamics day. Picture your new team members that you have known for 2 or 3 days trying to come up with a team name, motto, cheer, and song. Oh, and all of this in about 4 hours. One more thing – you will perform your song and cheer in front of your ELP cohort. Think of it as preparation for Spirit Night where you are encouraged to embrace your inner thespian!

You will have a lot to accomplish in the nine months of the program, from book reviews to executive interviews, community service to shadowing assignments, a 60-day developmental assignment and four week-long training sessions on everything from Conflict Management to Coaching, Emotional Intelligence to Critical Thinking. Time management is essential to your success in the ELP. You are expected to complete half of your assignments by the mid-point. I recommend you get your interviews and book reviews done, as the interviews may lead the way to your shadowing and developmental assignments. You are required to submit reports on all of your activities, and although there are templates, you have room to showcase your creativity.

The Tribe Has Spoken

Communicating with your team members is essential to your success individually and as a team. Our team thought we were communicating well through our monthly conference calls and emails. It wasn't until our third session that we found out that one of our team members was behind in assignments. So if you do nothing else as a team, please-please-PLEASE talk to each other openly and honestly.

Communication during the team project is critical. It helps you stay on track and ensures you have an integrated project. The project was probably the one thing that stressed me the most during the program. I am a control freak working in a deadline-driven environment and was managing the development of five courses in addition to meeting ELP course requirements. And I absolutely HATE doing group projects with more than about 3 people (completely out of my comfort zone). My team did not work as cohesively as I would have preferred on the project, but I learned that sometimes I have to just let go of my control tendencies. Our project on generational diversity came together and was well-received by our audience despite my earlier concerns.

Above all, enjoy the program experiences. It boosted my confidence as a leader and gave me a wealth of knowledge that I can apply in my new supervisory position.

For more information on the Executive Leadership Program:

<http://www.hgmc.marines.mil/hrom/OrgWorkforceMgmt/CivilianLeadershipDevelopmentProgram/CMCLC.aspx>,

or The Graduate School website at

http://graduateschool.edu/index.php?option=com_content&task=view&id=212&Itemid=154.

Congratulations Leadership 201 Graduates!

**Lynette Ward, CLD Administrator, Camp Lejeune, Human Resource Training
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The Leadership 201 Program is an intensive four month developmental program designed to prepare future federal leaders, GS-06 through GS-10 and equivalents, through experiential learning and individual development activities and assignments. Participants are challenged to grow and develop personally and professionally. This program requires focus, commitment, and hard work.

Graduation was Thursday, 6 June 2013, with 24 participants completing this year's class. The day was honored by Mr. John Sollis, Director, Marine Corps Community Services, Camp Lejeune, as the guest speaker and presenter of certificates. Mr. Sollis is an outstanding leader and strong supporter of education, training, and professional development, which is evident by the quality staff in his department.

In late 2009, Civilian Leadership Development (CLD) Administrators from Camp Lejeune, Cherry Point, and New River, worked as a team to develop and design Leadership 201 to enhance the leadership skills in aspiring and new leaders at their Commands. Civilian employees voiced their interest in participating in a focused leadership program but were unable to commit to travel requirements in other available programs. In addition, the other programs were highly competitive with only a few being selected to participate each year. Leadership 201 was designed to be an on-site development training program open to all applicants with support of their supervisors. Including this year's graduates, there have been 99 Civilian Marines who have completed this program successfully since the first class offered in February, 2010, and it continues to gain popularity by supervisors and participants. The CLD Administrators coordinate the training program for their Commands. Presently, it is only offered to Civilian Marines in Camp Lejeune, Cherry Point, and New River areas, but is available to all Marine Corps sites if interested.

Leadership 201 consists of participants attending four competency classes and completing all the required activities identified below. The competency classes are one-day workshops provided by certified professional instructors. During orientation, participants complete a learning profile to help them better understand their learning preference and how they compare with their peers. Also, they must read a management book and write a critique, conduct an executive interview and write a review, prepare a point paper and provide a brief, conduct a three-day shadow assignment and write a report, and provide an oral presentation of the program's impact.

- Orientation Class-Learning Profile
- Personality Profile Self-Assessment
- Competency classes
 - Communication Skills
 - Team Building Skills
 - Coaching and Mentoring
 - Leadership Principles
- Management Book Critique
- Executive Interview
- Point Paper with Brief
- 3-day shadow assignment of a leader who is at least two grades higher
- 6-8 minute oral presentation of overall impact of program

Leadership 201 builds participants' self-confidence through improved written and oral communication skills, providing an opportunity to learn from respected leaders, and gaining a better understanding of themselves and how they relate to others—the critical skills needed to be an effective leader. Additionally, supervisors proclaim the contributions and value added by their participants to the organization who complete this training is worth the investment of time and effort. One department supervisor in particular has had eight graduates of Leadership 201 over three years, and six have been promoted.

The positive influence this training has on its participants is inspirational and a determining factor in the continued growth and success of the program. If other commands are interested in providing this course at their sites, contact Lynette Ward for details.



Adult Education: Dreams deferred not denied.

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The face of continuing education is changing as more and more adults are returning to school.

These same adults do not want to be identified as senior citizens or older adults, rather lifelong learners. Lifelong learning, to me, means that no matter what, you never stop learning. You see new things each day that add to your knowledge. You learn something about life and the everyday experience, learning never ends.

Lifelong learners bring a wealth of knowledge to the workplace, including concepts of self, experience, readiness and orientation. The concept of self describes the adult by roles or identities took on throughout life. Experience defines one's antiquity, which forms the foundation for self and accumulates over time. Readiness derives from the need to acquire new knowledge, based on changes in the varieties of roles assumed. Orientation centers on performance and problem solving with immediate application to situations.

Many adults forgo their degrees because of various life-altering reasons such as a growing family, a career move or financial limitations. Completing a degree not only means possible wage increases, but it may also open doors to new careers.

The second time around the college bend was better for me. Currently I serve as the civilian training director for Marine Corps Air Station Beaufort in South Carolina.

I completed my bachelor's degree in my 20s. After college, I landed a great position at University of Mississippi Medical and three years later, I decided I wanted to see the world so I joined the military. Military service, family and frequent moves all played a role in my readiness to resume my education. In 2003, at age 46, I decided to fulfill a lifelong dream of obtaining a master's degree. I received a dual master's degree in human resource management and human resource development from Webster University and loved it.

I was ready to acquire new knowledge at this period in my life, for me the added credential was definitely worth it. I love working in an education and training setting and I have finally found my true calling.

The benefits of going back to school for me were many, I found a diversified career that affords me the ability to change jobs often within the same profession. The most meaningful part of going back to school however was in the personal satisfaction of knowing that I did it.

I didn't want to grow old and one day look back and say, "If only." Obtaining my master's degree was one of the proudest days of my life.

A great financial resource for Marine Corps civilian Marines desiring to finance college is the Academic Degree Training Program and Payment for Licenses and Professional Credentials Program. Eligible employees may be reimbursed for the entire or partial tuition costs for academic degrees and professional credentials. The goal of this program is to provide the opportunity for civilian employees to acquire specialized, essential knowledge.

If you are considering going back to school, I encourage you to do it. Time is passing by either way, you can spend it doing something you've dreamed of doing or you can choose to do nothing. Don't look back one day and think, "If only."

Contact your installation's civilian leadership development administrator for further information.

RESOURCES AT YOUR FINGERTIPS...



Training Available in the FY 13 Fourth Quarter

Note: The Education Community is funding the web-based training opportunities below. APF and NAF 1700 community members are eligible to apply. Other careers series are encouraged to apply and will be evaluated on a case-by-case basis contingent upon funding. To register contact our office for more information: usmc.ed&trng_coi@usmc.mil. You can do it!

Bob Pike Group- Flip Art Anyone Can Draw

Bob Pike Group -Writing Objectives that are Measureable

ASTD Essential Series: Adult Learning

ASTD Essential Series: Writing Training Documents

******Please complete a SF 182 for each training request**

[MASSIE –FREE DIGITAL BOOKS \(2011\)](#)

FEDERAL JOBS NETWORK

- Resume writing resources
- Job vacancies by occupation, agency, state government jobs and private sector jobs

CONTACT US:

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