

EDUCATION COMMUNITY OF INTEREST

YOUR COMMUNITY FORUM



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A Functional Curriculum in Early Childhood Settings

Christine Saunders, CDC Director

Okinawa, Japan

A child's mind is like a marvelous puzzle. Young children cannot articulate thoughts or feelings, but can give us a few clues that help us decipher their needs. Educators in the Child Development Centers aboard the Marine Corps installations in Okinawa Japan utilize Creative Curriculum. This curriculum is designed for educators working with Infants to Kindergarten age children. It gives educators the enormous responsibility of educating and developing the young children in their care. This paper will outline the targeted goals of Creative Curriculum®.

Birth to age three is an incredible period of growth in children (Dodge, Rudick, Berke, 2011). During this period, care providers have the opportunities to lay the foundation for children's future growth and development. The major ideas of young children's learning and development stems from psychologists, such as Maslow, Brazelton, Bowlby and several others. Maslow argued that there

are physiological needs that are important to everybody. These needs involve physiology, safety, belonging, and esteem (Dodge et al. 2011). Brazelton argued that in order for children to learn and develop, their needs must be met. He defined those needs as a safe environment, nurturing relationships, developmentally appropriate practice, limit setting, routines, stable communities, and adults with the children's interest in mind (Dodge et al. 2011). Bowlby's research demonstrated that children develop attached relationships with the important people in their lives. When children develop this deep, emotional bond they learn that they can trust others, they develop their own self-worth, and most importantly how to express emotions in order to have needs met (Dodge et al. 2011). Creative Curriculum takes the information from these psychologists and others to develop a curriculum that meets the needs of the children. The theories from the psychologists mentioned serve as a

foundation for the curriculum and acts as a basis for educator's interactions with the children. Meeting these developmental expectations is essential to provide a loving, nurturing environment where children can excel.

Understanding the foundation of the curriculum would help one to understand how the most minute details in a classroom support a child. In a Preschool classroom, one would be greeted by the curious looks of the children and many questions of, "who you are and what you are doing in their classroom." As you are receiving so many questions, if you look around the room you would see clearly defined play areas, a schedule of planned activities, framed photographs of children's families, the uses of transition tools throughout the classroom, like a cardboard helping hand, a picture schedule, and a rocket ship countdown telling children it is time to start cleaning their interest areas.



Find out more about the DA Civilians professional development Army Career Tracker (ACT) tool on page 9.

GEORGE MASON UNIVERSITY | Office of Continuing Professional Education
Training Close-Up Pages 7-8

Some of these tools are really geared to reaching specific children with special needs, but the tools are incorporated into the classroom structure so that every child's needs are met and not one child feels isolated from the others. The tools in the classroom foment the child's feeling of accountability and responsibility to the classroom and to themselves. Children learn they are an important part of the classroom and their participation ensures all the children can work together in joining the next activity. Children learn that they are respected and the differences among each one of them makes them an important part of the community school. A caregiver may begin the day with an investigation in mind, where the children will explore concepts related to clothes. Throughout the day, children will be exposed to different activities that target academic concepts like math, science, and language all the while learning about how clothes are made. For instance, children may create a loom putting strings of yarn together and then they may participate in a mathematical activity where children have to manipulate the shape of clothes to fit a predetermined shape and then children may read books about clothes. Giving

children the opportunity to explore concepts related to clothing all the while being immersed in an environment that meets their physiological needs, children have the opportunity to learn in a nurturing and safe setting. And most importantly children learn the social skills that help them learn how to interact with their peers.

Overall, Creative Curriculum® provides an excellent structure for the new and seasoned caregiver alike. It teaches caregivers to establish an environment with a foundation based on trust and mutual respect and then progress towards developing important skills like social interaction, self-regulation, and developing a child's self-esteem. Creative Curriculum® creates a blueprint for educators to develop an educational system with the sole intent of promoting children's success in school.

References

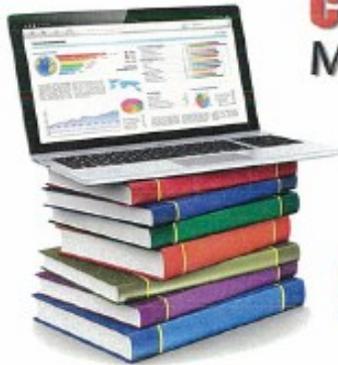
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About Christine Saunders

I am a proud member of a military family. My father was in the Air Force and I was fortunate to experience living in foreign installations. After my undergraduate degree, I started working as a caregiver in a center for at risk children and quickly realized that I was passionate about the field. Shortly after starting in the field, I completed my Master's Degree in Child and Adolescent Development. I started working as the Assistant Director/ Training and Curriculum Specialist at Yuimaru CDC in Okinawa Japan in 2009 and in 2012 I assumed the Child Development Center Director position. I have 5 years of experience working in management positions in an ECE setting. I am so very grateful to the Marine Corps as I have gradually made the change from an Air Force family to a Marine Corps one.

<http://eLearning...>



Civilian Workforce Training: MarineNet Distance Training

Civilian Professional Development
Civilian Community of Interest (COI)
Competency-Based Technical Training

Now available on MarineNet for Civilians:
<https://marinenet.usmc.mil/MarineNet/Home.aspx>



Civilian Workforce Training

Civilian Employees: The Director Civilian Human Resources is requesting your participation in the evaluation of Community of Interest (COI) recommended technical training courses available on the MarineNet website. MarineNet is a Learning Management System (LMS) providing access to electronic courseware supporting annual training, skills progression training, and professional education.

The results of the evaluation will help shape the civilian competency-based training model available through the COI professional development program.

During this evaluation, you will be asked to evaluate the following:

- User friendly – Is the program easy to use?
- Value – Can you apply what you have learned to the job? To what degree?
- Endorsement – Would you recommend this program to others?

Participation is voluntary and simple, just follow these steps:

1. Logon to the MarineNet Website (CAC enabled), <https://www.marinenet.usmc.mil/MarineNet/Home.aspx>.
2. Create an account; Choose Civilian Workforce Training Catalog.
3. Select COI Technical Training Tab; View courses recommended by each COI.
4. Select a training course from the listing under each occupational series.
5. Complete the course (2-3 hours) before 31 March 2014.
6. Provide feedback: A short online survey will be emailed to you after completing each course.

All completed courses will be documented in your official training record. We appreciate your participation and thank you in advance for your input.



Training Methods in Early Childhood Education

ALEXANDRA W. KLUTTZ
TRAINING & CURRICULUM SPECIALIST
CAMP LEJEUNE, NC

As a Training and Curriculum Specialist for Children, Youth, and Teen Programs, Family Care Branch, Marine and Family Programs aboard MCCA Camp Lejeune serving multiple Child Development Centers, I am equipped with knowledge of curriculum development and design, beginning from infancy all the way through preschool. I currently train, coach, and mentor the teachers of early childhood education classrooms. I work as an instructor and teacher by educating employees regarding skills necessary for success and impart the knowledge required to perform the job proficiently through training, mentoring, and feedback/coaching sessions. Trainers are responsible for ensuring that the Marine Corps Order, NAEYC (National Association for the Education of Young Children) accreditation standards, and the *Creative Curriculum Gold* (5th edition) policies and procedures are upheld, and that teachers are putting those principles into practice every day in each classroom at our centers.

A big part of a trainer's job includes conducting required annual training. We teach our program assistants and lead teachers everything from food handling, child abuse training, American Red Cross CPR and First Aid, to Block Training. The training department offers a week-long crash course in child development principles (theory and research, language and literacy, cognition, social-emotional development, creative arts, intentional teaching methodology, positive guidance, and the *Conscious Discipline* program, etc.) once a month to new employees from all centers. We call this "Block Training," and throughout the week we review the NAEYC Code of Ethics and statement of commitment regarding employee relationships with children, families, colleagues, and employers.

When conducting trainings, the trainers change up the format from short intervals of lecture to small group hands-on games and jigsaw activities. The jigsaw strategy involves giving each small group different information or a "piece of the puzzle" to research,

discuss, and then present to the rest of the participants. Learning is facilitated when trainers float among each group, clarify any misunderstandings, and ask thought-provoking questions to guide participants in digging deeper into the topic. The jigsaw approach builds on cooperative learning and helps develop collaboration skills among cross-generational groups (the program assistants and lead teachers range in age from 18 to 65) since individual learners bring their own unique experiences to the table for discussion. It also allows for the participants to be directly and immediately involved in the content as it is presented. Trainings are also infused with energizers to get the participants motivated and engaged in the content. These fun music and movement activities range from one-to-three minute physical and brain exercises (usually child-friendly so teachers can take the activities back to their classrooms to share and use during transition times) that get the learners up and moving to help keep them focused on the topic at hand.

"Learning is facilitated when trainers float among each group, clarify any misunderstandings, and ask thought-provoking questions to guide participants in digging deeper into the topic."

Our training department stresses the importance of both adults and children getting the necessary 60 minutes of moderate to vigorous physical activity each day, and these energizers are a great way to intersperse bursts of exercise throughout the day. We always remind the teachers, "If the bum is numb, the brain is the same!"

Many of the trainings utilize Microsoft PowerPoint to present the content of our instruction. Trainers utilize different forms of technology to provide training to program assistants, teachers, and colleagues. All of the newly built child development centers have large training rooms that have SMART Boards with which to present material. A few of my fellow trainer colleagues and I have explored Prezi and the innovative applications available to subscribing users. This is cloud-based presentation software that is more interactive and exciting to use and view, and some of our latest and greatest trainings have been created with this program.

When preparing a presentation for a large group, I recognize the importance of needing to fully understand the material I am presenting so that I can effectively pass that infor-

mation on to new learners. I maintain the most up-to-date knowledge of all important aspects in the early childhood field by attending trainings, webinars, and classes so I can share what I learn with employees and help them implement different teaching techniques within their individual classrooms. Possessing thorough knowledge of the subject matter equips me with the ability to offer my personal and professional experience, which helps learners connect to the information being presented. Being a subject matter expert gives learners trust and confidence in me as a trainer, as well as in their own ability to learn and relate to the material. While preparing lessons and trainings, I research different resources and develop distinctive ways to deliver instruction so that I am focusing on a variety of learning styles in order to meet everyone's learning needs. By offering instruction and communicating through brief lecture, written materials, related video clips, hands-on activities, and games, I am addressing auditory, visual, and tactile learners to enhance the learning experience. No two students learn at the same pace or the same way; therefore, as an instructor, I must ensure that I move at a pace that isn't too slow to bore the

faster learners, nor can I go too fast so I lose some of my average or slower-paced learners. I am also cognizant of setting a time frame and following it closely. I ensure all material is covered and the learners are given an adequate amount of time to explore and learn the material. In addition, trainers cannot just deliver instruction through a lecture, nor have learners simply read the information from a book. The information must be reiterated and differentiated through several different methods: through the use of technology, cooperative group work, independent work, project activities, videos or presentations, and guided and independent reading, etc. Delivering training through several different methods increases the ability for the majority of the learners to grasp the information in a way that works for them. In all educational settings, it is important to give learners a sense of belonging as well as a sense of ownership by allowing them to help with decisions that affect their learning environment. The key things to remember when teaching students of all ages is to make sure they are active, engaged, and the lessons and activities are meaningful and applicable within the workplace.



"I maintain the most up-to-date knowledge of all important aspects in the early childhood field..."

Besides the traditional face-to-face facilitation of learning and professional development, trainers assist both new and seasoned employees in growth opportunities by empowering them within the child development centers in creative ways. We aim to guide employees to understand program expectations, curriculum guidelines, and best practices within our field primarily by modeling in the classroom setting. We interact with the children by practicing what we preach; we trainers aspire to conduct ourselves in a caring manner and take advantage of the teachable moments with individual children and the whole group. Our ultimate goal is for the teachers to mirror our example by making their intentional interactions meaningful with children in their care on a daily basis. Trainers are also supporters and motivators, and seek to inspire employees by offering encouragement, helping brainstorm in problem-solving techniques, and sharing in their successes in the classroom.

All entry-level employees must go through our Teaching Strategies Module Training Program, which includes monthly learning studies in areas related to early childhood

growth and development for infants and toddlers or preschoolers. This training involves independent workbook journaling and proficiency on knowledge assessments. Trainers serve as coaches and mentors by conducting observations, then provide constructive and positive feedback during coaching sessions to ensure competency and compliance in each of the thirteen module areas (safe, healthy, learning environment, physical, cognitive, communication, creative, self, social, guidance, families, program management, and professionalism).

Understanding the concepts of early childhood education, along with how curriculum is structured, and knowing how the learning environment should be designed are all key components to creating an effective and appropriate educational program. Such programs should be equipped with educated teachers who understand the importance of meeting the needs of all learners and using a variety of means to do so. Teachers should understand how students learn best at all stages of their lives and continue to educate themselves to ensure the students are receiving the best quality instruction possible.

Alexandra Williamson
Kluttz Bio

I attained my undergraduate degree in Elementary Education (K-6) in 2004 and my master's degree in Reading Education (K-12) in 2006, both from East Carolina University. While completing graduate course work, I taught a couple of sections of a reading and study skills course for college freshmen, and I discovered the joy in working with and teaching adult learners. I was a North Carolina Teaching Fellow and taught in Carteret County schools for five years before coming aboard Camp Lejeune as a Training and Curriculum Specialist in 2011. My educational philosophy is deeply rooted in creating and maintaining a literate society. I enjoy my work as an instructor, coach, mentor, and counselor to the teachers, and I love interacting with the children in the classrooms as I model, observe, and provide constructive feedback.

Get an edge in your profession with Mason's Office of Continuing Professional Education

George Mason University's Training Close-up

by Jim Campbell and Susan Stinson, Mason-OCPE

The December issue of this newsletter featured an article providing an overview of George Mason University's Office of Continuing Professional Education. This month, we would like to present a recent example of Mason's work with the Marine Corps Systems Command in a series of course presentations for the Office of the Assistant Commander for Acquisition Logistics and Product Support (AC ALPS).

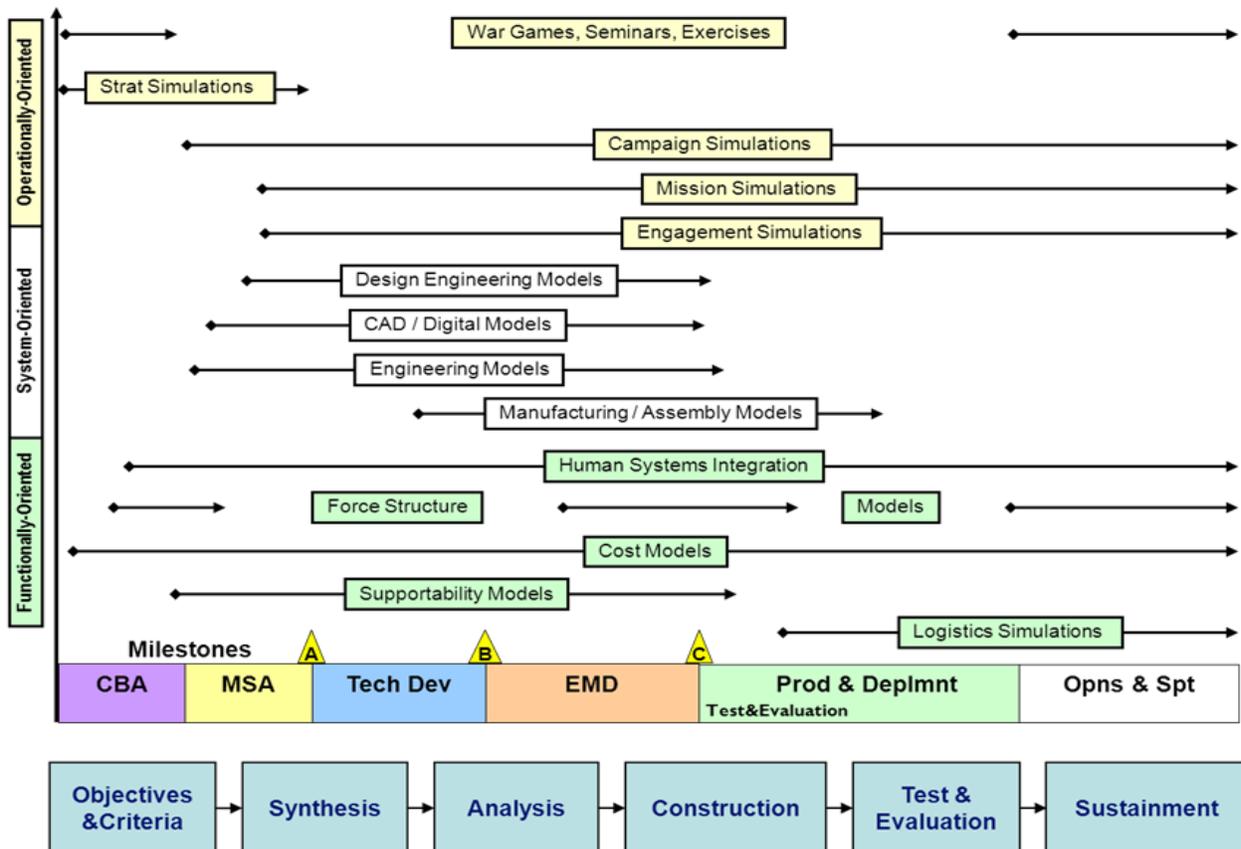
Mason conducted the five day, "Modeling and Simulation throughout the Acquisition Life Cycle" course three times in April, May, and August of 2013. (Due to sequestration concerns, Mason was able to tailor the course for a four day presentation for the August class.) Upon successful completion of this specific course, students receive 3.5 Continuing Education Units (CEUs) for their attendance that can be ap-

plied to their professional education requirements and can fulfill IDP objectives for formal professional development training. (One CEU is awarded by Mason for each ten (10) contact hours of instruction in a specified continuing education program or activity, after successful completion.)

This chronological overview of modeling and simulation (M&S) use

Figure One

M&S Across the Acquisition Life Cycle



An assessment of workforce competency gaps is an essential element in the workforce planning process to ensure a ready civilian workforce with the requisite knowledge and skills to meet current and future mission requirements.

The Defense Competency Assessment Tool (DCAT) is ready for deployment. This is the next step in the Department's efforts to meet the requirements in section

115b, of Title 10 of the U.S. Code. The Department will begin to include the initial aggregate results in the Fiscal year 2014-2019 Strategic Workforce Plan report to Congress.

-Nov 2013 the first DCAT deployment phase to validate the mission Critical Occupation (MCO) competency models

-Second phase- targeted

for late 2014 and will focus on assessing employee's competency gaps in other major DOD occupational series.

Note:

*participation is voluntary

*randomly selected employees and their supervisors approx. one hour during duty hours to complete

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the Secretary
of Defense
(OSD)**

Competency Management Assessment Pilot: Civilian Workforce Development

Sabrina Webb

The Manpower and Reserve Affairs Civilian Workforce Management Branch (MPC 30) and Marine Corps Air Station New River are conducting a competency management pilot using the Civilian Workforce Development Application (CWDA). The pilot began 16 December 2013 and is scheduled to conclude 28 February 2014. The "competency management pilot" is being conducted aboard MCAS New River. MCAS New River was selected based on the following two considerations:

1. The size of the Civilian Workforce aboard the air station is 151 Appropriated Funded employees with 45 supervisors.
2. The civilian workforce is comprised of forty-six separate occupational series representing elev-

en of twenty-one of the Marine Corps Communities of Interest.

The fusion of these two factors represents the ideal environment for this pilot, especially with its small population and cross-section of the workforce, from a command perspective vice the community perspective for assessing competency management.

The pilot is designed to test competency management technology, evaluate the process used to assess employees, and to obtain feedback on the relevance of the competencies developed relative to specific series. The pilot is being conducted in several stages.

- Communication stage – targeted workforce outreach with information products and online information ses-

sions. (December 16, 2013 – January 10, 2014)

- Training stage – printed step-by-step instructions, online demonstrations and Q&A sessions. (January 11 – 31, 2014)
- Assessment stage - supervisors assess their employees' competencies, retrieve GAP analysis reports and identify developmental opportunities aligned to their employees' particular competency gaps. (February 3 – 21, 2014)

The results will be used to refine communication methods, process and policy for the implementation of competency management and assessment civilian workforce throughout the Marine Corps enterprise.

within the Department of Defense (DoD) Acquisition System gave students an appreciation of how specific types of M&S are applied during each phase and at each critical decision point across the acquisition life cycle. The classes walked through each phase of the process described by the DoD Instruction 5000.02. Many different types and applications of models and simulations are used during the acquisition life cycle as can be seen in Figure One, which was the thematic basis of the course.

Students were able to gain an understanding of the different types of M&S and appropriate timing for application of these different tools as systems move through the acquisition life cycle. The course illustrated how, in different programs, multiple and varied tools such as computer aided design, human systems integration models, computer aided engineering and cost modeling are all used concurrently to achieve desired results. Students learned about key tools like the Computer Aided Design programs, CATIA (R) (Computer-Aided Three-Dimensional Interactive Application) and ProEngineer(R), analytical tools like JSAF (Joint Semi-Automated Forces), and training tools like the Combat Convoy Simulator. Students received a list of several hundred different simulations available to the DoD and learned that critical tools change as a system matures and transitions from developmental to operational status.

Student feedback reflect-

ed an outstanding course experience:

- *"Gave me well detailed information on M&S and how it could be applied to my programs as a logistician."*
- *"Actually changed my mindset and overall view of M&S."*
- *"Anyone involved in using or considering using M&S to support their programs should attend this course."*

These courses are an informative way to fulfill your continuing education requirements and gain a better understanding of critical technologies that support the Marine Corps.

We invite you to visit our website today and explore programs that will help you achieve more success in your chosen profession: <http://ocpe.gmu.edu/index.html>

Call Susan Stinson today at 703-993-4802 or Email: ssinson@gmu.edu.

Mason-OCPE looks forward to serving you. Your continued success is our business!

James Campbell

James Campbell is the director of modeling and simulation educational services for Alion Science and Technology. In addition to his association with George Mason University, Mr. Campbell has 30 years of management and leadership experience in the area of technology application. He

has taught more than 100 courses nationally and internationally to academic, government, and industry students on multiple applications of modeling and simulation technology. He has taught at DoD academic institutions such as the Industrial College of the Armed Forces and the Defense Acquisition University. Campbell is a graduate of the United States Military Academy and has an MA in national security and strategic studies from the Naval War College in Newport, RI.

Susan Stinson

Susan Stinson joined the Mason-OCPE team in December 2006. She received her bachelor of arts degree with honors from the University of Wisconsin-Madison in communication arts. Susan has been involved in education for over 20 years, both as a teacher and as an administrator. Now, as the Contract Training Program Manager, Susan assists organizations with their professional training and development needs by bringing our programs to them.

If you'd like to receive George Mason University Office of Continuing Education monthly newsletter, please email:

ocpenews@gmu.edu



One of the most important tools available to DA Civilians for professional development is Army Career Tracker (ACT). ACT is a leader development tool that integrates training and education into one personalized, easy-to-use website. ACT provides a system to manage professional development and to monitor progress toward training, education and career goals. ACT interfaces with more than a dozen source systems to provide data such as assignment history, training history, education history and certifications. Corrections to your personal information must be made through the source system.

Ms. Vickie Brown, Chief Civilian Training and Leader Development Division, HQDA G-3/5/7 said, "ACT puts you, the Army Civilian, in the driver's seat to help you more effectively take ownership of your own development. A successful career always requires active career management and best person to manage your career is you. No one else has as much at stake in the outcome of your career decisions, and no one else will work as hard to ensure success."

Anyone can review the information in ACT by going to the website at <https://actnow.army.mil>. ACT allows users to:

- View career related data in one portlet
- View previous assignment, training and education data under the My Career tab
- Explore career maps for most General Schedule (GS) occupational series under the My Planner tab
- Request a mentor and receive personalized recommendations from supervisors, leaders, and mentors
- Generate an Individual Development Plan (IDP)

CP-32 uses ACT extensively to communicate with our 8,000 Army CP-32 Civilians. Please log on today and explore the site to assist in your career development. If you have an article you would like to see posted or have any suggestions for improvement, please contact Ms. Mary Berg at (757) 501-6003.

Source: CAREER PROGRAM 32-TRAINING, CAPABILITY AND DOCTRINE WARFIGHTING DEVELOPERS (January 2014 newsletter)

COI Newsletter Testimonial

"Working in the Army Training/Education Career Program Office, I am always interested in what the other Services are providing their Training/Education careerists. Reading the Marine January 2014 Education Community of Interest Newsletter offered excellent insight into the civilian world of the Marines. I discovered the Army and Marines' efforts closely parallel in many areas. We are currently working our Training/Education competencies to close strategic competency and skill gaps in the civilian workforce. As well, we have recently required all Training/Education careerists to have an approved Individual Development Plan (IDP) before any training requests will be approved. One of our biggest accomplishments to date has been the Cohort Program established with East Carolina University 7 years ago. Through this Cohort Program, over 300 Army Training/Education civilians have taken a number of Graduate level courses related to the Training/Education field. Several careerists have continued their studies, receiving a Masters in Adult Education or Instructional Technology. I commend the efforts put forth in the Marines' Education Community of Interest Newsletter and am sure the benefits received from the content are immeasurable. I look forward to reading future Newsletters."

Mary Berg

CP-32 Program Manager for Training, Capabilities, and Doctrine Warfighting Developers

Department of Education Internships

ED Student Volunteer Unpaid Internships

The Department of Education (ED) offers internships for interested students seeking valuable work experience in government and federal education policy and administration.

For more information: [Department of Education Internships](#)

Accepting Applications for Summer 2014 through March 15

Civilian Workforce

Development Application (CWDA)

Have you looked at your competency roadmaps? Click on CWDA

OR

To request a CWDA Quick Sheet contact us @: usmc_ed&trng_coi@usmc.mil

THE TRAINING AND DEVELOPMENT WORLD

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ASTD PRESENTS: GREAT LEADERS CONNECT WITH PEOPLE THEY LEAD

MICHAEL LEE STALLARD

Here’s a great article on leadership development in regard to a large majority of employees in organizations are not engaged. This ASTD article by Michael Lee Stallard discusses this in the article link below:

[Great Leaders Connect With People They Lead](#)

More about Michael Lee Stallard

Michael Lee Stallard, president of E Pluribus Partners, is a speaker, teacher and consultant on leadership, employee engagement, productivity and innovation. He is the primary author of Fired Up or Burned Out: How to Reignite Your Team’s Passion, Creativity and Productivity and a contributor to The ASTD Management Development Handbook. Articles written by Michael or about his

work have appeared in leadership periodicals worldwide. He has spoken or taught as many leading organizations including General Electric, Google, Johnson & Johnson, the M.D. Anderson Cancer Center, the NASA Johnson Space Center, Scotiabank, the U.S. Treasury Department and the Yale-New Haven Hospital

Source: The Public Manager Vol.41 Number 3

TRAINING PLAN (2ND QTR)

WEB-TRAINING EVENTS

* *CLICK ON THE ONLINE TRAINING EVENT FOR MORE INFO*

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Franklin Covey: Building Business Acumen (Live ONLINE- Full Day- WEBINAR)

Description: Learn the five essential elements to business, how to navigate an annual report, strategic thinking and more

Date: Feb 13th, 2014

Time: 0900 am (Mountain time/MT)

Deadline: Feb 7th, 2014

Franklin Covey: Project Management Essentials (Live ONLINE- Full Day- WEBINAR)

Description: Designed for those with no previous project management training. Learn a five step process for skillfully managing projects large or small

Date: March 11, 2014

Time: 0900am (MT)

Deadline: February 24th, 2014

Franklin Covey: On Demand Catalog (77 online self-paced courses)

Description: You will learn concepts from the popular workshops including The 7 Habits of Highly Effective people, Leading at the Speed of Trust and Great Leaders, Great teams and Great Results.

The online catalog is ideal for current leaders as well as individuals looking to develop skills related to leadership, productivity and effectiveness.

Date: One Year Access once registered

Deadline: February 24th, 2014

Bob Pike Group: What Would You Do? Answers to Training Situations

(For Designers and Instructors) WEBINAR

Description: Discussions and solutions about the training for clients

Date: February 20th, 2014 (Time: 14:00pm CST to 15:00 pm CST) **Deadline:** February 10, 2014

Bob Pike Group: Thinking Critically: The Lost Art of Problem Solving

(For Designers, Instructors, Managers, Non-Trainers) WEBINAR

Description: Empowering and equipping employees to be proactive in solving critical and complex issues

Date: February 20, 2014 **Deadline:** February 10, 2014

Bob Pike Group: Social Media used in Training

Description: To practice basic graphic design techniques for your next presentation and more

Date: March 19, 2014 (Time: 14:00pm CST to 15:00pm CST) **Deadline:** February 24th, 2014

ASTD: Designing Learning Certificate

Description: This program follows a human performance improvement approach to instructional design and includes practice in needs assessment, job/task analyst, and course design using templates exclusive to ASTD.

Date: February 14- March 28, 2014 5-19th, 2014 (Time: 11:00 pm to 14:00 pm ET)

Deadline: February 7, 2014

TRAINING PLAN (2ND QTR)

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WEB-TRAINING EVENTS

** CLICK ON THE ONLINE TRAINING EVENT FOR MORE INFO*

ASTD: Essentials of Coaching SMEs to Facilitate Learning

Description: Prepare the SMEs in your organization to deliver value-added learning

Date: March 6-20, 2014 (3 sessions, 4.5 hours total)

Deadline: February 24th, 2014

ASTD Essentials Online Series Annual Pass

Develop your own curriculum for professional development with the essentials Series Annual Pass. Provides 12 months of unlimited online access or just take one program. You'll be able to access over 30 interactive, easy-to-attend Essential Series online programs.

Date: Starts after date of purchase

Deadline: February 24, 2014

Graduate School Online

Practical Writing

Acquire basic skills for improving your professional or personal writing. Self-paced, take-up to six months to complete

Writing Reports and Other Workplace Documents

Writers who want to improve the quality of their writing in the workplace

Practical Statistics

Master the basics of statistics, even if you have no prior knowledge

Deadline: February 24, 2013

Langevin Self-Study Kits

25 Creative Ways to Add Excitement to Your Training e-Learning Module

Training Needs Analysis e-Learning module

Marketing Your training Internally

Writing Skills for Trainers

How to Create an e-learning Strategy

Deadline: February 24, 2013

******To Register for training send an email to: usmc_ed&trng_coi@usmc.mi (Notice time zones for training)**

******All training listed on the training plan is funded by the Education Community of Interest**