EDUCATION COMMUNITY OF INTEREST

# Newsletter

MARCH/APRIL 2015

**EDUCATION COMMUNITY OF INTEREST**

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## *Message From the Community Manager….*

*Community Members:*

*As this is our second newsletter for 2015, let me start by wishing you a belated but nonetheless heartfelt happy New Year! I hope that everyone came back from the festive season refreshed and ready for any challenges and triumphs this year may present.*

*Our **36th Commandant's Planning Guidance** will put the people and their capabilities of the Education Community in high demand with his interest in technologies and simulations to meet the Marines training needs to make a capable warfighter. A powerful network of peers, the Education Community's future relies on its ability to demonstrate strategic value to the organization. With disruptive change, likely first to affect our organization at the unit level, community members must be able to respond that education and training are keys to a sustainable strategic competitive advantage.*

*I trust you will enjoy reading the latest community newsletter. Moreover, on behalf of the community leader and the management office, thank you for your interest and involvement in the Education Community of Interest.*

*All the best, **Jim Hilton – Community Manager***

*Manager's Corner…*

# 2015 Program Update: Education Community of Interest-at-a-Glance

**Defense Competency Assessment Tool (DCAT)**: The Defense Civilian Personnel Advisory Service has scheduled the 1750 series competency development Panel 1: March 10-11 and Panel 2: March 24-25. I want to thank the members of our community that have volunteered their time to support the 1750 competency development. DCAT is the repository and tool for the Department of Defense (DoD) uses to assess and report workforce competency gaps and proficiency levels.

**2015 Training Program**: Due to a reduction in funding for 2015, we will be required to alter the number of the competency-based training the program delivers. Priorities for 2015 have been made in consultation with community members and via feedback received from participants. A schedule of our 2015 programs and events will be uploaded to our **website** over the coming weeks.

**Community Human Capital Assessment**: A major challenge for the education community is appropriately leveraging technology more effectively and efficiently to enable transfer of learning. This challenge is exacerbated by several trends. Diverse customer demands require a tailored approach for each type because a one-size-fits-all will not meet these needs. Declining resources have hindered recruitment of technologically perceptive digital natives into an aging and shrinking workforce and limited professional development opportunities for current community members. As customer demands increase in scope and volume, the community must be the subject matter experts within their organizations on the use of technology to design and deliver robust training and education services to meet a wider range of customer needs in a resource-constrained environment. To mitigate the challenges the COI will provide professional development aimed at:

1. Educating the workforce on the potential of technology to better address increasing customer demands in an era of declining resources
2. Provide training and/or education to the members to leverage learning technologies to increase the robustness in the learning environment.

**Community Website**: In keeping with our commitment to connect you, our members, with "value added" information we launched a new website late summer last year. As we strive to continuously update and provide new and relevant information, we encourage you to bookmark the community website: http://www.tecom.marines.mil/resources/coi.aspx and visit us frequently to see new information such as Community Demographics http://www.tecom.marines.mil/Portals/90/EducationCOI/ReferencesEdCOI/Occupational%20Series%20Quantitative%20%20Analysis.pdf

**Career Roadmaps**: One of the Executive Steering Committee's community initiatives is to begin updating "Career Roadmaps" by series. To view the current roadmaps visit https://www.manpower.usmc.mil/portal/page/portal/M_RA_HOME/MP/MPC/d_CWM/Career%20Communities/Education%20and%20Training

scroll down the page to Career Roadmaps – Education, then select you appropriate series.

**MarineNet**: We encourage our community members to continue to utilize the Civilian COI Technical Training, which is located in the MarineNet course catalog under the tab Civilian Workforce Training (https://www.marinenet.usmc.mil/).

If you have questions or comments regarding the 2015 program update or any other areas of community of interest contact me via email at james.hilton@usmc.mil or usmc_ed&trng_coi@usmc.mil or call me at 703-432-0861.

# Steve Kelly

Community Of Interest Integrator

Civilian Workforce Planning & Development Section

Office of the Director, Civilian Human Resources

Manpower & Reserve Affairs (MPC 30)

Mr. Kelly is the United States Marine Corps (USMC) Community of Interest (COI) Integrator, assigned to the Civilian Workforce Planning & Development Section, Office of the Director, Civilian Human Resources (MPC 30). As the USMC COI Integrator, he is responsible for the execution and development of civilian community management policy, requirements, objectives, and responsibilities to support Marine Corps Strategic Human Capital Management and Planning.

Prior to joining MPC 30, Steve spent two years as the Onsite Training Team Lead for the Marine Corps Systems Command (MCSC), Workforce Management and Development Directorate. Steve led teams in the management and development of several large complex workforce development initiatives that include a Command Supervisory Development Program, Command Leadership Development Program, Command Tuition Assistance Program, and Command Competency Related Training Program. He was also responsible for developing and executing a multi-million dollar workforce development operating budget that was essential in providing training and development opportunities for the Marine Corps Acquisition Workforce.

Steve's civilian workforce background also includes Person-Division (OPNAV N12). Here he used his extensive analytical knowledge to assess capabilities and strategic issues using operational analysis to define and resolve workforce structure issues that will have a direct impact on the entire Navy and shape the workforce for years to come.

Steve retired from the United States Navy as a Chief Hospital Corpsman in June 2011after 21 years of service. His last assignment was Program Manager fort he Naval Officer Occupation Classification System, Navy Manpower Analysis Center in Millington, Tennessee. As a Corpsman, Steve took great pride in the care of "his" Marines, and considers it a great privilege to continue to care for "his" Marines both in and out of the uniform.

Steve has a Bachelor of Science Degree in Management/Computer Information Systems from Park University, and a Graduate Degree in Operations Management with a Human Resources focus from the University of Arkansas. He lives in Stafford, Virginia and enjoys spending time with family and a round of golf with his children.

***ANNOUNCEMENT***

**CAPITOL HILL FELLOWSHIP PROGRAM (CHFP) FY 16**

The Department of the Navy (DON) released the CHFP FY16 solicitation on 22 Jan 2015; deadline for submission is 19 Mar 2015. The CHFP allows DON civilians and military officers to broaden their understanding of the legislative process and operation of the U.S. Congress through a year-long, full-time assignment to the office of a Member of the House of Representatives or the Senate. This fellowship program also enhances the DON ability to fulfill its role in the national policy development process. Additional information about this program may be found on the DON HR portal located at: https://www.portal.navy.mil/donhr/TrainingDevelopment/Pages/CHFP.aspx.

**Career Tools:**

Department of Labor's CareerOneStop that has tools for competency Modeling and Career Ladders/Lattices. http://www.careeronestop.org/competencymodel/careerpathway/

# Global Initiative: Education COI Website

*"With community members in the four-corners of the globe having an online community presence is vital to giving our members access to information about new and upcoming products and services whenever it is convenient for them. The website will act as an invaluable and always-available resource for information."*

**~Jim Hilton/COI Manager**

Visit the website at http://www.tecom.marines.mil/resources/coi.aspx. Be sure to bookmark the new website to your favorites.

New website 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.

-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.

-Position Descriptions: From this page, you can access Office of Personnel Management position information for the six series employed in the Marine Corps for the 1700 Education Group.

-External Links: Here you will find quick hot-links to USA-Jobs.gov; OPM.gov; Manpower & Reserve Affairs; as well as the following Common Access Card Required hot-links to Civilian Workforce Development Application; MarineNet; and Total Workforce Management.

**COMING SOON !!!**

Article Contributor Resources

# Changing the Transitioning Culture…One Marine at a Time by Jayme Alexander

The Transition Readiness Program staff and their military counterparts (Career Planners and Unit Transition Counselors) work tirelessly to assist every single Marine who is planning for their future from a career, financial, and educational stand point. This holds true for those who will continue in active duty service and those who will transition into the civilian sector. The Transition Readiness Program has evolved since the VOW Act of 2011. Congress mandated that service members would receive more training, education, and support as they planned for life as a civilian. The role of Personal & Professional Development Advisors was created in 2012 in the United States Marine Corps to assist with implementing these efforts. Service members, more specifically, Marines, were required to extend to five days of preparation, have education from supporting agencies (Veteran's Affairs and Department of Labor), and have an option of attending additional courses Boots to Business Entrepreneurship and Accessing Higher Education.

Many Marines are well aware of their GI Bill benefits but are unsure of its true value of how to access it, much less where to start in the process of attending colleges and universities. Personal & Professional Development Advisors specializing in education assist in this process by working with the Transition Readiness Program and the Education Center and providing training, resources, and counseling to Marines in every phase of their military career. The program and curriculum was designed by the Office of the Secretary of Defense (OSD) and has been expanded at the installation level. Outreach and workshops are available to ignite and spark Marines to take ownership of their own future endeavors and provide them with resources.

How do we change the mindset and the culture that the focus should be on the Marine that remains in the Marine Corps , not the one who is about to further their education and reenter the civilian workforce? All Marines are going to be in this position at some point in time. Education is the answer. Educating the leadership of the United States Marine Corps is not the issue at hand. If we are to remain the elite force in terms of rigidity, those who have served should be given the same honor and respect as those who remain. Recruitment of future leaders in the Marine Corps begins when the service member joins. This requires a paradigm shift in the current culture with leadership at all levels.

According to MSgt Benjamin Jones, 3d Marine Regiment Career Planner, "A lot of Marines want to go back to school to further their education but most of them aren't sure where to start in the process. Some of them did not think that obtaining an education was an option after graduating from high school. Now that the Accessing Higher Education Track is available and I understand what is taught, I send all of the Marines who tell me they want to go back to school to attend and seek assistance from the Personal & Professional Development Instructors. Establishing and maintaining a good working relationship between the command, the Personal & Professional Development Advisors, the Transition Readiness Program Office, and the Education Center Staff has paid high dividends for our Marines and their families." This is why it is vital for the Career Planners who are working directly with Marines transitioning or remaining in the Marine Corps to work with their civilian counterparts and understand the process. Without this relationship, it is a one-sided effort.

Ensuring Marines understand the value of the program is important, as is the amount of support the commands will show. As stated early "outreach and workshops" are valuable tools in providing the information to everyone to include family members. These venues will reduce the misunderstanding and lack of education on the program.

**Jayme Alexander**

Jayme Alexander is a Personal & Professional Development Advisor for the United States Marine Corps at Marine Corps Base Hawaii. She is passionate about assisting Marines to be successful in their future which is demonstrated in all aspects of her training and development, facilitation, and individual advising sessions. In every facet of her life, Jayme's goal is to inspire, encourage, and guide others to be their best selves. highly invested in her community, Jayme serves on numerous boards of directors for non-profit organizations.

# MARINE CORPS TRAINING INFORMATION MANAGEMENT SYSTEM (MCTIMS)

by David R Lance

> ***"Over the years MCTIMS has matured from an internal TECOM support capability to the enterprise training information management system it is today. It is valued by the formal learning centers, Operating Force units, and HHQs staff."***
>
> **~ David R. Lance**

I suppose you're wondering what a 0343 Management Analyst is doing writing an article for the 1700 Community of Interest Newsletter. The answer to that is pretty simple. I started my civil service career in 2004 as a 1712 Training Specialist working in the old MAGTF Section, Ground Training Branch (GTB), Training and Education Command. As a 1712 in GTB, I was responsible for development of designated ground Training and Readiness Manuals and the review and staffing of formal school Programs of Instruction created from those Training and Readiness Manuals. At the time, the Marine Corps Training Information Management System (MCTIMS) was the TECOM Integrated Management System (TIMS) and was internally focused on supporting TECOM formal school functions and requirements.

In 2007, GTB had a billet vacancy for the Branch Head (0343 Management Analyst) in the Training Management and Evaluation Branch (TMEB). The branch was primarily responsible for the development and management of policy and doctrine associated with the Systems Approach to Training (SAT), management of formal schools, and Unit Training Management (UTM). Since policy and doctrine were drivers for how the training information management system would be built, TMEB also had the responsibility for development and maintenance of TIMS. That same year TIMS was transferred to Marine Corps Systems Command as an official Program of Record and was renamed MCTIMS.

TIMS was originally developed to consolidate and integrate several legacy data bases that supported assignment of students to school seats, managed students while in a formal school, developed training and readiness manuals, and developed curriculum from Individual Training Standards. Once TIMS became MCTIMS, CG TECOM envisioned the development of an enterprise training information management system that would support all formal school management functions in the formal learning centers and unit training management functions in the Operating Force, aligned with training development process requirements in the SAT Manual. Today, MCTIMS has grown to 14 modules and three functional enhancements.

MCTIMS is an automated, Common-Access-Card-enabled, web-based system that supports individual and unit training to include; Training Standards Development, Curriculum Development and Management, Student Management, Student Evaluation, Training Development, Training Delivery, Training Management, Training Tracking, and Record of Training Completions for schools within TECOM and units within the Operating Forces and Supporting Establishment. MCTIMS is an integrated training management system that supports end users throughout the Marine Corps by recording training for individual Marines and Units against training standards identified in Training and Readiness Manuals, the Military Occupation Specialty (MOS) Manual and Formal School Programs of Instruction. The application is currently hosted within Marine Corps Enterprise IT Services (MCEITS) in Kansas City, MO. MCTIMS supports 57 formal learning centers and training detachments and it interfaces with 21 Marine Corps, other Service, and Department of Defense (DoD) systems to provide capabilities for all formal school management functions. Additionally, MCTIMS provides objective training data to readiness IT systems to inform readiness assessments for units executing doctrinal Unit Training Management processes throughout the total force.

TECOM formal learning centers employ 1712 Training Specialists, 1720 Education Program Specialists, and 1750 (continued on page 7)

# MARINE CORPS TRAINING INFORMATION MANAGEMENT SYSTEM (MCTIMS)

by David R Lance

Instructional Systems Specialists; predominately 1712s and 1750s. 1712 Training Specialists are primarily employed as instructors, curriculum developers, and Task Analysts across formal learning centers and in the TECOM HQ. 1750 Instructional Systems Specialists are primarily employed as curriculum developers, Directors of Academics, and Academic Officers, developing and managing curriculum and advising the command on formal school management policy, procedures, and employment of MCTIMS. MCTIMS provides functionality to support the vast majority of tasks these critical billets are required to accomplish including the development of training and readiness events and Programs of Instruction (POI), development of written and performance based assessments, management of training and education requirements for students and permanent personnel, and the management of all formal school curricula.

Cost to train is a growing concern of Marine Corps leadership at all levels. Future MCTIMS enhancements for CG TECOM and the formal learning centers will include capabilities to better capture all resource requirements for formal learning center overhead and the cost associated with the execution of each POI. This functionality will allow the TECOM staff to have better visibility on all resource requirements for the command and better manage those requirements as budgets continue to be challenged. The TECOM staff and MCTIMS team are also defining the requirements for MCTIMS capabilities that will capture the costs associated with achieving combat readiness for Operating Force units so CMC will have better resource requirement data associated with readiness to defend the Marine Corps budget. MCTIMS will also introduce a handheld smart device that will facilitate evaluation of performance based learning objectives in the formal learning centers and evaluation of training and readiness events in the Operating Forces and push real-time assessment data back to the system for units and individual Marines.

Over the years MCTIMS has matured from an internal TECOM support capability to the enterprise training information management system it is today. It is valued by the formal learning centers, Operating Force units, and HHQs staff. The suggestions and input from 1700 series users, the subject matter expertise and continuity in the formal learning centers, have gone a long way in developing and enhancing all the current functionality in the system. The future of MCTIMS will continue to be driven by the needs of its customers and the 1700 series user will be leading the evolution.

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Biography of

Mr. David R Lance
Management Analyst/0343

Mr. Lance retired in 2002 as a career USMC Infantry Officer. He has worked for the Marine Corps as a federal government employee since 2004. He started his civil service career as a 1712 Training Specialist working in the MAGTF Training and Education Standards Division (MTESD), Training and Education Command. As a 1712 he was responsible for development of designated ground Training and Readiness Manuals and the review and staffing of formal school Programs of Instruction created from those Training and Readiness Manuals. In 2007 he assumed the duties of Branch Head for the Training Management and Evaluation Branch primarily focused on management of policy, doctrine, and MCTIMS. In 2014 Mr. Lance assumed full time functional and program management of MCTIMS.

***"Cost to train is a growing concern of Marine Corps leadership at all levels."***

***~David Lance***

# Where Would Students Be Without Good Advice and What Tools are Available for Educational Advisors?

By Charles "David'' Ellard, Education Services Officer/1740

**Charles Ellard**

We have a substantial number of community members in the Education & Training Community of Interest who are in the instructional career series and several other series whose members advise students as part of their daily duties. Instructors often build a rapport with students, and sometimes those students come to the instructor for advice. Meanwhile, advisors (Educational counselors, guidance counselors, education services specialists, etc.) go to work every day expecting someone to ask their advice. Regardless which specific field you are in, **be ready to offer excellent advisements**.

Providing meaningful, up-to-date, sound **advisements can make a world of difference** to the success of students. Those of us in the Education & Training field have a tremendous responsibility, especially when providing student advisements.

If students make poor choices, those choices can have severely detrimental, implications to their futures, short term and long term. Additionally, when students make choices or select programs that are too difficult, not in the right area, or they are otherwise not ready for, the students probably won't do very well in their courses. As a result, students may not finish the overall programs, and may not even successfully complete the individual courses. If that happens, students may give up on education or training and avoid these opportunities in the future. This would limit their potential to the Marine Corps and to themselves.

Educational professionals need to **keep open minds and be slow to judge**. They often have considerable experience and education of their own, which could lead to a biased view of what all students need. Furthermore, an advisor who assumes he or she "knows" what all students need, and recommends a generic track for all to follow, deceives him or herself and ultimately short-changes the student. For example, the perfect progression of training for one young manager could be wasting time for another. People's knowledge, skills and abilities (KSAs), and their situations, are different; therefore, the best program for them should be tailored. Offering advice without understanding the situation, and possibly not even understanding the student's question, could be damaging to the student. Given a wrong answer, a student can take an unfortunate action or make a poor decision. Once set on a wrong track, a student could find him or herself wasting time and opportunities. For these reasons, we must understand the issues behind the questions and the impact of the advice we give.

Likewise, education and training advisors should **consider options on behalf of their students that will help them fulfill their needs and reach their long term goals** in the most efficient way possible. To do that, the counselors need to understand the student: where they are at now; their current knowledge, skills, interests and abilities; their short term and long term goals (both in and out of the military); their financial means; what is important to them; etc. Next, mentors need to understand the opportunities that can be chosen in the situation: starting right away versus waiting for the right class; programs that fit the goals, fit the student's situation (such as financial), and that give the student the best chance at success, both short term and long term. This may be a bigger balancing act, and bigger decision, than is first apparent. Is the student's greatest need for educational pursuits immediate, such as being specific to their current Marine Corps mission, or is it more long term, such as for a future career that diverges from their current one? Only armed with all the relevant information can we provide proper guidance to students.

Advisors should also **consider how the student will respond** to advice. Some students will not respond positively to advice that is different from what they anticipated. This may seem ridiculous at first thought, but we have all asked questions anticipating an answer or a range of answers. Have you ever received an answer that was so contradictory to what you expected that you decided the person must not have understood your question? Did you dismiss that answer, or maybe even that person? You can see how an advisor, who does not have good rapport and in-depth information, can be off-base in their thinking and advice. Therefore, commit to building rapport, gathering facts, and providing detailed explanations of why the advice is appropriate to that student being able to reach his or her desired outcome.

**Students who need extra time allotted,** and extra advisements, are often those who think they do not need the advice being offered them. This could be a situation wherein a student has selected a program or academic institution, and has been sold on it by a recruiter, even though it is not a good fit. The school or program may not provide them with the opportunity to reach their goals. For instance, if a student wants a master degree from school X, and the bachelor degree from the current school he or she has chosen will not qualify that student to pursue said master degree, then that is not a good choice.

# Where Would Students Be Without Good Advice and What Tools are Available for Educational Advisors?

By Charles "David'' Ellard, Education Services Officer/1740

Getting the student to open up and be honest with you, and him or herself, is key to any chance of making the best decision.

- Second, as you learn all the details of the situation, be open minded enough to change your stance as more information becomes available. There may be a logical reason for the choice after all.

- Third, demonstrating to the student that the advisor has nothing but the best interests of the student in mind is absolutely necessary in gaining trust. An advisor should be totally clear on, and ensure the student is fully understanding, all the relevant facts and details. Without trust, advisements are worthless.

- Fourth, be willing to make follow-up appointments, and accept any progress as good progress, keeping in mind that the recruiter is likely doing something similar to keep the student in their fold!
- Fifth, after you establish rapport, trust and understanding, present all the information in a clear, relevant, neutral, and logical manner that makes it perfectly clear what the student's decision will mean for him/her long term.
- Sixth, continue to follow-up, encouraging the student as well as you can. If the student makes an illogical choice, a continued dialogue may sway the student before too much damage is done.

Following these steps won't guarantee that your student will make a great choice, but they will make an informed decision. Remember, we cannot make someone do what we advise; so, don't hold yourself responsible for their poor choices if you have done all you can to lead them to make good ones.

**What tools can you use to find answers?** When a student comes to you and asks a question, you might not have an immediate answer. Some tools that educational counselors, mentors, or others in our field can use are: good listening skills; inquisitive questioning skills; professional knowledge; personal experience; assessments like the distance learning evaluation and Kuder Journey (see DANTES below); brochures about classes, courses, programs and schools; and information and tools found on the Internet. The following websites offer a wealth of information and tools:

- Defense Activity for Non-Traditional Education Support (DANTES) http://www.dantes.doded.mil/index.html

- The National Center for Educational Statistics (NCES) College Navigator http://nces.ed.gov/collegenavigator/

- The Marine Corps' Training and Education Command http://www.tecom.marines.mil/

- The Department of Veterans Affairs Education and Training (GI Bill) http://www.benefits.va.gov/gibill/

- Installation human resources and Marine Corps Community Services human resources and training sites, e.g. http://www.mccs-sc.com/support/jobs.asp

- Marine Corps Recruiting Command (USMC officer and enlisted to officer programs) http://www.mcrc.marines.mil/UnitHome/OfficerPrograms.aspx

- USMC Leadership Scholar Program (LSP) http://www.leadershipscholarprogram.com/maredu/ Note: If the Marine qualifies, the LSP can be a tremendous help in getting them accepted to a highly desired university.

- Installation Lifelong Learning programs (a.k.a. Education Services, voluntary education, etc.), E.g. http://www.mccs-sc.com/lifelong/index.asp

Whatever tools you use, whatever your situation, I hope you see how **vital** your role is and what an impact your advice can have on students. **You can be the biggest blessing** to a student, or other patron, by being **open minded** and **gathering all the relevant information** before offering **sound advice**. It could be the difference in a student taking a straight path to success versus wasting valuable time and opportunities that cannot be returned. **Students depend on you for wise counsel, and you can give it to them.**

Biography of David Ellard

Education Services Officer for MCAS Beaufort and MCRD/ERR Parris Island, SC. David is a retired Marine Master Sergeant with a bachelor's degree in psychology and two master's degrees: MAE and MFA. He has been a Marine Corps ESO since 2002, and is committed to helping Marines, and other members of our military community, achieve their academic goals.