



## A MESSAGE FROM OUR COMMUNITY LEADER

*MAKING THE EDUCATION COMMUNITY OF INTEREST RELEVANT*

By Dennis Thompson

Executive Deputy, Training and Education Command



# Newsletter

In May 2014 I replaced Mr. Jeff Bearor as the Executive Deputy for Training and Education Command and the lead for the Education Community of Interest (COI). I have been reading a lot of material about the 1700 community and the COI. I would like to offer some initial thoughts and solicit your support.

As I learn more about the Education COI, it has become apparent to me that the roles, responsibilities, and functionalities of the COI need to be better defined. COI members need to know what the COI is and is not, and what it can do for them and what it cannot. Some of the documents written when the COI was established articulate a vision in which the COI essentially performs many of the same functions as the monitors at Manpower & Reserve Affairs do for Marines. Many aspects of that vision have not been implemented for a variety of reasons. I think one of the main reasons is that local commanders hire individuals with specific skill sets for particular positions and manage their employees. Individual employees make the decision to remain in their current positions or seek advancement opportunities. The

Education COI can assist employees in some areas, but there is a limit to what can be done because the support infrastructure consists of a two person office- Jim Hilton and Terra Eiding. And resources available for training and education opportunities and providing services that would enhance employees' competencies and make them more competitive in their field are very constrained in today's fiscal environment.

My review of current Education COI activities revealed several good initiatives by the COI office. A monthly newsletter facilitates exchange of best practices among COI members and provides useful information. I do not know how many members read it on a regular basis but I recommend it to you as it provides good insights from experts in various fields. And I hope it motivates other members to contribute articles. The COI acquired and mailed out or hand delivered various books on training and education to members who requested

them. Over the past six few months or so, the enterprise COI program conducted a pilot program to test COI program member access to online courses hosted on MarineNet. The courses were generic but your Education COI had the highest number of employees participate of the 19 COIs in the Marine Corps. Thank you for contributing to the pilot program effort.

I want to make the COI value added to the 1700 community. To that end, I need your help. I am re-energizing the executive steering committee (ESC) to develop a pragmatic way ahead. I have reached out to some senior members in each series asking them to participate and many responded quickly to say they would be ESC members.  
(continued)

To read more and view Mr. Thompson's bio see page 2.

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# MAKING THE EDUCATION COMMUNITY OF INTEREST RELEVANT

By Dennis Thompson

My goal is to have at least one representative for each series, and hopefully more for those with larger populations, that will interact with members of their respective series to solicit input, craft recommendations, and assist with implementation.

I would like to share some thoughts on some initial steps. The ESC will be critical to developing a pragmatic way ahead. To do that the ESC members will need your input. It seems to me that having each series review its competencies to ensure they are still valid is a good starting point. It will help us in our search for relevant online and resident training/education opportunities to help COI members improve their tech-

nical skills in appropriate competencies. The Education COI website needs to be updated. Combined with the newsletter, it can be a very useful tool for members to leverage as they seek to enhance their skills and increase their competitiveness for future opportunities.

More to follow in the coming months as the ESC gets going and engages the different series within the community. Please keep in mind that the Education COI is focused on improving the technical skills of its members and facilitating the exchange of ideas; it cannot do it without your participation.

Please take the time to read more about Mr. Thompson below.



## SES Mr. Dennis C. Thompson's Bio

Mr. Thompson is the Executive Deputy of Training and Education Command, Marine Corps Base Quantico, responsible for the development and implementation of Marine Corps policy and programs for service-level training, professional military education, unit training programs, and the provision of training capabilities supporting the Total Force.

Mr. Thompson served nearly 30 years in the US Marine Corps in a wide range of command, operational, and staff billets, retiring as a Colonel in 2005. He commanded at every rank and was designated a Joint Service Officer. Assignments included duty with artillery, reconnaissance, Marine Expeditionary Unit, combat service support, and communications units. He also was a Guard Officer at Marine Barracks, Norfolk; the Marine Officer Instructor, Naval ROTC Unit at the Georgia Institute of Technology and Morehouse University and the Director of the Command and Control Systems School, Marine Corps University. Command tours included three companies, 9<sup>th</sup> Communications Battalion, and the Marine Corps Communications-Electronics

School. Staff experiences involved duty with two Marine Expeditionary Force staffs, Headquarters Marine Corps, the Joint Staff, and US Central Command. He attended the Marine Corps Command and Staff College, Joint Forces Staff College, and the Naval War College.

After retiring from active duty, Mr. Thompson became a senior research fellow with the Potomac Institute for Policy Studies, a not-for-profit think tank, supporting initiatives related to expeditionary operations, distributed operations, and irregular warfare at the Marine Corps Warfighting Laboratory's Center for Emerging Threats and Opportunities, the Office of Naval Research, and the Defense Advanced Research Projects Agency.

In 2008 Mr. Thompson became the Director of the MAGTF Training Simulations Division, Training and Education Command. In 2012 he was assigned as the Deputy Director of the newly formed Training and Education Capabilities Division, with duties including resource sponsorship oversight of live, virtual, con-

structive, and distance learning training programs and the integration of those capabilities to support home station, formal learning center, and service level training. He was appointed to the Senior Executive Service in May 2014.

Mr. Thompson graduated with a bachelor's degree in Environmental Resource Management from the Pennsylvania State University and holds a master's degree of Public Administration from Golden Gate University and a master's degree in National Security and Strategic Studies from the Naval War College.

## Leadership 201 Class of 2014 by Lynette Ward



Twenty-eight graduates successfully completed this year's Leadership 201 class. Participants included Civilian Marines from Camp Lejeune, MCAS Cherry Point, and MCAS New River. Although it was an exciting day, ending the camaraderie, networking, and relationship building they experienced during the class made it bitter-sweet for many graduates.

Graduation was held Wednesday, 18 June, 2014, at the Workforce Learning Center, Camp Lejeune, NC. The event was honored to have Col James Clark, Deputy Commander, MCIEAST-MCB, as the guest speaker and presenter of certificates. Col Clark is a strong advocate for employee development, and shared many insights into the value of a well-trained workforce. The room was filled with supervisors and co-workers for each individual graduating showing their support and appreciation of a job well done.

This is the sixth Leadership 201 course that has been offered to the civilian workforce and the demand for the program continues to grow. The course has been so successful that supervisors are requesting seats for their employees' months in advance to ensure access to the training. Several praised the marked performance improvement demonstrated by their employees who completed this program.

Leadership 201 is an intensive four-month developmental program designed to prepare federal employees for future leadership

positions through competency training, developmental activities, networking, and global awareness. The program is offered once annually, February till June.

Instruction was provided by Dr. Amy Taft, Marine for Life Southeast Regional Network Coordinator, HQMC, and Bambi Pelham, Transitional Readiness Services Instructor, Personal and Professional Development Department, MCCS. Both instructors work at Camp Lejeune so they were able to assist and connect at a local level with each participant. Their excellent combined instructor skills ensured this year's program was a huge success.

Here are comments from several past and current participants:

- "This course exceeded my expectations."
- "This course provided the tools I needed to move forward."
- "This class was very challenging, but I'm glad I followed through and completed."
- "This was an awesome course! Truly rewarding and relevant for any stage of someone's career."
- "Plenty of knowledge was gained through this course."
- "Awesome class—I've already recommended it to my coworkers."
- "In addition to all the practical skills and principles learned, the networking and relationships built with classmates is by far

the biggest benefit of the program."

Leadership 201 has proven itself to be a much-needed course for the civilian workforce. It's a cost-effective program designed to help prepare our employees for leadership positions that can easily be offered at other Marine Corps installations. The training branches at Camp Lejeune, MCAS Cherry Point, and MCAS New River, commands have offered this program as part of their Civilian Leadership Development (CLD) Program. Don't hesitate to contact Lynette Ward, 910-451-4793, Bree Zamora, 252-466-5311, or Joyce Hemby, 910-449-5461, for detailed information. We will be happy to assist you in establishing this course at your site.

**NOTE: \*\*\*\*\***

**Lynette Ward is a frequent article contributor. You can read her last article in the July/August newsletter titled, "How to Get Management Buy-In from Civilian Professional Development".**

**One of her goals is to generate interest and feedback from other community members regarding successful strategies. View our website for archived newsletters at: <https://www.tecom.usmc.mil/coi/Pages%20/default.aspx>**

**\*\*\*\*\*(See the Manager's Corner (p. 11) for more about the website)**



## GOVLOOP: GOVERNMENT'S 21<sup>ST</sup> CENTURY LEARNING COMMUNITY

By Andrew Krzmarzick, Director of Community Engagement, GovLoop  
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### What do you do when you have a question on the job?

You likely have four options:

- You “Google” it.
- You ask a colleague.
- You look for a relevant document on your desk, desktop computer or shared drive.
- You try to see if there’s an upcoming training that can help you.

What if you could have all of those options at your fingertips at once?

You do. It’s called GovLoop (<http://www.govloop.com>) and it’s the future of learning and peer collaboration for government

It was created in 2008 by a former Department of Homeland Security employee as a way to connect and collaborate with colleagues across the country. Today, GovLoop is the premiere knowledge network for government, connecting more than 100,000 public sector professionals to people and information that improves government and accelerates the advancement of public sector careers.

Over the past five years, GovLoop has solidified its position as the leading expert in the development and delivery of resources, training and events that recruit and equip the best and brightest in public service. In the past five years, GovLoop has offered the following learning activities for government employees:

- **Online and In-Person Training:** GovLoop has delivered more than 100 online training sessions for 20,000 participants over the past five years. Specifically, GovLoop’s career-related training

sessions boast an average audience size of 800 participants and typically top 1,000 registrants.

- **Virtual Career Fair:** In Spring 2013, GovLoop produced and hosted a virtual career fair for more than 6,000 participants. Our half-day, online event was highly interactive and included live chats with government career experts and agency recruiters, keynote sessions aimed at inspiring and informing federal job prospects as well as panel presentations that explained all facets of the federal hiring process from federal resumes to interviewing tips. These activities took place in agency job booths, a main virtual conference hall, breakout chat rooms as well as a networking lounge. The event also included a jobs board where attendees could view vacancies and submit their resumes. Agencies recruiting at the fair included the Consumer Financial Protection Bureau, the National Institutes of Health, and the U.S. Census Bureau.
- **Government Innovators Virtual Summit:** Similar to our Virtual Career Fair, GovLoop has hosted two virtual conferences each of the past two years. Both events followed a similar format to the Virtual Career Fair, providing more than 5,000 participants with live information and interaction with subject matter experts, senior leaders and colleagues. Moreover, GovLoop has unmatched reach when it comes to finding the absolute best speakers and thought leaders in and around government today – from senior executives to best-selling authors – which is one of the most important aspects of a successful online event.

- **Jobs.GovLoop.com:** In 2009, GovLoop created a new and improved job search experience for federal prospects, mashing up data from USAJOBS, Google Maps, LinkedIn, Best Places to Work, Glass Door and GovLoop, to give prospects the best, most comprehensive view of federal opportunities. Each week, we also select the 10 best federal jobs in each of ten common categories and titles (i.e. acquisition, auditing, communications, human resources, program analyst, etc.) and mail them to over 20,000 subscribers.

- **Social Learning Pilot with U.S. Office of Personnel Management (OPM):** Earlier this year, GovLoop entered into an inter-agency agreement with OPM to engage in a social learning pilot project. We converted a two-day, classroom-based course (originally developed by the Department of Defense) on performance management for human resources practitioners into a six-week, web-based course that included weekly webinars, robust live group discussions, readings based on blog posts and other online content as well as virtual partner pairings for peer reflection. The course was hosted in one of GovLoop’s virtual classrooms and entirely planned, administered and evaluated by the GovLoop team. Based on their positive experience, several federal participants have engaged with GovLoop to provide similar services for their agencies.
- **PathtoPMF.com and Government Career Guides:** GovLoop received funding from the Robertson Foundation for Government to produce a website and three resource guides titled, “Guide to Getting a Government Job for

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By Andrew Krzmarzick, Director of Community Engagement, GovLoop  
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High Achievers,” “Guide to the Presidential Management Fellows (PMF) Program,” and “Guide to International Jobs in Government.” These resources have received thousands of views and downloads, and helped countless prospective candidates to land the best jobs in government. Moreover, they have enabled GovLoop to forge strong relationships with dozens of college and university career advisors that are critical to the recruitment process.

- **Hybrid In-Person and Virtual Mentors Program:** In 2011, GovLoop launched the first-of-its-kind, government-wide mentors program, which has forged more than 200 mentor and mentee pairings over the course of four cohorts in less than two years. The program has deployed a blended approach, hosting both in-person and virtual events that have incorporated interactive, videoconferencing technology to train and connect participants from across the globe. GovLoop has also provided training and resources for mentors and mentees to better leverage video-based approaches to achieve “face-to-face” interaction despite not being co-located geographically.
- **Guide to Virtual Events and Training in Government:** In August 2013, GovLoop made an additional contribution to the field of online learning by releasing its “Guide to Virtual Events and Training in Government.” The guide features insights, lessons learned and current best practices based on a survey of more than 250 public sector professionals, four government case studies and interviews with six subject matter

experts. We know virtual events and training, and we’re dedicated to helping government get it right the first time and every time.

Knowing that all of these learning opportunities are available to you, I hope you’ll exercise your new option when a question arises on the job: You can “GovLoop” it.

**If you would like to learn more, please contact Andrew Krzmarzick, GovLoop’s Director of Community Engagement at: [andrew@govloop.com](mailto:andrew@govloop.com) or 202-352-1806.**



**The books received from Training and Education Community of interest (T&E COI) have been extremely helpful as our unit has begun a new cycle of evaluating current training programs. These text books give an excellent guideline to follow in the development of both current and future programs. As we move forward, it is great to have these tools to reference as needed throughout the analysis, development and evaluation processes.**

*Thomas Yoshida  
Instructor  
Train the Trainer School  
(T3S)*

# MY TOP THREE TOOLBOX LIST

Caron Ferguson, M.A. Education, Education and Career Specialist, 1740  
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Caron Ferguson, M.A. Education

As an Education and Career Specialist with the Marine Corps, I regularly meet with service members and civilians who are pursuing or plan to pursue higher education. To assist me in my job I am offered a great array of tools and information that can be easily accessed online. I do my best to ensure that the students I am working with have access to the same tools and are able to make informed decisions as they pursue higher education. I utilize a great many excellent resources on a daily basis. I have chosen to highlight three: an online career resource paid for by DANTES; our Education Center Facebook page; and a free animated video creation site.

All of the students we work with are considered “non-traditional”. In most cases they have delayed attending college after completing high school, they are usually attending college part time and juggling their studies while on active duty, or in the case of civilians studying and working full time and or caring for a family. In addition the majority of our students are under thirty five years of age and more than half know that they would like to complete a degree program but are not exactly sure what they want to study. We have been utilizing [The Kuder Journey](#). This site enables active duty users (family members may utilize these tools for free through Military OneSource [My](#)

[SECO](#)) to complete an interest, skills and values assessment to identify potential career fields of interest. The surveys are short and the results are presented in graph and chart form. Users can then access tabs to conduct career research in the occupations identified in their results. They are able to compare occupations to evaluate job growth, salary information and determine education requirements - college majors, degrees and certifications. The tool may also be utilized to search for college programs, build a resume, network, and job search. The concept is not new but the accessibility and organization makes the site very easy to navigate. We utilize the resource on a regular basis as the majority of the students we work with have free access as they are active duty, family members or veterans. Civilians may access [Kuder](#) for a fee.

As an Educator and Trainer, I am cognizant of the need to make a meaningful connection with students. To really reach our audience we need to keep in mind the dynamic way students are utilizing technology. I am regularly reminded of this as a presenter when audience members access a reference or web site on the spot with a smartphone or tablet. Over half of the adults in the United States and 83% of young adults (18-29) owned a smartphone in January 2014. The use of tablets is also growing quickly, in May 2010 three percent of Americans owned a tablet and by January of 2014 tablet ownership had grown to forty two percent. As of January 2014, three quarters of online adults used social networking sites, and ninety percent in the 18-29 age group. What does that mean for us? The students that we work with are very likely relying on their smartphones and tablets to access information and conduct research.

Not only are our methods of connecting online changing, so are our experiences.

Social media sites have enabled users to provide a commentary and photographic record of their lives. Almost half of adult internet users post original photos or videos online that they have created.

- 1 <http://www.dantes.kuder.com/>
- 2 <https://myseco.militaryonesource.mil/Portal/Home/AssessYourValuesAndSkills>
- 3 [http://www.pewinternet.org/data-trend/mobile/device-ownership/August 11, 2014](http://www.pewinternet.org/data-trend/mobile/device-ownership/August%2011,%202014)
- 4 <http://www.pewinternet.org/2014/01/16/tablet-and-e-reader-ownership/>

Research indicates that forty one percent of adult internet users take photos or videos that they have found online and re-post them on sites designed for sharing images with many people. In keeping with this trend our Education Center has chosen to utilize [Facebook](#) as a social media tool and over the past six months we have more actively reached out to promote our programs and resources with this tool. We have noticed a few trends such as postings that include photos and pictograms are popular, and content that relates to Job Fairs and employment opportunities receive the greatest number of “hits”. Our demographic insights on our Facebook page further inform us about our “fans”, forty six percent are women and fifty four percent are men. Over half of our fans are in the 18-34 demographic, thirty five percent are 18-24 years old, and a quarter are 35-44.

In early 2013 I decided to have some fun and start developing video content for presentations and briefings to connect with our audience. I started to play with [Xtranormal.com](#).

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This was a free site that I utilized to create short animated movies to supplement our briefings and trainings. Generally the format was ideal for 1-2 minute videos, although the site does allow a user to create much longer animations. I utilized Xtranormal to present short animated videos on topics such as the steps required to apply for college, ways to maximize opportunities to earn free college credit through CLEP and DSST exams, a description of the services offered at our Education Center and a summary of a basic skills daytime course we offered. As a video creator I was able to choose the set, characters, voices, background noises for example applause, and the characters' physical gestures. The program allowed users to copy and paste a script into a template. More sophisticated users could play with the camera angles and zoom features of the program however there was a fairly intuitive basic setting that let the program select the camera angles and settings for the user. Xtranormal offered basic video templates and characters for free and upgrades to content choices for a fee. The videos were well received and memorable. The students we work with expect information to be presented in a visual way and are used to viewing content that is short and to the point.

The three resources I discussed have proven helpful as we work to connect with our students and ensure that their needs are met. When meeting one on one with students we regularly discover that they do not have a clear idea of which degree or certificate program to pursue. **The Kuder Journey** assessment and follow on college and job search tools allow us to begin a dialogue and we are able to guide students' exploration of career choices. The Education Center **Facebook** page allows us to stay engaged and connected with our students and those who may be researching

higher education opportunities. We are able to disseminate information about upcoming events and post information about useful resources in a timely way. We have been able to customize the presentation of information about our programs and resources in an interesting way by utilizing the video creation site **Xtranormal**. We have enhanced trainings and briefings by introducing short informational videos from a variety of official sources such as the Leadership Scholar Program, The Joint Services Transcript, Veterans Affairs Education benefit videos and Federal Financial Aid informational videos. In addition, we have been able to tailor content specifically to our Education Center by introducing our own short animated videos.

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5 <http://www.pewinternet.org/fact-sheets/social-networking-fact-sheet/>  
6 <https://www.facebook.com/jechawaii>  
7 <http://xtranormal.com/>  
8 Xtranormal.com was closed in July of 2013 and has recently been acquired by Nawmal, Ltd.

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## About Caron Ferguson

Caron Ferguson is an Education and Career Specialist at MCB Hawaii. She has been working with the military in the fields of education, training and transition for the last 10 years on the island of O'ahu, Hawaii. Originally from New Zealand, Caron has a Bachelor's of Arts in Political Studies from the University of Auckland, and after living and working in various locations throughout Europe and Asia completed her Masters of Arts in Education at New Mexico State University. Caron has a graduate Certificate in Organizational Change from Hawaii Pacific University. When she is not hard at work for the Marine Corps, Caron enjoys hiking, swimming, sailing and hanging out with her husband and two Labrador Retrievers at Kailua beach.



**The books I received are incredibly useful for researching trends in education. Also they give me another "tool in the toolbox" when dealing with task analysis, developing and evaluating curriculum. As a professional educator for the finest fighting force in our country, we rely on these tools to equip us to best train the warfighter.**

*Craig J. Fried  
Instructor  
Curriculum Developer Course  
Train the Trainer School (T3S)*

## So You're Developing Training ...

by Linda Wallace, Instructional Systems Specialist/1750

Essentials of Agile Design: Blending Agile and ADDIE is a course offering from American Society for Training and Development (ASTD), now known as the Association for Talent Development (ATD). This course was recently highlighted in the Education Community of Interest newsletter, so I decided to participate and see what the course had to offer me as part of the USMC's acquisition workforce.

The course was held as three 90-minute web-based training sessions. The first session focused on ADDIE, SAM, and Agile as three separate methods of instructional design. Most of us are very familiar with ADDIE, a systematic instructional design model that consists of five phases of design, analysis, design, development, implementation, and evaluation. Each step in the process has an outcome that leads to the completion of the next step in the process. ADDIE was described as a waterfall or top down process. The Successive Approximation Model, or SAM method takes a different approach in instructional design. When using SAM, the design team completes iterative prototypes of the instructional product until a final product is achieved. Finally, Agile refers to an iterative model of instructional design that focuses on collaboration with the client and rapid prototyping in which the instructional design team shares mockups, prototypes, and engages the client upfront and early. Small pieces are rapidly completed so the final product can be delivered quickly. Each "sprint" or completed portion of the final product has a defined duration (usually in weeks) with a list of deliverables, planned one sprint in advance. As work is completed during each sprint, it is continuously reviewed and evaluated by the customer, who is a critical member of the Agile team. The customer determines the priority of the deliverables, and in the event all planned work for a sprint cannot be completed, work is reprioritized and

the information is used for future sprint planning. The customer is an integral partner in the instructional design process, and is expected to have a very high level of involvement throughout the project.

The instructor discussed these three approaches to developing a training product, focusing in on how each has its individual merit. The approach to developing a training product should not focus on the end product only, but more importantly on the design process that best fits the organization's ability to support the training product's creation. Additionally, the first session offered organizational methods from program management to produce a cohesive team approach to training development. This included how to develop a charter and an integrated master schedule so that the training development is monitored from conception to the final product.

During Session two, a discussion was held on discriminating between training methodologies to determine which approach may work best for development. For example, a quick project such as teaching compliance terminology may be well suited for the ADDIE method of development, while a more robust topic may require more interaction and be better served using SAM or Agile for its design method. A review of the training requirements for a project that focuses on constraints and stability will drive the development method that is selected to build out the training. Although the instructional design team may be thinking about time to produce, cost to produce and the quality of the training product being produced, it is also equally important to consider the performance gaps of the intended audience prior to the completion and launch of the new product. If

it is a new task, you're starting from scratch, but if the training is replacing something that was previously used this is especially important to consider before launching into the design of the product. The ability for the instructional design team to meet with stakeholders, and subject matter experts as the product is developed will also have an impact on the final design. The important thing to remember is when does the project need to be completed by and use that end date to plan backward for accomplishing the work.

The third and final session was spent reviewing results of course participants in an Essentials Behaviors and Motivators assessment each was invited to complete prior to the third session's conduct. This assessment helps the individual learn more about their individual strengths and weaknesses so they can more successfully navigate working with others while producing instructional materials/courseware. Another quick review of the course highlights and reminders of where to locate materials was provided.

What are the benefits of attending a course such as this? As a participant in this online course you are exposed to online tools the instructor used to engage students in their learning. The learning platform encouraged students to provide their thoughts on the information that was shared as it was discussed. This active engagement formed a community of learning and free exchange of ideas which added to the course delivery.

If you are a developer, this course offers alternate methods for working with your stakeholders so that they aren't only receiving status updates, but become integrally involved in the development pro-

## So You're Developing Training ...

by Linda Wallace, Instructional Systems Specialist/1750

process and are invested in the final training product as they help to shape its content. If you are working with a contractor that is developing training, the course offers you options should your relationship with your vendor require more government oversight to achieve a training product that meets your stakeholders' requirements. In either case, the course provides methodology and common sense advice for working more effectively and efficiently to achieve what we all are after – high quality, well received educational training products that aid in retention of information and support our workforce in carrying out their USMC mission.



### About Linda Wallace

Linda Wallace joined Marine Corps Systems Command (MCSC) as a Manpower, Personnel and Training Specialist in 2010 and serves in PMM110, IS&I on the Next Generation Enterprise Network (NGEN) program. Prior to joining MCSC, Linda served as an Instructional Systems Specialist from 2009-2010 in the Enlisted Professional Military Education (EPME) office at Marine Corps University, Quantico designing course curriculum for the EPME schoolhouses. From 1991-2006, Linda worked for Prince William County Public Schools, VA and 2006-2007 for Roanoke City Schools, VA in a variety of instructional positions, focusing on mathematics instruction for Kindergarten through 12th grade students. Linda received her Master's degree in Curriculum and Instruction from Radford University in 1991, and remains an avid learner of instructional design, and instructional methodology for all ages of learner.



**Awesome resources for the T&E professional! Look forward to translating the information into practice. These are a great addition to my profession library.**

*Bill Weidow  
Academics Officer/Formal  
School Manager  
Train the Trainer School  
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## The Power of Teamwork!

Lea M. Griggs, Employee Development Specialist, Marine Corps Community Services Lejeune-New River, [griggslm@usmc-mccs.org](mailto:griggslm@usmc-mccs.org)

You arrive at the training room and get settled in your seat. “The Power of Teamwork” is the title of the course you read on the big screen. “Oh goodie, another *pep-rally* class to get us to play nice together. I’d rather go back and do work, what a waste of time!” you think to yourself as you release a deep sigh of annoyance. That is exactly what one employee told me she felt when she first arrived to one of those classes. When I asked her why she felt that way she explained that teambuilding is a “nice concept” but it’s not practical because it doesn’t work. “Everyone comes to the class and builds things or plays and talks for a couple of hours and then they go back to work doing the same things they were doing before and hanging with the same people. Nothing ever really changes.” Seizing the moment, I asked her if she would be willing to put faith in the concept one more time, and trust that this course could actually produce results. I could see her skepticism, but with another sigh she said, “I guess I can give it *one more* try.” Challenge accepted!

In the teambuilding course that I facilitate based on the book, “The Power of Teamwork Inspired by the Blue Angels” by, Scott Beare and Michael McMillan, I use the eleven teambuilding principles that the Blue Angels live by as a standard for defining real teamwork. The words that Michael McMillan wrote in the Foreword of the book resonated with me and I mirrored his sentiments, “I thought by offering a glimpse into the Blue Angels’ concept of teamwork, perhaps we can gain a better understanding of teamwork as it relates to our own lives.” So my mission was to get our employees to take the Blue Angels’ teambuilding principles and bring them to life in our organization and even more importantly, into their individual lives. That undertaking is what I believed would be the difference between the typical teambuilding session or “pep-rally” as it was described, and actually creating an environment in which teamwork can truly develop and grow.

The foundational principle that the Blue Angels build their teams around is shared values. The book states that successful teams adhere to shared values and when placed at the center point, shared values guide the team and help them stay on course. It makes sense that this would be central to their team’s success as values stand at the core of human decision-making. In order to build a strong team, each member of the team has to have a connection with the team’s values. When they do they are able to bring their best to the team as well as their commitment to the well-being of their teammates and the success of the organization.

So how do you establish shared values for your team? One activity that I have the class do is to write down what each person feels are the three most important values to their department or work group. Then, breaking up the group into smaller teams (to encourage them to work with other colleagues that they may not typically dialogue with or don’t get the chance to work with as often), they discuss them and agree on the top three most important values. Once they have determined their shared values and come into agreement, they create a “values billboard” that illustrates their values and brings the words to life in a picture. Each billboard has to incorporate the values, a symbol or image that they feel depicts the values and a slogan that describes them. Creativity is highly encouraged!

The results have been astounding. From the opening dialogue about everyone’s individual values, team members saw how much they thought alike and shared similar views about their values. Their camaraderie began to build even in that initial discussion as they started to learn what means the most to each other and why. They started to see the humanity in each other and not just titles and the tasks that they perform day to day. As each member of the team explained what values were most important to them and why, validation and confirmation start-

ed flying about. And the moment they came into agreement on their team’s three shared values, something magical happened. All the things that once caused division, personality clashes and other ills that plague teamwork seemed to fade and what emerged was a unified group of people standing together for the same cause, working toward the same vision. Not to mention, they had fun in the process!

The real victory in the creation of the shared values activity is that teams experience successful teamwork in order to complete the task. Once they see firsthand what that looks and feels like, they now have a standard to follow. Having their shared values as their center point keeps them unified in their actions and interactions.

The employee who previously felt that teambuilding was a “nice concept” wrote on her evaluation, “This was a real light bulb moment for me. Thank you for showing me that teamwork is real!” Scott Beare wrote, “When people come together as a team, share a dream, and focus on reaching their goals together, there is a very good chance they will accomplish what they set out to do!” That’s the power of teamwork!

### ***YOU MAY ALSO LIKE.....***

***Lea Grigg’s July/August article called ... “Enter the Zone –Discovery Zone!”***

### ***A MUST READ!***

***Send us an request for a copy of the July/August newsletter ....at [usmc\\_ed&trng\\_coi@usmc.mil](mailto:usmc_ed&trng_coi@usmc.mil)***

## Upcoming Newsletter

November/ December 2014

- Professional career tool reference list
- More Article Contributors
- We're constructing a new website for YOU...stay tuned and read more about it in the Manager's Corner below....

## Manager's Corner....

The Marine Corps is committed to having a civilian workforce equipped with technical competencies necessary to meet all challenges, today and into the future. Through community management initiatives, Civilian Marines are able to remain a team of experts strategically integrated into the mission of the Corps. **To this end, the new Civilian Community of Interest Program order, MCO 12410.25 was signed July 25, 2014.**

**In addition, we have updated our current community webpage, <http://www.tecom.usmc.mil/coi>** with references, newsletters, and position description information as well as external links community members may find valuable. With that said, the official Marines.mil webpage of the Education Community of Interest (COI) is nearing design completion and I suspect will be "live" very soon. Once the new website is active, the old site will auto redirect [community] members to our new site. Our intent is aimed at delivering relevant and value-added information and resources, which are easily accessible throughout the community.

New website page descriptions:

**-Newsletter Archives:** On this page you can access the prior year's newsletters. The Education newsletter archive features all of your favorite newsletters from the community, with info on various aspects of education, training and more.

## 2015 ARTICLE CONTRIBUTORS NEEDED !!!

### *Read & Participate*

#### *Community Members:*

In 2015, our goal is to seek more entry to expert level 1700 community members as article contributors. Like all areas of writing, it may be daunting to some. Please note we're here to assist from brainstorming topic ideas to submission for review. More importantly, it's the content we're seeking as it may be valuable to that one or more fellow community member. I've seen it happen!

So...let's inspire the community and express your talent, knowledge, skills and abilities by being an article contributor. Be the first to sign up for the Jan/Feb newsletter at [usmc\\_ed&trng\\_coi@usmc.mil](mailto:usmc_ed&trng_coi@usmc.mil).

*Thank you! TE*



**-Current Newsletter:** The Education Community of Interest publishes a bi-monthly newsletter called the Education COI Newsletter. It contains information about community activities, article contributions from community members as well as external contributions and other topics of interest to the members of the community.

**-Reference Library:** Search the Reference library where you can find multiple references such as the Civilian Community of Interest Program Order, Community of Interest annual Human Capital Assessment, Series Competencies as well as other community of interest references. Contact us if there's a specific document and/or information you're seeking.

As we closeout the current fiscal year and look to the next, if you know of competency specific training that is prudent in helping you perform your current position better, contact us via the organizational mailbox so we can assess the training requested for the FY15 community training plan.

R/Jim

**The books I have been provided courtesy of the T&E COI are proving to be a valuable asset in my position as a Curriculum Developer Instructor. The additional tools that I have been able to add to my tool box continues to grow that not only allows me to be successful as an educator/instructor, but allows me to share that information with students that will ultimately set them and their students up for success.**

*Robert Delaine Holcomb  
Instructor  
Train the Trainer School  
(T3S)*