



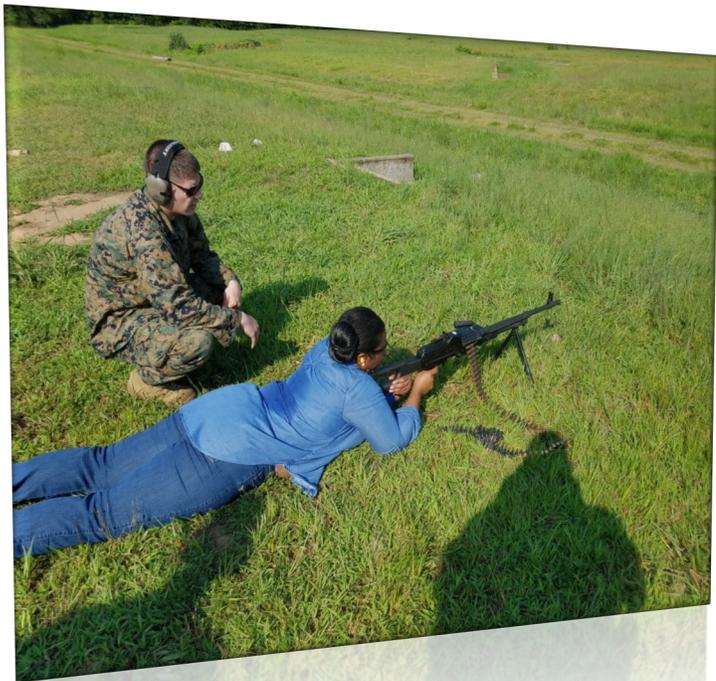
TECOM CONNECTION NEWSLETTER

A NEWSLETTER FOR THE TECOM WORKFORCE

INSPIRE. MOTIVATE. TEAMWORK.



MajGen William Mullen III and Chaplain Christopher Kneen executing Marine Corps Martial Arts Program sustainment training ensuring self-defense techniques stay sharp in the battles skills training (BST).



Terra Eiding (Editor) shooting a PKM Russian machine gun at the Weapons Training Battalion in Quantico, Virginia during a live-fire exercise.



Capt Snyder carrying SgtMaj Grigsby during combat physical training ensuring Marines are training in real life scenarios that may require a Marine to evacuate another. This is the "fireman's carry" in the battle skills training (BST).

Organizational excellence, we believe in sustaining engagement and motivation to the total workforce as a high performing diverse team.





OUR MISSION

The TECOM Connection is a command level quarterly newsletter that remains a cornerstone of our internal communication strategy. We strive to provide valuable information, engage the workforce, raise awareness and create meaningful dialogue. The TECOM Connection highlights professional development opportunities and training information for TECOM civilian employees and supervisors. TECOM Connection also aims to feature information for all TECOM employees, military and civilian, in order to enhance collaboration and communication across the workforce. We also hope to include professional articles written by TECOM employees to offer a venue to educate and promote discussion amongst the workforce on various professional topics. The newsletter promotes TECOM and its total workforce maintaining a balance between substantive and human interest articles.

INSIDE THIS ISSUE:

Commanding General's Corner	3
Final Command Events	4 - 5
MAGTE T&E Standards Division, T&R Working Group Observation	6 - 8
TECOM Featured Division (LLI)	9
TECOM Foreign Disclosure Program	10
Training Pages	11 - 12
Learning to Think and Think About Learning	13
Connections & Engagements	14 - 18
Battle Skills Test (BST)	19
Editor's Corner	20

COMMANDING GENERAL'S CORNER



To the Marines, Sailors, and Civilians in TECOM:

As we close out the PCS season and quickly move into the holiday months, I want to take a minute to thank each and every one of you for your flexibility and hard work in what you do for the Marine Corps every day. I also want to thank you for the efforts you have put into executing the guidance I issued after taking over. As you very well know, TECOM touches the entirety of the Marine Corps and its mission is probably one of, if not the most important of all the missions that the Corps must accomplish. Without TECOM and the work you do, our force would not be the well-trained, properly educated and lethal force that it is. However, we can and should always strive to be better because the world changes quickly and constantly and the status quo is never good enough.

The underlying theme in my guidance is change. How can we be better at what we do, provide better support to our MSCs, reduce inefficiencies, and streamline our processes so that the product we produce (our *Marines*) are the most effective and lethal Marines they can be. This is not to say that everything we do must change, but that as an institution, we need to take an objective look at how we do business and welcome required change without resistance because if we do not like change, we will like irrelevance even less. Some of these changes will be internal and more TECOM centric, while others will impact the entire Marine Corps. For example, we are leading a TECOM reorganization OPT to look at how we are organized and if it is the proper fit for what our mission has evolved to over time. We will also look at processes such as the T&R process to ensure that what we originally envisioned is actually being done AND is what needs to be done in order to prepare a unit for deployment. Both the training pipeline and education continuum will be examined to see if we are teaching the right things at the right schools/time and to the right audience. Fine tuning these processes will make significant and lasting impacts on the entire force.

While change in our processes, organizations, and strategies will in and of itself make TECOM a more effective HQ, the primary focus is very simple. We, as a profession of arms, must rethink what we learn and how we learn. The PME continuum must start the day a Marine steps on the yellow footprints (or earlier if possible) and continue until the day that Marine leaves our ranks. This continuum needs to be threaded throughout the operating forces, our school houses and distance learning centers, and most importantly practiced by each individual Marine on their own. Similar to the importance we put on Warfighting and MCDP-1, we must share that emphasis on learning. Which is why our number one priority is creating a draft MCDP on Learning, a doctrinal publication that forms the foundation of the “sea of change” for how Marines will learn and why it is important that they continuously do so. In support of this effort is task number two, the HOW to teach. TECOM’s focus is shifting from the industrial age to an information age model in how we select, train, and evaluate our instructors and our students. This requires a systematic review of our formal schools management process and relaxing the reins a bit in order to allow for creativity and out-of-the-box thinking within our schools while maintaining the proper standards.

Having sat in many seats within the TECOM Enterprise, I am excited to be here because I truly understand the importance of our work and how we effect ALL Marines. While I have my opinions on the things discussed above, I am open and eager to hear yours. You all have been a part of this team, whether for a couple of months or many years, and I welcome your insights. I invite you all to participate in our monthly luncheons where you can enjoy a meal with myself and the SgtMaj and which is an open forum to ask questions, express concerns, or share your own thoughts on the published guidance or anything else related to our organization. If not at the lunch, feel free to stop me while I’m out walking your spaces because I genuinely do want to hear from you.

Again, I appreciate your hard work and am excited to see how far WE can take TECOM.

Semper Fi,

 W. F. Mullen III



TECOM COMMAND FINAL EVENTS (2018)

Lunch with MajGen William F. Mullen III & Coffee with SgtMaj William J. Grigsby

Experience something different and attend one or both of these small group command level events. Discuss TECOM, sports, family and more. There's something for everyone and just an hour of your time. We know you're busy with work. Remember, you have a voice or just listen...simply introduce yourself, ask questions, state concerns/suggestions - if you have any.

1 Nov - CG Luncheon (Junior Marines Sgt & lower ranks, Civilians Marines GS9 and lower grades)

6 Nov - SgtMaj Coffee with Special Guest: Mr. Jeffery Bearor, Assistant Deputy Commandant, MRA

Send email to: terra.eidinger@usmc.mil

WHAT THEY'RE SAYING...



“...I found the event very educational as we don't have direct contact with the CG every day. It was good to see how he views the different issues and concerns we deal with from his level. Any opportunity to hear a senior leader perspective is very interesting in my view, but when our CG is hosting the event, it is especially valuable.” (Brian McGuire/Force Fitness, Branch Head)

“I want to thank Ms. Eidinger for her positive outlook while approaching me in regards to engaging with current events with the Commanding General/Sergeant Major. In taking her advice, I attended the "Coffee time" at the Marine Corp Museum with the Sergeant Major Grigsby. The atmosphere was comfortable, the company (other attendees) were settling and the conversations were "easy flowing". It was at this point in conversation that I realized I had more to contribute to these discussions than I had expected. I was able to participate and acknowledge that my position in the Command does impact and implement more than I had realized or been acknowledged for. I was also able to acquire the extra facts and plans within the command that were very much appreciated. In the end it was a pleasure and joy to sit with the Sgt Maj. I was able to learn more about his own beliefs/ stances within the command. I would like to add, this time was not misused and if you have not attended it is highly recommended. The coffee was also splendid!” (Robin M. Smallwood (Soto) G-1/Civilian Manpower Management Analyst)

“I relinquished my call sign, “Spartan” to Bill as he so superbly led this unit once more into the cauldron of battle in Al-Anbar.” I read that quote in a book co-written by Major General Mullen. This is the newly appointed Commanding General the Marines and civilians attending the luncheon on August 30, 2018 had a chance to speak with. For me personally, instead of asking him to fix a problem or issue, I wanted to know more about what he did in Fallujah and talk about the book he had written. Being the type of engaged leader he is, the General entertained all of my questions and then wanted to know more about me. We found that we both have family that live in Chicago, and then went on to speak about the city itself. During the luncheon, the General opened the floor for questioning. He made sure to actively listen to all questions, and then respond in a personal manner. You could tell that his answers resonated with the individual and crowd alike and I look forward to doing this again. I would be remised if I didn't also speak about SgtMaj Grigsby. The SgtMaj was also in attendance at the luncheon and provided the same kind of sincerity and understanding leadership style you get each time when speaking with him. SgtMaj Grigsby was a great addition to the luncheon and I was glad he was able to attend. As the Commanding General and SgtMaj of TECOM, both of these gentlemen have extremely busy schedules. That fact wasn't lost on anyone in the room and we all sincerely appreciated the time they took to share thoughts and answers with us.” (MSgt Jason P. Taylor/ TECOM ASB)

LUNCH WITH MAJOR GENERAL WILLIAM F. MULLEN III & COFFEE WITH SGTMAJ WILLIAM J. GRIGSBY



Testimonial from Carmen Cole...

“ I had many reasons not to attend but I thought if I didn't go the seat would be wasted or I had prevented someone else from attending so I had to go. The seating was open in a horseshoe style arrangement. You had no idea who was attending or who you would be sitting next to which provided an opportunity to make introductions with those sitting next to you while we had lunch. As lunch ended, we introduced ourselves and had the opportunity to ask random questions to the General. Questions ranged from, civilian and military personnel and how that balance is determined, safety requirements and scheduling, acquiring additional personnel with limited resources and managing the cost to payroll, and locations of Commands or sections and what's the right fit within TECOM. The General provided his insight to each question or statement and allowed others to comment as well. The final question was asked by the coordinator, Ms. Terra Eiding and one that I will leave for the reader to think about. How can we (TECOM) work smarter as a whole when we have so many generations in the work force (Silent Generation, Baby Boomers, Generation X, Millennials, and Centennials) and how does that affect communicating and use of technology? I believe it's about communication (are you listening) and being understood (is the message/training clear and concise) to all generations, one may get while another may not. Perhaps something to discuss within your office.

I'm glad I didn't let my work load stop me from attending. It was nice to meet other people in the command and learn of the capabilities they provide and how they might assist my mission. It also gave me the opportunity to be a part of a conversation that was not just about my work for a change. For those hesitant to attend the luncheon because it's MajGen Mullen, he is very personable, approachable, and listens, I highly recommend your attendance if you get the chance.” (Ms. Carmen E. Cole, Marine Corps JROTC, Operations/Instructional Branch Manager)

MAGTF T&E STANDARDS DIVISION

TRAINING & READINESS (T&R) MANUAL WORKING GROUP OBSERVATION BY TERRA EIDINGER, EDITOR



"I'm honored to take part in the ground readiness training program. I'm grateful for the professionalism and support for everyone at MAGTF T&E, Standards, Operations Branch." (Col W.N. Pigott, Deputy Director, Judge Advocate Division, HQ, Marine Corps)

On September 10 -12, 2018, I conducted several hours of observation on two different days covering the MAGTF T&E Standards Division (MTESD), Training and Readiness (T&R) Working Group (WG). In accordance with, TECOM COMMANDER'S GUIDANCE (July 2018) I felt compelled to observe MajGen Mullen's perspective on conducting a holistic review of the T&R process and gain more insight. The WG was held at the Logistics Services International (LSI) building in Quantico, VA. In order to make this T&R WG observation practical and helpful as possible, I had to go back in time. Essentially, I had to put on my training hat from my former Army Career Program -32/Training, Capability and Doctrine Developer intern training at U.S. Army Training and Doctrine Command (TRADOC). Conceivably, this observation qualifies me to exercise my prior learning. As I faded, into the back of the classroom being unobtrusive but focused on bringing awareness to the outstanding work our TECOM MTESD conduct to ensure our Marines are well-trained. Special thanks to Alyce Smith for keeping me informed regarding the itinerary during the T&R working group.

Background

The Marine Corps Ground Training and Readiness (T&R) Program has been in existence since 1995. The Ground Training and Readiness (T&R) manual program has grown tremendously, since the first publication (Tanks) in FY95. Currently, there are 54 ground T&Rs in circulation, which has increased the workload for Programs of instruction and how often that T&R manual working groups (Battle Rhythm) are conducted. This T&R working group was conducted to review and validate the occupational field's existing Service level training requirements and/or to create new requirements which will be based upon the Military Justice Act of 2016 which will take effect in 2019. Note - The previous T&R working group for the Legal Services occupational field was conducted in 2014.

Immediate Impact

Commanding General (CG), Training and Education Command (TECOM) establishes and manages the Ground Training and Readiness Manual Group (TRMG) terms of reference, identifying representation, roles and responsibilities for all vested stake holders and agencies within the Marine Corps.

Purpose of the T&R Manual

Combines multiple related tasks into a single concise, and measurable training standard. This approach to training reduces the number of tasks commanders at all levels are required to track. This system of progressive and ordered events minimizes redundancy and ensures training effectiveness.

- Marine Corps' primary tool for: planning, conducting, and evaluating training, and for assessing training readiness
- Contains collective and individual events all related to mission accomplishment
- Provides the foundation for entry level MOS training
- Not an "encyclopedia"
 - Identifies minimum standards Marines must be able to perform in combat
 - Core skills are the essential knowledge, skills, and attitudes that enable a Marine to perform in combat and qualify a Marine for an MOS (1000-level)
 - Core Plus Skills, combat focused knowledge, skills, and attitudes that are environment, mission, rank, or billet specific and are developed upon assignment to an operational unit (2000-level)

(cont'd page 7)

MAGTF T&E STANDARDS DIVISION

TRAINING & READINESS (T&R) MANUAL WORKING GROUP OBSERVATION BY TERRA EIDINGER, EDITOR

Meet the High-Performing Team

This is the first time ever for a “dedicated team” to conduct a T&R working group. This team consisted of the following: Mrs. Alyce Smith (Task Analyst), Mr. James Martin (Head, Future Operations Section, MTESD), and Mr. Michael Currie (Task Analyst) collectively maintains both Marine Corps/Army training experience spanning decades. I found their energy and respect levels outrageously positive with high doses of confidence and expertise. Previously, T&R WG’s were facilitated by only one analyst for the duration of the week. The way forward will be to continue with the team concept, allowing for as many as six personnel to conduct all pre, during, and post WG actions for each occupational community. This holistic process includes inputting into MCTIMS, OPFOR 30 day review preparation, and submitting of the T&R package for final approval/signature.

Colonel Gaines Ward, (Director, MTESD) introduction to the SMEs reinforced a “partnership” approach leadership style that set the tone for what was a successful and productive T&R working group as everyone combined their efforts to achieve a shared goal. Mr. James Martin introductory presentation followed Colonel Ward avoiding the typical “sage on stage” presentation style but more “freeform and conversational” which reinforced the team’s credibility. Mr. Martin knew the content and eagerly awaited questions with some well-articulated responses. Also, the SMEs were not provided the read ahead and most likely set the tone for undivided attention.

The introductory presentation provided the essential tools to impact the SMEs while developing awareness of their strengths/contributions. The overview presentation covered the following in a progressive and sequential order: T&R Standards Development, Marine Corps Task List/Mission Essential Tasks/Mission Essential Task List Development, Simulations Suitability Codes, T&R Chaining Structure, Purpose T&R Manuals, T&R Event Levels/Coding/Composition/Review/Validation, Systems Approach to Training and Working Group Outputs.



Subject Matter Experts (SMEs)

The SME selection, as the OPFOR and Supporting Establishment team responsible for reviewing/validating/creating training requirements, is based upon the terms of the TRMG and/or MOS identified by the occupational field advocate. The objective is to maintain small group of SMEs to ensure maximum collaboration by all. The following occupational field MOSs were represented at this specialized working group.

- 4402 – Judge Advocates (Officers)
- 4421 – Legal Services (Enlisted)
- 4422 – Court Reporters (Enlisted)
- 4430 – Legal Administrators (Warrant Officers)

More or less some points that were highlighted to the SMEs - the importance that the T&R manual is NOT a “teaching tool” or a dictionary: there is no set standard T&R, i.e., not cookie cutter as each occupational field is unique; everyone interprets the process differently; the facilitators ask for role clarification, to determine what is the task actually is that the SMEs perform; standards should measure how well the task was mastered. The SMEs brainstorming sessions were informative, and a delight to observe due to the plethora of Marine Corps legal knowledge demonstrated.

SME Testimonial

This was my third iteration of a T&R Working Group and this was by far the best one yet. This year, there were more task analyst on board to facilitate small groups and to collectively answer the many questions that tend to arise from groups that are unfamiliar with this process. The Task Analysts, Ms. Alyce Smith, Mr. Mike Curry and Mr. James Martin were extremely professional, knowledgeable and eager to assist the groups every step of the way. I recommend that future T&R Working Groups use this same collective format to maximize efforts, comprehension, and teamwork for the production of desired results.

Thurman B. Lawrence, MPA, PLS
Formal Schools Adviser/Academics Officer (MarDet Newport) Naval Justice School – Newport, Rhode Island

(cont'd page 8)

MAGTF T&E STANDARDS DIVISION

TRAINING & READINESS (T&R) MANUAL WORKING GROUP OBSERVATION BY TERRA EIDINGER, EDITOR

Breakouts/Findings

Imagine an audio-visual room, a scribe and laptop (side of the table), MTESD team members (in the back), SMEs (in the middle of the room) with a few high-calorie snacks and beverages within reach. No vulgar language, yelling, screaming but well-thought-out collaboration and respect among peers. As a matter-of-fact, the SMEs helped each other find their voice, share their knowledge and to continue to push forward to complete both collective and individual tasks. There were plenty of breaks to restore cognitive overload and get the group back on track. Continually, reinforced with the SMEs by the MTESD team members was - "What are you required to do daily in your job?" This reinforcement assisted in improving points when the cognitive flow paused.

The most commonly used verbs during this working group were "perform" and "conduct" based on the nature of the legal services MOSs daily tasks or billet assignments. Regarding verbs, the training team provided an approved list of verbs that promoted clarity, prevented duplication, and promoted application of sound training principles. A grand total of "thirty-two tasks" were deemed "obsolete" based upon the SMEs review. More importantly, an observation of Colonel Piogott, the senior occupational field SME present, was that he provided tremendous support to all involved through observations, questions and one-on-one interview with myself included.

Moving forward, Mr. Michael Currie proposed an excellent idea of videotaping as a method of capturing future T&R working groups. He states, "...it captures a history of changes and puts the fleet to the fire." Generally speaking, there are some pedagogical advantages such as intrinsic motivation and positive research findings that may support Mr. Currie's proposal.



Summary

The positive bridged team perspective was evident among the team members, SMEs, leadership interactions and group dynamics. This assisted them to remain focus on the T&R working group objective and purpose. Personally speaking, I would define the T&R events as "continuous improvement" through motivation of finding better ways of working together and improving results. During my observation time, it was vital to ground the observation specifically aligned to the TECOM COMMANDER'S GUIDANCE and comprehend the role and effect of T&R events. Overall, a good mix of complementary roles were present to avoid minimizing teams effectiveness. In addition to, good conceptual participation levels, interpersonal skills, brainstorming and authentic team work. The main takeaway is that TECOM MTESD's mission is to ensure "T&R events must ensure that Marines receive realistic training that stimulates wartime conditions. We train as we fight."

It is important to note the psychological safety aspect was evident. The team members and leadership created an atmosphere of trust and vulnerability without fear of embarrassment or rejection. Clear and present empathy of others – morale booster. Thank you, to Standards team for providing me a glimpse into your world and the extreme importance of T&R working groups.

Finally, sincere thanks to Col Piogott who proved imitation-worthy leadership and respect to me and others during my observation. He reflected the Marine Corps core values and operated from a place of positivity, respect and appreciation regarding my work as meaningful and I felt part of their work family. To Mr. Jeffrey Wolff, (AC/S G-1) for providing me the flexibility to pursue my creativity in concert to my role as Editor. I appreciate your positive response and trust, replying "Thanks, Terra. Have a great day!" when informed about my observation. And, to Mrs. Ronnie Parks (CWDT, Branch Head) thank you and much appreciation for allowing my creativity to rise to the surface despite the perils and demonstrating the importance of growing TECOM employees upward. Thank you all!

TECOM FEATURED DIVISION **Lejeune Leadership Institute**



The Marine Corps University's (MCU) Lejeune Leadership Institute (LLI) provides ethics and leadership training and education for Marines and Civilian Marines. Our mission is to facilitate the development of leaders that are firmly rooted in the Marine Corps heritage of selfless service, core values, and warfighting excellence.

The Marine Corps exemplifies, inspires and advances leadership excellence. LLI is charged to reaffirm that commitment by developing leaders that execute leadership qualities by growing the capabilities of others that will thrive in an evolving and complex world.

LLI is composed of a dedicated team of Marines and Marine civilians that are experienced in the fields of leadership, ethics, research, publishing, training and curriculum development to provide the following:

- CMC's Cornerstone—Commandership Program
- Executive Education Program (EEP)
- Commandants Professional Reading Program (CPRP)
- Marine Corps Civilian Leadership Development Program (MCCLDP)
- Marine Leader Development (MLD)
- Russell Leadership Conference (RLC)
- Ethics Training & Publications
- Commanders Spouses Workshop
- CMC Command Climate Survey (CCS)

In addition to the above responsibilities, LLI supports and acts on behalf of the Marine Corps as its service representative with DoD, federal, state, and local agencies in the area of leadership development. Leadership development expands the capacity of individuals to perform in leadership roles within organizations.

If you are interested in more information on each of the training opportunities offered send inquiry's to the organizational email is mcu_lli@mcu.mil. You can also visit LLI which is located at 3094 Upshur Avenue on Quantico.

TECOM FOREIGN DISCLOSURE PROGRAM BY KEVIN BARRY



Kevin Barry



The TECOM Foreign Disclosure Program started August 2011 with the signing of TECOM Order 5510.2 and the appointment of Mr. Kevin Barry as the Command Foreign Disclosure Officer (FDO). The program moved to the G-3/5/7 in March of 2017 to enhance coordination between the FDO, Visits Coordinator, and the Security Cooperation Manager.

Once the program was established there were many questions people had regarding the program. The two most common questions still today are “What does an FDO do?” and “What can the FDO do for me?” The FDO’s responsibilities vary, but they all tie into reviewing and approving military information for disclosure to foreign governments and their representatives. All military information that has not been approved for public release must be approved by an FDO before it is shared with foreign governments. When you are going to meet with a foreign national or representative and plan to share military information you are required to submit that information to the FDO for approval. This ensures there will be no unauthorized disclosure of information, especially Controlled Unclassified Information (CUI) and Classified Military Information (CMI).

There are many member of TECOM who believe unclassified information can be shared without review and approval by an FDO. Another misconception is sharing information with foreign nationals assigned to Marine Corps Organizations. The two most common programs where foreign nationals are assigned to Marine Corps units are the Personnel Exchange Program (PEP) and as a Foreign Liaison Officer (FLO). A PEP is a foreign national who is filling a Marine Corps billet and they work for the Marine Corps. There is typically a Marine doing the same in the PEP’s country. A FLO is completely different in that there is no one-for-one exchange and they do not work for the Marine Corps. The FLO’s are required to submit requests for information through their assigned contact officer who then will submit the request to the owner of the information or the FDO who has authority over that information.

There are three foreign disclosure training modules available on MarineNet; FDO1INTR01 Foreign Disclosure - Introductory Training, FDO2CTOF01 Foreign Disclosure - Contact Officer Training, and FDO3CMDR01 Foreign Disclosure - Commander Course.

The one thing everyone should remember is to contact the FDO before having any official interactions with a foreign national. For more information, you can go to the TECOM Foreign Disclosure site at <https://eis.usmc.mil/sites/tecomfdo/SitePages/Home.aspx> or contact Mr. Kevin Barry at kevin.barry@usmc.mil.

TRAINING PAGE

MARINE CORPS CIVILIAN LEADERSHIP DEVELOPMENT PROGRAM (MCCLDP)

BY CONSTANCE YELVERTON



Do you “GROW” thru life or “GO” thru life?

If you are interested in “**Growing**” or developing your leadership skills the Lejeune Leadership Institute’s (LLI) Marine Corps Civilian Leadership Development Program (MCCLDP) is dedicated to meeting your professional leadership development.

MCCLDP’s mission is to provide leadership development training opportunities that are comprehensive, continuous, progressive, and aligned with the DoD civilian leader competencies.

LLI’s leadership programs provide you with the tools to succeed. Our plan is to keep the program dynamic similar to the Marine Corps (MC) itself. We continue to grow civilian leaders to succeed today while preparing emerging leaders for tomorrow. Furthermore, we offer leadership development through a “Four- Tiered Approach” that is available worldwide to all MC civilian employees.

Four -Tiered Approach	
Tier 1	Online Leadership Courses Via MarineNet
Tier 2	Installation Leadership Training Opportunities
Tier 3	Leadership Development Seminars
Tier 4	Centrally Managed Program

Online leadership courses (**Tier 1**) are available on MarineNet under Professional Development Courses.

Installation leadership training opportunities (**Tier 2**) are initiated and managed by leadership development training coordinators at each installation.

Seminars are three days of leadership development (**Tier 3**) available to our civilian workforce worldwide offered locally. During FY18, Lead Self and Lead Teams seminars were provided at Hawaii, Miramar, 29 Palms, Camp Pendleton, Camp Butler, Albany, Camp Lejeune, HQMC and Quantico to approximately 1,200 Marine Corps civilians.

Centrally Managed Program (Tier 4) offers formal courses from the Graduate School USA, DON, and DoD organizations. Selection for participation is very competitive and grade level specific for eligible employees. Participation is managed by the LLI in coordination with your installation leadership development training coordinator.

POC: patricia.williams1@usmc.mil Phone: 703-784-2788

If developing your leadership skills is important to you, then seek out your installation leadership development training coordinator and get involved in the MCCLDP.

POC: constance.yelverton@usmc.mil Phone: 703-432-0486

The LLI is located in Bldg. 3094 Upshur Ave on the MC University campus, MCB Quantico.

TRAINING PAGE

EMOTIONALLY INTELLIGENT LEADERSHIP TRAINING



TECOM employees learned how to assess, develop and apply the emotionally intelligent competencies required for any leadership position during this 2 day course held on 8-9 Aug at Marine Corps University Warner Center.

Effective leaders come in all shapes and sizes, but a common characteristic is a high degree of what psychologists call "emotional intelligence." Research indicates that not only is *emotional intelligence more important than technical skills or traditional cognitive skills in shaping leadership effectiveness*, but an organization's success is *directly related to the emotional intelligence level of its leaders*. As the working environment continues to change, emotional intelligence skills become increasingly important in *determining who succeeds and who fails*.



Mrs. Ronnie Parks & Mrs. Stephanie Andrews
(G -1 Branch Heads)

TABLEAU TRAINING

TECOM Civilian Marine Supervisors, Mrs. Stephanie Andrews (Civilian Manpower) and Mrs. Ronnette Parks (Civilian Workforce Development & Training), attended four days of classroom training for “**Tableau Desktop Fundamental and Intermediate**”.

The purpose for Tableau skillsets are to increase the ability to identify TECOM’s current and projected Civilian Marine manpower requirements. Also, to gain ideas to create more visualization materials with identifying data to increase competency, proficiency, and training requirements and staff gap analysis tools within the TECOM enterprise. This course is designed for the beginner to the intermediate user in building a solid foundation in Tableau. The course is for anyone who works with data, regardless of technical or analytical backgrounds. You’ll learn how to navigate the product, examine core concepts/ techniques from creating visualizations to combining them in interactive dashboards.

At the end of Tableau class they now are able to:

- Connect, edit and save various data sources of Manpower Management, Work life and Training data.
 - Use the Tableau interface/paradigm to effectively create powerful visualizations.
- Create basic to complex calculations including basic arithmetic calculations, customs aggregations and ratios, date math, and quick table calculations.
 - Build complex calculations to manipulate and statistically represent our data using visualizations types such as, Cross Tabs, Geographic Maps, Heat Maps, Tree Maps, Pie Charts and Bar Charts, Dual Axis & Combo Charts with different mark types, Highlighter Tables and Scatter Plots
- Plus, learned more complex builder dashboards to share visualizations

They both agreed that “when it comes to elevating the leadership with the power of data, Tableau skills combines a laser focus on how they now see and understand data with the kind of clean - robust, scalable platform which is more efficient needed to run prepare for future strategic planning”. And that they were excited for the strategic training opportunity under the Analyst CO040412 I community and TECOM HQ.

Civilian Training Announcement 1st QTR FY 19 On-Site Training Course

- Financial Planning for First Term FERS Employees
- Marine Corps Acculturation Program (MCAP)
- New Supervisor Orientation (NSO)
- Position Description (PD) Writing Workshop for Supervisors and Managers
- Retirement, Benefits & Financial Planning for Late Career FERS Employees

Email for questions to:

SMB.HQMC.ARHB.TRNG@USMC.MIL
to contact the Organizational and Workforce
Management Section (ARHM) or call them
at 703-614-9088.

****NOT TECOM COURSES**



Learning to Think and Thinking about Learning

by LtCol Jeannette Gaudry Haynie, USMCR
PhD, International Relations

Six years ago, imbued with Marine Corps hubris, I started working toward my doctorate in International Relations at The George Washington University (GWU). I expected to succeed, having completed my various civilian and professional military education (PME) courses without trouble, and I anticipated that the PhD program would be challenging but doable. My coursework was dense and complex but interesting, and I enjoyed the subject matter. Writing assignments were tough but my grades were fine, so as I wrapped up my semesters of classwork and prepared for my comprehensive exams, I was not particularly worried.

A PhD comprehensive exam is meant to test a prospective doctoral candidate's mastery of the subject matter and relevant literature. Not only is it designed to test breadth and depth of knowledge, but it is built to test a student's ability to think both critically and creatively about the field. The comprehensive exam ("comp" for short) at GWU came in two parts, an eight-hour written exam followed by a one-hour oral exam. Both portions were graded and judged by a committee of senior professors from the department. To continue forward after classwork with a dissertation (and eventually, hopefully, with the degree), a PhD student must pass the comprehensive exam. If he or she fails it, one more chance is given. After a second failure, the student is removed from the program.

I failed mine. It was humbling. I had done everything that my peers had done – I had created massive study guides, written practice essays, joined study groups, and summarized hundreds of journal articles and academic texts. I thought I knew the material and felt that I had answered the essay questions well. The committee, after informing me of my failure, did little to allay my confusion, stating that I had failed to adequately "make it my own." Since the exams were only administered three times a year, I had four months to prepare for one final attempt. I wasn't actually the only member of my cohort – the students who had entered the program with me – who had failed, however. Within my peer group of about 15 students, four of us had failed. What made this observation noteworthy was that the four students who failed were all career military officers – the only ones in the program. None of the (mostly younger) civilian students had failed. All four of us were older and established in our careers, and all four of us were pretty worried. We had no clue what we were doing wrong: we knew the material cold, we understood the arguments, and we were analyzing the material. What more could we do?

Over the next few months, I frantically tried to figure out what I needed to learn to pass my comp. I wrote more essays, and the committee obligingly read them and offered feedback (most of it negative). I read constantly. I studied with classmates. Then, one evening, one of the professors cut me off. "Stop simply analyzing the literature or digging only one level deep," she emailed. "You know the material. Start *thinking* about it now. Move past the rookie analyses – tear into it, criticize it, make it your own. Really *think critically about it!*" I'd thought I was doing that all along. But I went back to my computer that night, and this time, I tried something different. Angry, frustrated, and tired, I pushed back at what I had been taught. I tore into one of the strains of realism that I'd always hated. I pulled out foundational arguments and picked them apart with arguments from the recesses of my consciousness that had until then only been the barest of suggestions borne from late-night readings. I didn't believe everything that I wrote, but I found the openings in the theory and blew them open, illustrating possibility with plausible real-world examples. I wrote five pages and shot the practice essay off on email.

Late that night, I got a brief reply. "YES! THIS is what we want to see!" my professor emailed back. "Now go refine it and think even more!" Long story short, having opened a door in my mind into critical thinking, a door that apparently hadn't been truly cracked through college, two graduate programs, and 17 years as a Marine officer, I passed my comps. Two of the other three military students did as well, having progressed down that same path with me. One did not, unfortunately, so he left the program. And in my opinion his knowledge base had been the deepest one of the four. Something struck me about the experience and the fact that the military students had failed but the others had not. Why had we failed? We had clearly learned the material, and I didn't think we were stupid. What were we doing wrong? An idea took shape, so I did an unscientific, small-N study. I polled my USNA classmates and looked up and down a cohort or two. A similar pattern emerged. Career military students were almost uniformly struggling with our comprehensive exams in graduate programs. We were all struggling to think. Was it something that we were learning in the military – something that made us more rigid, less flexible thinkers? Was it individualized, or was it institutionally taught? I began researching the encouragement and [instruction of critical thinking in the military](#), particularly in PME institutions. Given the tensions between military service – the ubiquity of regimentation, hierarchy, regulations, and standard operating procedures – and the development and growth of critical thought among humans, which flourishes with space, flexibility, and encouragement, could the current practice of military service slowly stifle critical thought?

Over the past few years, the more I researched, the more convinced I have become that military service itself is not to blame; [our current incarnation of that service is](#). However, scripted career paths, rigid promotion schedules, and a tendency to confine education and thought development primarily to isolated islands of classrooms can stifle cognitive growth in ways that limit the encouragement of critical and creative thinking skills. Instead, career paths should be structured to introduce elements of critical and creative thought earlier and then to reinforce these elements – and build on what is developed in PME – throughout a Marine's career.

The nature of the problems that we face today and will face in the future [will require leaders who can think critically and creatively](#) above all else. Our Warfighting philosophy demands it. Yet strategic leaders rarely spring fully formed at the general officer level. We must grow them. The tensions between our current structures of service and the development of critical and creative thinkers are primarily superficial, and we need to move through and past them. It is important, it is necessary, and above all, it is fun to unleash your mind.

Biography

LtCol Jeannette Gaudry Haynie, USMCR, is an AH-1W Cobra pilot by trade and a graduate of the U.S. Naval Academy. During her active duty service, she participated in multiple overseas deployments and served as an instructor in HMLA-369 and HMLA(T)-303. As a Reservist, she flew with HMLA-773 and served on the Joint Staff and in the Headquarters Marine Corps (HQMC) Strategic Initiatives Group. She earned her Master of Arts in Political Science in 2011 and her PhD in International Relations in 2017, focusing her research on the gender dimensions of conflict and terrorism. She is a Senior Fellow at Women In International Security and, as an adjunct professor at The George Washington University, has taught classes on International Relations and on Gender and Conflict. She has three children and is the creator and co-leader of the Outdoor Leadership Lab, a problem-solving, survival, peer leadership program for youth. She currently works for the Director of the Personnel Studies and Oversight office within HQMC.

CONNECTIONS & ENGAGEMENTS



G-1 Ready!

Over the next few pages, displayed are meaningful connections and engagements promoting and humanizing who we are as employees of TECOM. The importance of truly exercising work life balance into your life for a distinct separation of work and personal. It's essential to decompress and find pleasure in things outside the scope of the workplace.

Furthermore, employee engagement in various workplace events translates into workplace productivity and commitment including building solid and supportive relationships. Please continue to participate in workplace engagements and unite.

“Communication - the human connection - is the key to personal and career success.”

- Paul J. Meyer



IRELAND

Mike Blaine (G-3/5/7), Mission Assurance, Program Manager vacationed with his wife in Ireland.

Mr. Blaine and Tony (brother-in-law) on the Trump International Golf Course in Doonbeg, County Clare, Ireland.

Photo of the Cliffs of Moher, sea cliffs on the southwestern edge of the Burren region in County Clare, Ireland.



NYC & MIAMI

Terra Eiding, Editor (G-1, Civilian Workforce Development and Training) explored two big cities with my six year old, gifted daughter for the summer. We enjoyed the NYC Empire State Building and the Tony award winning Broadway musical show “*SpongeBob Square Pants: The Musical*”...and there were more adults attending than kids. Go figure!

During the Fourth of July, we spent some time in South Beach, Miami that included amazing Millionaire Row boat tour of mansions Gianni Versace, Julio Iglesias, Gloria Estefan, Janet Reno, Jennifer Lopez, Matt Damon, Madonna and more. The Flipper Dolphin show at the Seaquarium was great too!

CONNECTIONS & ENGAGEMENTS



CUNNINGHAM FALLS

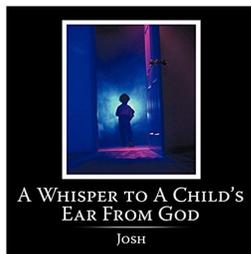
Kim Brooks, Jacob & Danee Bryant (G-6) hiking Cunningham Falls, in the beautiful Catoctin Mountains at Cunningham Falls State Park. Great day for families with children.



WEDDING

Hand fasting ceremony during the wedding of William E. Nelson (G6, Mid-Level Point Web Developer) to Katherine A. Byerly on 7 July 2018 at Immanuel Bible Church, Springfield, VA

(Photo by Robert Edward Snyder, Blue Moon Photography)



BOOK SIGNING BARNES & NOBLE

Manerva Walker (G-8) Financial Management Analyst and her son, Joshua the author of the "Whisper To A Child's Ear From God" participated in a book signing at Barnes & Noble in Springfield, Virginia. In the photo, TECOM colleague, Terrell Jacques and husband provided their support.

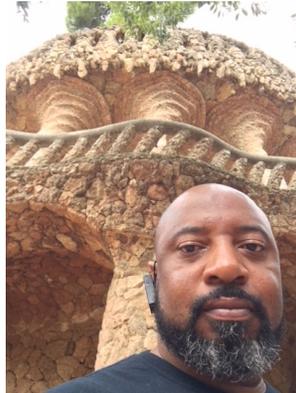


MIAMI

GySgt Connelly (G-1) Heading out to the 4th of July celebration.

A night out in South Beach, Miami.

CONNECTIONS & ENGAGEMENTS



BARCELONA, SPAIN

How about dinner?

Phillip Warren, MTESD explored the delicacy Octopus in Barcelona, Spain touring the Basilica De La Sagrada Familia and Park Guell, it was designed by the famous architect Antoni Gaudi, who believed the architecture should use natural as its model. The columns were inspired by trees and tornadoes.



CAMOUFLAGE FASHION

A different spin on career wear!

Amara Charles is sporting a casual camouflage outfit for the workplace.

Amara celebrated one year working at TECOM this September; and it has been a great learning experience thus far. I serve as a contracted consultant, under Plans, Policy, and Assessments. My team and I are presently assisting with the re-write of the TECOM Strategic Plan (TSP). My hobbies include: spending time outdoors with my husband and puppy, servicing my community through various beautification projects, and digging deeper into faith and personal development.



ORLANDO, FLORIDA

Rhonda Fortson (G-1) Civilian Workforce Development and Training with her grandson (Jackson) and daughter (Erin) at Disney World's "Mickey's Not So Scary Halloween Party".

CONNECTIONS & ENGAGEMENTS



FRIENDS & NEIGHBORS

Home with Terra Eiding (Editor, G-1) hosting my last summer kid's dinner/playdate gathering with our friends - wonderful Navy Seal family at my home. We reciprocate genuine love, support and friendship as emergency contact, field trips, parties, play dates, etc. The kids enjoyed my culinary prowess serving delish food, providing silly summer props and playtime in my front yard. The family's son and my daughter attended Kindergarten together last year and live down the street. Their loving Dad is preparing to depart for yet another Seal team training assignment. Fostering family-style dining...



RIKKI'S REFUGE

The 2018 Labor Day weekend provided some much-deserved rest and relaxation for TECOM members and their families. One such opportunity was the 2018 Rikki's Refuge Labor Day Tour! Rikki's Refuge in Orange County, Virginia, is a 450 acre, no-kill, all species peaceful sanctuary supported solely by donations of kind and loving individuals. The refuge is home to over 1200 animals of 22 different species, including but not limited to cats, dogs, sheep, goats, rabbits, pigs, emus, chickens, ducks, geese, a chukar, peacocks. Ms. Jeanne Chetnik, of the MTESD, Ground Standards Branch led an informative tour of the refuge's grounds and guided tour participants as they interacted with the numerous animals thriving at Rikki's. The heat index may have been hovering near 105 degrees, but this did not deter the fun had by all. The next event at Rikki's Refuge is a 20 year birthday celebration on October 13, 2018. If you love animals and enjoy the great outdoors Rikki's Refuge provides a perfect opportunity for outdoor, family fun while supporting a worthy cause. All are invited to the next outing and the animals look forward to meeting you! You can find Rikki's Refuge on Facebook.



Phoebe Hodge (Erick Hodge, GSB)



Vivian Dmochowski (Maj Dmochowski, GSB)



Phoebe Hodge & Mary Sue Dmochowski



Vivian Dmochowski

CONNECTIONS & ENGAGEMENTS

GETTYSBURG, PA



Lynette Blakey (G-1, Civilian Manpower) enjoyed traveling to Gettysburg, PA.

Gettysburg National Cemetery, Friend to Friend Masonic Memorial (A Brotherhood Undivided), Sachs Covered Bridge

BEAUTIFICATION AREA VOLUNTEERS ONLY

The TECOM CG and SgtMaj hosted an area beautification for the TECOM Headquarters. The goal is to provide a more professional appearance to our headquarters for ourselves and visiting personnel. Stay tuned for future announcements and please consider volunteering.



MARINE JUNCTION BATTLE SKILLS TEST (BST)



MAGTF (T&E)

**Training and Education Standards Division
(MTESD) won the relay race!**



Situation. As the service level proponent for the Battle Skills Test (BST) program and physical training the Commanding General (CG), Training and Education Command must lead the way and set the examples for all commanders within the Marine Corps.

Mission. TECOM Headquarters executes monthly BST training sessions that incorporate physical training IOT sustain skills common for all Marines.

On behalf of the G3/5/7 Col Pritchard, the action officer in charge of the event was Major Peter Klempay. All staff sections and divisions participated in the event that completed six of the 30 Battle Skills Training Tests annual requirements. This BST was conducted on 29 August 2018.

OCTOBER BST SKILLS WILL INCLUDE: Stand a Sentry Post, Visually Identify Indicators of IEDs, Communicate using Hand/Arm Signals, Operate a VHF Radio, Prepare for Combat, and Submit a Message

Source: LOI FOR THE TRAINING AND EDUCATION COMMAND PHYSICAL TRAINING AND BATTLE SKILLS TEST EXECUTION

EDITOR'S CORNER

Thank you to all the article contributors and command level event participants! Your support is so heartfelt...
Please continue to encourage other Marines and Civilians to participate.

“Rise Above The Fray and Achieve Excellence”

VOLUNTARY LEAVE TRANSFER PROGRAM (VLTP)

CHECK YOUR INBOX AND PLEASE PARTICIPATE...



Seeking Holiday Photos December Edition!

(How do YOU celebrate the holidays?)

Send to: terra.eidinger@usmc.mil

Under the voluntary leave transfer program, employees may transfer unused accrued annual leave for use by another employee who needs such leave because of a personal or family medical emergency. If you wish to donate your annual leave to the employees named in the attachment, go to this link www.opm.gov/oca/leave/HTML/formindx.asp and fill out one of the applicable forms:

- * OPM 630A, Request to Donate Annual Leave to Leave Recipient Under the Voluntary Leave Transfer Program (Within Agency). Use this form if you are currently serviced by the DFAS Cleveland payroll office; or
- * OPM 630B, Request to Donate Annual Leave to Leave Recipient Under the Voluntary Leave Transfer Program (Outside Agency). Use this form if you are currently serviced by other than the DFAS Cleveland payroll office. In block number 6, include the full address and zip code, point of contact to include phone number of the payroll office of your organization. Both parts A & B of this form must be completed.

If you wish to donate annual leave to an approved leave recipient, please deliver the completed form plus a copy of your latest leave and earning statement to the Human Resources and Organizational Management Office, located in the Pentagon, Room 2C253. You may also email to smb_hqmc_vltp@usmc.mil for further information.

MICROSOFT HOME USE PROGRAM (HUP)

As part of our Enterprise Software Licensing (ESL) Agreement with a Microsoft reseller, members of the U.S. Marine Corps (both uniformed and civilians - but *not* contractors) are eligible to purchase Microsoft products under the **Microsoft HUP**.

The **Office Professional Plus 2016** package is now available and includes: Word, Excel, PowerPoint, Outlook, OneNote, Access, and Publisher. Cost is \$9.95 to download or you may request a DVD by mail at additional cost.

Go to <http://www.microsofthup.com/>

Use Program Code: **3BA9CE3008You**

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Updated 14 June 2018; Effective through 31 May 2021

