



# Education COI Newsletter

Fall Edition

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## EDUCATION COI LEADER:

Executive Director,  
Training and Education  
Command (TECOM)

SES Mr. Dennis  
Thompson

*“Elevating the Edu-  
cation COI means a  
focus on technical  
training to promote  
the Marine Corps”  
mission.”*

*“Leaders at all levels  
share the responsi-  
bility to provide em-  
ployees with the  
tools and resources  
they need to develop  
themselves.”*

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## What your peers are saying about Lynda.com

The Education COI provided you with access to Lynda.com as part of the Foundational Skills Training Program announced in MARADMIN 013/16. Toward this end, the Education COI program office in conjunction with Foundational Skills Training Program sponsor, Manpower & Reserve Affairs (M&RA) sought community member’s feedback; this is what some of your peers are saying about Lynda.com!

I just wanted to say thank you for get-

ting this valuable resource for us. I have taken a few classes and have found the quality of this website to be exceptional. Each of the training evolutions I have taken are clear, on point, and very helpful. Thank you again for offering this resource to us! - Veronica Ham

Lynda.com works well and has a large selection of training. Most video sources accessed by the current Marine Corps network are slow, but Lynda.com

video was smooth with very little interruption. Certificates are easy to access, and download or print. All of the required training was valuable. The recommended training was interesting. Overall, I am very impressed with Lynda.com and would recommend that we continue to use this site as a valuable source for training. Thanks - Lester (Les) Hamrick

Email the [Education COI office](#) for information regarding obtaining a Lynda.com account.

## Civilian Workforce Strategic Plan 2016 –2018

### Goal 1

*Attract and retain a highly competent and adaptive civilian workforce*

### Goal 2

*Cultivate a learning culture that trains, educates and develops Civilian Marines to effectively meet evolving mission requirements*

### Goal 3

*Provide a positive work environment*

Read the strategic plan at:

[Civilian Workforce Strategic Plan](#)

# Enhancing Instruction and On-the-Job Performance Through Job Performance Aids (JPA)

By Richard St. Amour Senior Manpower, Personnel & Training Specialist/1750 Program Executive Officer Land Systems (PEO LS)

In the ever demanding world of instruction and job performance, the challenges facing our education and training programs and its graduates now in the Fleet are many. We are all pressured to do more with less while trying to remain viable and deliver effective instruction. Formal Learning Centers (FLC) operate under “no growth” policies with limited resources, and our Marines and civilians must operate and maintain increasing numbers of complex systems while balancing ancillary duties, annual training, and other responsibilities. That leaves little time for personnel to attend traditional training programs or on-line courses to remain current and proficient. Our workforce needs quick training solutions and just-in-time support to get the job done. The employment of Job Performance Aids (JPA) is perhaps the most effective way to meet that need.

## So what is a JPA?

A JPA is a form of electronic job aid or Electronic Performance Support System (EPSS) which blends text and audio-visual multimedia to deliver content via a user-friendly graphical interface. JPAs appeal to multi-

ple learning styles with digital content delivery that requires users to *see, hear, and perform*. Gloria Gery, a renowned expert on EPSS, describes an EPSS as a “system to integrate a knowledge base, learning experiences, and guidance to provide individuals the ability to perform at a higher level in the workplace” (Gustafson, 2000). JPAs effectively do just that by integrating technical information or data with expert knowledge and best practices. This facilitates “knowledge transfer” enabling the average performer to perform at the expert level almost immediately.

The JPA model leverages the concepts put forth in Richard E. Mayer’s Cognitive Theory of Multimedia Learning (2001) which is based on the principle that people learn more deeply from

words and pictures than from words alone. The theory suggests that the brain processes information via two channels (auditory and visual) and then actively selects, organizes, and integrates new information with prior knowledge to produce

new mental constructs (Mayer, 2001). The end result is a more meaningful learning experience which enhances user comprehension and retention.

According to Mike Leigh, Chief Operating Officer of Job Performance Associates, LLC, and developer of JPAs, “JPAs represent a significant improvement in the way many work tasks are performed. Through the use of multimedia elements (audio, video, animation and simulation) content has become dynamic, greatly enhancing performance and virtually eliminating confusion and mistakes (personal communication, June 7, 2016).” I don’t need to tell this audience that when you see

the task performed correctly, step-by-step, and in turn do it yourself, comprehension and retention are greatly improved. JPAs can provide a low cost alternative to classroom instruction and more expensive products like



Drone Defender Counter Unmanned Aerial

*“It’s not enough to get the information when you need it. It needs to be the right information and in the right form for fast comprehension, retention, and action”*

Interactive Multimedia Instruc-

tion (IMI) or computer-based training. Depending on the maturity of available content and access to subject matter experts, the development of a JPA can take on average significantly less time and can be completed for about a third of the cost of typical IMI products. Even better, they can be easily modified so you can ensure content is accurate and current.

JPAs of the kind described in this article are designed so they can be easily downloaded via the Web or delivered by CD or DVD-ROM and viewed via your Internet browser. They can be viewed on a mobile device such as a tablet or smartphone and accessed from an external web portal using Quick Response (QR) codes using a code reader. A JPA can also be embedded within Interactive Electronic Technical Manuals (IETM) so it is readily accessible to supplement the technical instructions. Finally, the use of Bluetooth technologies and proximity readers can provide access to a JPA file at the “point of presence,” enhancing security of data and minimizing local file storage requirements.

**Best Uses of a JPA**

*Deliver/Supplement Instruction* - JPAs are best suited to provide training or performance support where and when is it needed most – on the job. Many acquisition programs have employed JPAs for new equipment training and to supplement incidental (Non MOS-specific) operator training and unit re-

resher training. Programs have also developed JPAs to serve as the sole source of initial instruction when no FLC exists to assume that responsibility. They are a good choice for new equipment training because JPAs are essentially “enhanced technical data.”

They bring to life complex technical instructions in a manner that supplements but does not stray from the approved equipment technical publication.

So a JPA effectively serves as a guide to perform operations or maintenance tasks as they are being performed. And in case you are wondering, JPAs are equally effective providing instruction on non-technical processes or procedural content.

*Improve or Correct Performance Deficiencies* - Consider instances where poor or incorrect performance has

wasted time, materials, or resulted in personnel injury or damage to equipment. You want to correct that deficiency as soon as possible. Besides the standard issuance of correspondence (messages) followed by manual updates and perhaps new or modified training, JPAs can be a powerful tool to com-

municate procedures, techniques, or best practices to correct a deficiency or improve performance. “It’s not enough to get the information when you need it. It needs to be the right information and in the right form for fast comprehension, retention, and



MRAP M-ATV Maintainer

action (Leigh, June 7, 2016).” Improved job performance inherently increases unit and equipment readiness, improves safety, and reduces training time and costs.

*Provide for Knowledge*

*Transfer* – Businesses and organizations across government and industry have been dealing with the knowledge and skills gap created by the mass exo-

*As education and training specialists, our job is to deliver performance-based instruction that promotes transfer of learning from the instructional setting to the job.*

odus of Baby Boomers who are retiring in significant numbers. A 2012 Society for Human Resource Management (SHRM) - American Association of Retired Persons (AARP) survey found that many U.S. organizations were “largely unprepared for the brain drain and skills void that talented, retiring workers will leave”

(Minton-Eversole, 2012). In response, organizations have invested in more training and other programs like hiring retirees part time in an attempt to minimize the loss. The development of a JPA with a “mentor” feature is perhaps one of the most effective ways to capture and share lessons learned and best practices of our most experienced and knowledgeable performers. As a retired Marine, I equate a JPA to having the “Gunny” over your shoulder to provide the tips and direction needed to enable expert performance almost immediately – without the yelling, of course.

### How FLCs can benefit from use of JPAs

FLCs strive to provide our Marines with the right balance of knowledge and skills needed to meet the “basically trained” requirements for their given occupational specialty. Academic time is constrained by “no-growth” policies, and the constant influx of new equipment makes it nearly impossible to teach every aspect of a system to mastery. A JPA can provide relief by enabling on-the-job instruction for those less frequently performed or complex tasks which may take too long to train in a formal setting. JPAs could also be employed during practical application (replicating intended use on-the-job) or provide students with an additional resource for afterhours review or remedial instruction. Also, many of our technical pro-

grams of instruction are not platform- or systems-specific (e.g., automotive brakes or electrical systems are taught vice the vehicle platform itself). Use of a JPA can provide Marines with that platform-specific instruction which could not be provided in the FLC. Finally, when a FLC must introduce or add instruction for new equipment, sacrifices in other content areas are often the result. A JPA is ideal for sustaining knowledge and job skills for legacy systems thus enabling the FLC to reallocate academic time for new training requirements.

### In Summary

As education and training specialists, our job is to deliver performance-based instruction that promotes transfer of learning from the instructional setting to the job. A JPA can be an extremely effective mechanism to support that end and more. Their user friendly design, ease of delivery, relatively low cost, and short development time make them a logical choice to provide for or supplement instruction and elicit expert performance in a short time-frame. JPAs are not a panacea for all training or performance challenges, but they are a powerful tool that should be considered as a key component of any instructional strategy. For more information on JPAs, visit [www.jpateam.com](http://www.jpateam.com).

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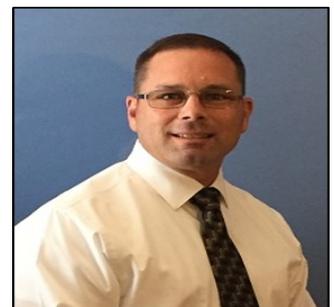
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### Biography

Mr. St. Amour is a retired Marine Corps master sergeant.



Throughout his military career he served in multiple instructor billets to include Non-Commissioned Officer Basic Course Instructor, Electro-Optics Ordnance Repairer Course Instructor, and Drill Instructor/Senior Drill Instructor. A product of the Staff Non-Commissioned Officer Degree Completion program, Mr. St. Amour also served as Academics Officer for the West Coast Staff Non-Commissioned Officers Academy and as Senior Curriculum Developer for Enlisted Professional Military Education before retiring from Marine Corps University in August 2002. After a brief time working in industry as a training specialist and instructional systems designer, Mr. St. Amour entered civil service in 2005 and served for three years as the Manpower, Personnel & Training (MPT) Lead for the Infantry Weapons Product Group, Marine Corps Systems Command. He assumed his current role as Senior MPT Specialist/I750 for the Program Executive Officer, Land Systems (PEO LS) Marine Corps in 2008. As Senior MPT Specialist, he provides executive MPT and life cycle logistics managerial support to ensure acquisition programs meet the human needs of the personnel who will operate, maintain, train, and support PEO LS systems. Mr. St. Amour can be reached at 703-432-5168 or at [Richard.stamour@usmc.mil](mailto:Richard.stamour@usmc.mil).

## Career Information Development Forum

During the month of July, I participated in the Career Information Development Forum sponsored by Manpower and Reserve Affairs (M&RA) Civilian Workforce Planning and Development Branch (MPC-30) aboard MCB Barstow, Camp Pendleton, and MCAGCC 29 Palms, California along with many other communities of interest action officers, presenting workforce development programs, such as the Civilian Academic Degree Program (ADP), Mentoring Opportunities through the Mentor Match service in [TWMS](#), as well as specific community efforts— efforts aimed at helping community members manage their careers, enhance professional and technical competence and promote their capabilities. The forum was a great opportunity to meet with community members, have open discussions and answer individual career development questions. Our community members are our greatest asset. Their knowledge, skills, abilities and motivation are the driving force for all of our successes. I personally hope all who attended found the experience career enhancing!

Look for the Career Information Development Forum tour of East Coast Installations in the summer of 2017

## Community Resource Information

Did you know quarterly community [demographic data](#) is published on the Education Community of Interest webpage. A generalized synopsis is provided below:

APF Synopsis: Over all, the community's end-strength is down from previous quarter. Highlights include: Growth of 1701 Administratively Determined (AD) series; reductions in 1701; 1702; 1712, 1720 General Schedule (GS) series; and the conversion of one 1712 Acquisition (NH) to 1750 (NH).

NAF Synopsis: Over all, the community's end-strength is down from previous quarter. Highlights include: Growth in the 1702 and 1712 series; with reductions in 1701 and 1740 series.

Review your [occupational series demographic](#) information on the community webpage to help you make career decisions.

In addition, under the References link, you can find series [competencies](#), the [MCO for Community Management](#), as well as other helpful [resources](#).



### [Education Community of Interest \(COI\)](#)

Submit your article to the Education COI program office for publication in the community newsletter. For more information email the [Education COI](#) office.