



EDUCATION COMMUNITY OF INTEREST

Newsletter

November/
December 2014

Civilian Communities of Interest

How can you support your Community?

By Ray Watkins

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Civilian Communities of Interest is the framework to share information and deliver training and professional development programs to specific segments of the workforce that share common workplace experiences and practices. Additionally, civilian Communities provide structure to recognize and support the valuable contributions civilian workers make to the Marine Corps through their dictated service.

Supporting Community of Interest activities and initiatives are voluntary. Voluntary participation in the "community" connects to our social roots to participate as a functional member of society. An effective argument can be made that participating as a member of a community is part of the fabric that makes up our inner-core as federal civilian servants. Supporting the "community" easily transfers to the Civilian Communities of Interest model.

The "support" part of Communities of Interest relates to the work the community does. This includes sharing ideas and developing relationships with peers and stakeholders. Community members can support their community by simply talking about "work" with peers. The goal is to get community members to provide insight, ideas, and best practices from their experiences in high-performing work environments. The content from interactions with peers can contribute to developing the best ideas for providing train-

ing and professional development for your professional community. Sharing your best ideas for the community will increase individual and organizational benefits from Civilian Community of Interest training and professional development activities. I challenge everyone to start "talking" about work today with your peers. Demonstrate support for your community by sharing your best ideas with your Community Leaders and Managers. "Great ideas are the fuel of progress." -- unknown

Other suggestions ideas to support your community include the following:

1. Contribute to the community newsletter
2. Share best practices
3. Encourage peers and subordinates to attend community sponsored training
4. Promote community events
5. Visit the community page

References & Resources

Advanced Distributed Learning, "[Simulation and Training Community of Practice](#)," accessed January 22, 2010.

Land Grant University CoP, "[Applying to Become a Professional Development Community of Practice](#)," accessed January 22, 2010.

Medric, L., February 9, 2007, "Communities of Practice (CoP)—An Overview and Primer," CEM Forum.

The MITRE Corporation, "Leveraging the Corporation," MITRE Project Leadership Handbook.

About Ray Watkins

Ray Watkins is a Human Resources Specialist for Headquarters Marine Corps Manpower and Reserve Affairs, Civilian Workforce Management Branch (MPC-30). Ray partners with Community of Interest Leaders and Managers in establishing objectives and managing financial resources to deliver meaningful developmental programs to civilian employees.

Ray's background includes more than 27 years of Marine Corps experience in delivering leadership coaching, managing teams, project management, and advising senior leaders. In addition to military experience, Ray's professional experience includes supporting the Marine Corps Director of Human Resources by partnering with key stakeholders to design civilian workforce strategies that align with Marine Corps objectives, identify measurable success factors, and manage outcomes.

Ray earned a Master of Organizational Development and a Master of Human Resources Management from Strayer University and a Bachelor of Business Management from National University.

Global Career Development Facilitator Credential

By Teresa H. Allen



Teresa H. Allen

For the past six years, Teresa Allen has served as the Education Services Officer for Marine Corps Air Station Cherry Point. Her progressive career track began as an educator in an elementary school setting where she taught for eight years followed by two years as an assistant principal. In 1997, she continued her education career pathway with the federal government, serving five years as the Training and Curriculum Specialist for the Children, Youth, and Teen Programs, one year as the Child Development Center Manager, followed by six years as the Children and Youth Program Administrator.

She enjoys spending time with her family, her four legged furry poodle-children, and friends. She also enjoys outdoor activities, walking, camping, music, and teaches the College and Career Class at her church.

Education and Training:

- Master's Degree in Educational Leadership and Supervision, with certification in Curriculum Instructional Specialist, East Carolina University (1993)
- Bachelor's Degree in Education, East Carolina University (1987)
- State of North Carolina Department of Public Instruction Education License (since 1987)
- Global Career Development Facilitator (2014)
- Lean Six Sigma Green Belt Certification (2013)

If you would like more information, please visit <http://www.ncda.org/> or <http://www.lengelvocationalservices.com>.

As we continue to serve and assist our customers in meeting their education and career goals, I keep in mind a quote from Coach Lou Holtz, "I follow three rules: Do the right thing, do the best you can, and always show people you care. You've got to make a sincere attempt to have the right goals to begin with, then go after them with appropriate effort, and remember that you can't really achieve anything great without the help of others." Last month, I, along with 21 other Personal and Professional Development Program (PPDP) staff members and managers, completed the Career Development Facilitator (CDF) Training. This course refreshed and enhanced my education and career advising skills and promoted team morale for the entire program. I believe this training to be advantageous for civilian personnel particularly in the 1700 series and other government employees who have a direct or indirect impact on the training and career decisions of our Active Duty Service Members, dependents, and civilians working within the military communities.

Let's begin with the mission and a brief history behind the CDF course. "The mission of the National Career Development Association (NCDA) is to inspire and empower the achievement of career and life goals by providing professional development, resources, standards, scientific research, and advocacy." NCDA, formerly known as the National Vocational Guidance Association from 1913-1985, is a founding division of the American Counseling Association (ACA). The NCDA is the longest running and preeminent career development association in the world and collaborates with the ACA to jointly represent the interests of the counseling field in Congress and in the national legislative process. The NCDA promotes sharing of global workforce research, policy based on career develop-

ment theorists, and best career and education assistance practices. The NCDA is recognized as the leader in developing educational, professional, and ethical standards for career development professionals. (<http://www.ncda.org>)

Beyond the CDF training, participants may apply to become a Global Career Development Facilitator (GCDF). The GCDF Credential is a certification created by the Center for Credentialing & Education (CCE) in consultation with the National Career Development Association (NCDA) and the National Occupational Information Coordinating Committee (NOICC). The GCDF certification program, administered by CCE, certifies qualified individuals who have satisfied the extensive knowledge, experience, and skill standards established by CCE. GCDF professionals provide quality career assistance for our dramatically changing workforce. The CDF curriculum offers the most comprehensive, effective, efficient, and economical way for those in the career and education fields to obtain and acquire an internationally recognized professional certification which helps to ensure excellence for our Active Duty Service Members, their dependents, and civilians as they receive state of the art career, education and training information, assistance, and resources to enhance their career decisions.

The NCDA CDF curriculum includes a minimum of 120 hours of instruction, comprised of text book and e-learning/online activities, 24 hours of face-to-face instruction, and 30 contact hours of independent experiential learning activities with presentations. To complete the CDF training course, each participant demonstrates mastery of the following 12 competencies: helping skills; diverse populations; ethical and legal issues; consultation; career development models/theorists; assessments;

labor market information and resources; technology; employability skills; training clients and peers; program management/implementation; and promotion and public relations. These core competencies are in direct alignment of the 7 key elements of the career service delivery system, which evolved at Florida State University, and is known as the Cognitive Information Processing (CIP) approach.

Benefits of the GCDF credential include: a national credential (5 year renewal); a marketable certification; professional recognition; clarification of scope and practice as a Global Career Development Facilitator; and the plethora of education/career resources.

The CDF course is by far one of the most valuable and "fun" trainings I have completed for my field of study. This training met the wide divergent backgrounds of each of our 22 members of Personal and Professional Development Program. Regardless of the position of our personnel, from the Education Administrative Support Staff to the Librarian, the training helped them understand the overall scope and sequence of the basic principles, career development theories, and best practices of what an effective education and career advising program should look like and how it should function. For the experienced career advisers like our Education and Career Specialists, Transition and Education Managers, Personal and Professional Development Instructors, this curriculum expanded and enhanced our knowledge, skills, and provided us with current resources to enhance our advising efforts. As explained, the organizational, professional and personal benefits have and will continue to have a positive impact on the education and career services delivery for our military community.

Kirkpatrick's Levels of Evaluation

By Jeff Grabow

About Jeff Grabow



Jeff Grabow is currently the Academics Coordinator at the Marine Corps Tactics and Operations Group (MCTOG). He started his instructional career at the Marine Corps Communication-Electronics School in 1978. He has instructed and/or developed curriculum at MCCES and MCTOG as well as at the high school and college level. He currently holds teaching credentials for Computer Electronics and Computer Systems Operation Systems as well as a Designated Subjects Supervision and Coordination credential for programs up to the adult level.

How does an instructor know if students are learning? The answer typically is to ask questions or to give a test to evaluate the knowledge gained by the students. Evaluation is an important part of learning. The word "evaluation" is mentioned in NAVMC1553.1, the Systems Approach to Training User's Guide over 90 times. But how does an instructor know if students really learned the material? Also, how can the instructor know students will not do the proverbial "brain dump" right after the exam? To know if instruction is effective, there must be additional means of measuring student learning.

Donald Kirkpatrick devised an evaluation method now known as the Kirkpatrick's Four Level Evaluation Model. Made popular in 1994 with the publication of his book, *Evaluating Training Programs*, the method describes the four steps in the evaluation process. This model has become a popular method of evaluating learning in the business training community.

Kirkpatrick's first step involves the reaction of the learners. Specifically, "How well did the learners like the learning process?" Were students comfortable learning the material? How did students feel about learning the material? Student reaction is obtained by post course surveys or after instruction reports. These can be gathered and reviewed without much effort.

Kirkpatrick's second step involves learning. Specifically, did the students increase their knowledge about the subject? Was the course simply a review of previously mastered instruction or was it new material? Using pre and post tests can provide some information. Less reliable is including the question "Did your knowledge of the material increase/decrease/remain the same after this course?" in the student post course critique. This can also be assessed by using pre and post course tests. Pretests and posttests will take additional

time to design, administer and analyze.

The third step involves student behavior after the learning occurs. Is there a change in what the students are doing? Are students using the newly acquired skills on the job or are they still using old methods and procedures? Can the students train or teach the skills or knowledge to others? This type of data may require observation by the supervisors and may take time to compile. At my organization, if the students do not remain in the area, a post-course evaluation to the supervisor or external evaluation visit may be required. If an external evaluation visit is not feasible due to resources, paper or electronic surveys can be sent to the participants and supervisors, but they are a less effective method with lower return rate.

The last step in Kirkpatrick's model involves organizational results which may be difficult to measure. If the students are using the knowledge gained as indicated in Level 3, is there a positive measurable outcome or effect on the unit, organization, or business. Has production increased, have errors or cost decreased?

Evaluating training is a process that serves many functions. It is important to know if the training has served its intended purpose. Did the student or trainee gain new information and was the additional knowledge useful? Did the additional knowledge make a difference? Last, is the return received from the training in increased knowledge and productivity greater than the total cost of the training? If the "juice" isn't worth the "squeeze", it's a bad investment.

Resources:

Kirkpatrick's Four Level Evaluation Model. (n.d.). Retrieved October 18, 2014, from <http://www.nwlink.com/website:~donclark/hrd/isd/kirkpatrick.html>

CAREER TOOLS

You will find some great websites that are free and some are have nominal fees but the key to success is getting started before the new year.

HR University—offers some free online courses that are general and technical in nature ranging from dealing with difficult people to your performance assessment

Alison—Online classes available in the areas of Business & enterprise, IT ,Enterprise, Personal Development, Health and Safety, etc. Developed and published by instructors from a wide variety of sources.

Education Online for Computers—Over 5,000 computer software training modules and tutorials to choose from. It teaches you via self-based educational and training tutorials all the Microsoft Office applications and other desktop software for end-users and developers.

GCF—Topic areas include: MS Access, MC PowerPoint, MS Excel, MS Word and Math Basics

HP Learning Center—Online classes available 24/7.

Latitude U—There are over 3,500 self-study online courses in the Latitude U course catalog. Topics include: Business Math, Coaching Skills, Career Training, Communications, Conflict Management, Customer Service, Diversity,

Marine Net— United States Marine Corps official gateway to exciting online courseware.

Microsoft Office—Offers a variety of Office 2010 and Office 2007 training courses on Office programs such as Access, Excel, Outlook, PowerPoint, Publisher and Word

Lynda— Unlimited access to the entire course library, variety of instruction, video courses, on-the-go learning and expert teachers.

ERIC—The Education Resources Information Center (ERIC) is a US information system that provides a variety of services and products on a broad range of education-related issues.

VA Learning University (VALU) - Interactive, online career development tool with training, education, and developmental opportunities

The Community Information Corner:

Webpage: We always want to be innovative and creative. In line with these goals, we have revamped the format and design of the community webpage to be updated with the times. We have added more pages where we feature references. We've also dedicated an entire section to feature an archive for our published newsletters. We hope you appreciate the changes we have made. If you have suggestions or recommendations, please don't hesitate to give us a call or send us an email.

MarineNet: Continues to show great potential as an easy and affordable training delivery that is just in time and just enough. Users can proceed through training at their own pace and at their own place. Training offered consists of both “hard-skills” and “soft-skills”. If you would like to make training suggestions that may be viable option for competency-based technical training a.k.a the “hard-skills”. Please send us an email or call our office. We look forward to your recommendations.

Defense Competency Assessment Tool (DCAT): In the past year, technical competencies for the following Education series were completed: 1701; 1702; 1710; and 1712. In March 2015, The Defense Civilian Personnel Advisory Service (DCPAS) will host two panels of 1750 subject matter experts to develop competencies. Currently DCPAS has not published competency panels for the 1720 or 1740 series. In addition, DCAT Phase II, focused on surveying non-mission critical occupations (non-MCOs), is planned during mid-FY15. The survey results are used by the Department of Defense to access critical competencies needed now and future to meet mission requirements. The 1700 Education Group is comprised of non-MCOs.

If you want to know more about the Community of Interest program or Civilian Work force Development, visit the Civilian Workforce Development webpage at https://www.manpower.usmc.mil/portal/page/portal/M_RA_HOME/MP/MPC/d_CWM. Some of the areas of responsibility are:

- Management of 19 Civilian Functional Communities
- Defining knowledge and capability standards for the workforce
- Provides commands with resources data to analyze and assess workforce requirements
- Development of policy and programs designed to develop the civilian workforce
- Assesses the various Human Capital programs and their impact on the workforce



Marine Corps Partners with Army to Provide Marines a No Cost Training Support Strategy



Christine Demetriades
Training Specialist

One of the greatest challenges Marine Corps Systems Command (MCSC) programs face is providing the Marines with unit-level equipment training and support throughout the equipment's life cycle. Too often programs focus on the acquisition-related training events by providing new equipment training (NET) during fielding with nothing in place to support unit commanders with equipment training down the road. "NET and forget" is not a sufficient product support strategy for sustaining equipment training for the Marines at the unit level.

Training is a critical support function required to field and maintain the operational readiness of weapon systems, subsystems, and components. Fielding equipment without a unit training sustainment strategy puts the burden of providing unit-level training on the unit commander and Marines.

Since 2010, MCSC has partnered with the U.S. Army TACOM Life Cycle Management

Command to provide Marines access to the Unit Training Assistance Program (UTAP). UTAP is a joint program managed by TACOM that was established to meet the increasing demand for operator and maintainer unit-level equipment training materials.

UTAP has three core functions:

- Provide the web-based Library of TACOM Training Information Site (LOTTIS) for unit-level equipment training materials for operators and maintainers.
- Establish a Customer Assistance Team (CAT) Helpdesk to assist with finding equipment-related training materials and support questions.
- Develop cost effective information videos for TACOM and Marine Corps equipment.

Programs can post electronic versions of NET curriculum products, jobs aids, and

videos developed during the acquisition process to LOTTIS to support operator and maintainer unit-level equipment training and on-the-job training requirements.

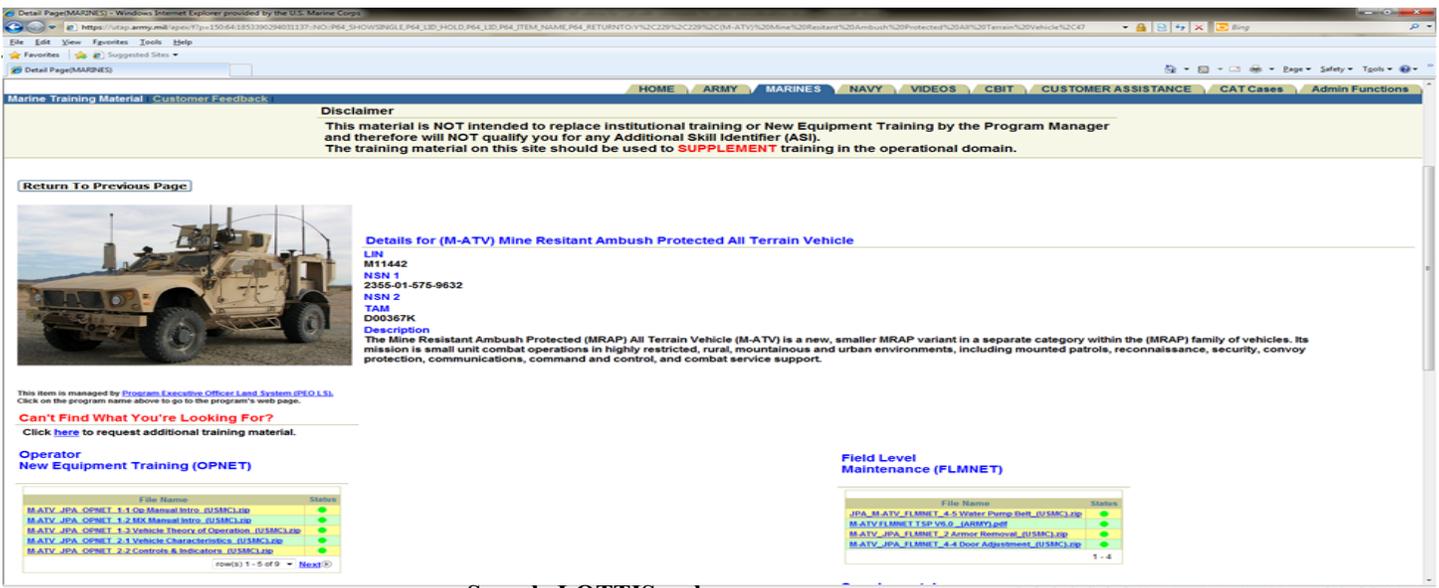
LOTTIS is a CAC-enabled website available 24/7 that provides Marines current operator and maintainer equipment-related training materials anytime, anywhere. TACOM developed LOTTIS as part of UTAP to support unit combat readiness by providing access to equipment-related training materials and supplemental information when and where the warfighter needs it.

UTAP offers Marine Corps programs a no cost alternative for distributing operator and maintainer unit-level equipment training materials as part of the product support strategy. Posting materials on LOTTIS is not intended to replace formal school house training and should only be used to SUPPLEMENT training in the operational domain.

The LOTTIS website can be found at the following link:

<https://utap.army.mil>

***Article continue on page 6**



Sample LOTTIS webpage

Each page contains a picture, equipment description, Table of Authorized Material Control Number, Equipment National Stock Number, and the training materials that are available for download. The circles indicate how recently the materials were posted to LOTTIS:

- Posted within the last 12 months
- Posted more than 12 months ago
- Posted more than 18 months ago

Marine Corps Partners with Army to Provide Marines a No Cost Training Support Strategy

by Christine Demetriades

UTAP benefits include:

A free distribution capability for NET and supplemental training materials
Built in configuration management
Marine access to Marine Corps training materials anytime, anywhere

UTAP currently has had 123,112 visitors to the site and more than 246,200 files have been downloaded. The number of UTAP Marine accounts has increased by 143 in the last year with more than 630 users. This doesn't include the number of civilian accounts associated with the Marine Corps. Marines have downloaded more than 2,670 files to assist them with their unit-level equipment training needs. While UTAP use is steadily growing among the Marines, the amount of equipment-related training materials available to them has not. A few programs have taken advantage of UTAP as a unit-level training sustainment strategy with great success. Both the programs uploading the training materials and the Marines downloading them are benefiting.

Programs looking to meet the increased demand for operator and maintainer unit-level equipment training materials can use UTAP's free distribution capability to upload training materials to LOTTIS via the approved MCSC UTAP procedure.

The MCSC UTAP Procedures Guide establishes the format and submission requirements for uploading training materials and

supplemental information to LOTTIS. The Guide provides detailed instructions on how to:

Request LOTTIS Access
Create and Upload Files to LOTTIS
Complete and Submit a UTAP Request Form

Contact the MCSC UTAP Liaison at UTAP@usmc.mil or 703-432-3422 for more information or to schedule a demonstration.

About Christine Demetriades

Christine Demetriades, Training Specialist with Marine Corps Systems Command

Christine has dedicated the past 10 years to working with military service members and their families. Most recently she has served as a Training Specialist on the staff of Assistant Commander, Acquisition Logistics & Product Support (AC ALPS) where she has been instrumental in improving the logistics competency training quality for the. She has been involved in developing a number of internal procedures as well as providing subject matter expertise in curriculum development to include helping process owners develop learner-centered and alternative-to-lecture training. Prior to coming to Marine Corps Systems Command, Christine spent six years working with Marine Corps Community Services specializing in programs and resources vital to military service members and their families. She is a Marine wife and military

mom. Christine has a bachelor's of arts in psychology with a minor in sociology.

FREE CLASSES

For those of you who are interested in security training, education, and certification as part of your workforce development programs, and are looking for F-R-E-E classes...please see Dept. of Defense, Defense Security Service (DSS), Center for Development of Security Excellence (CDSE).

Center for Development of Security Excellence: Security education, training, and professionalization for the Department of Defense and industry

<http://www.cdse.edu/>

Education Community of Interest - Manager's Corner

Just one community member's thought about the Education COI...the eminence of the Education COI is its members! Trainers and Educators committed to their given profession, the pursuit of life-long-learning and the "investors" of intellectual capital needed to support the breadth and span of their respective organization's mission culminating in the successful completion of the Marine Corps mission. Everyday our members exponentially influence the future leadership landscape of the Marine Corps. From the members that provide childcare - freeing the mind to focus on learning - to the trainers and educators in our learning institutions - that sharpen the mental and cultural knowledge, ability and skills - Education COI members enable the capability and capacity throughout the Marine Corps. Continue the great work. As this newsletter closes out the calendar year, we wish all of you a safe and wonderful holiday season.



Office of Continuing
Professional Education



The Benefits of Positive Leadership

By Beth Cabrera, PhD

Positive leaders know that happy people are more successful. Research shows that positive emotions are related to higher levels of performance, job satisfaction, and engagement. Positive people perform better because of the benefits associated with experiencing positive emotions.

Mental benefits – Happy brains are smart brains. While negativity narrows our focus to help us respond to a threat, positivity does just the opposite; it opens us up, broadening the range of ideas that come to mind. This leads to greater creativity and helps positive people make better decisions because they see multiple solutions to problems.

Psychological benefits – Positive people have more energy and are more self-confident. Because of this they set higher goals and work harder to reach their goals. They are also more hopeful, which leads to greater resilience, helping them bounce back and persevere despite setbacks.

Social benefits – Happy people have more high quality relationships at work because positive emotions increase the desire to con-

nect with others. Close relationships are a source of emotional support and they provide resources needed for task accomplishment. People in high quality relationships exchange more information, are better at coordinating their efforts, and experience less conflict.

Health benefits – There are many health benefits associated with positive emotions. Positive people have lower blood pressure, lower heart rate, lower levels of stress-related hormones, and stronger immune systems. People who experience more positive emotions sleep better, are less anxious, and have fewer colds, all of which improve productivity.

There are many things that leaders can do to create more positive workplaces where people perform at their best. Some include focusing attention on what is going well, being mindful, establishing a climate of gratitude and forgiveness, fostering high quality relationships, ensuring that people are using their strengths, reminding everyone of the impact they are having, and promoting well-being.

What about you? What are you doing to ensure that your workplace is reaping the benefits of positivity?

Some strengths assessments include the VIA Inventory of Strengths at www.viasurvey.org, the Gallup StrengthsFinder at www.strengthsfinder.com