

Transition Overview Facilitator Guide

Facilitator Overview:

Participants were provided a Transition GPS (Goals, Plan, Success) overview and orientation at their Pre-separation counseling appointment, it is still important for facilitators to re-emphasize all of the milestones and objectives for a participant's Pre-separation counseling to the point of separation or retirement. This should be a very brief introduction of what will be occurring over the next five days.

Procedures:

This module will be delivered at the beginning of the Transition GPS curriculum immediately after the senior leader welcome or service leader video, if one is available at the installation. It is intended to help participants understand the overall Transition GPS program, and the requirements necessary to meet Career Readiness Standards (CRS). It emphasizes the common connection points between the individual Transition GPS curriculum modules and clarifies deliverables associated with each module. The session may close with an explanation of the services offered at the local family service center.

Presentation Materials (Suggested):

(The following is a generic list of what may be needed for the week – it may vary by installation, facilitator and module.)

- Name tents
- Chart paper or dry-erase boards
- Writing utensils
- Colored or dry-erase markers
- Computer and projector or video monitor to support slide presentations
- Participant guides
- Additional resource information (flyers, brochures, business cards, signup sheets for classes, etc.)

Objectives:

Upon completion, participants will be able to:

- Describe all components of the Transition GPS program
- Identify ways to maximize participation in all Transition GPS curriculum modules
- Identify the common connections between all Transition GPS curriculum modules
- Identify CRS deliverables within each module
- Understand how to complete deliverables to meet CRS
- Identify resources available to address transition issues and challenges

Agenda:

- Welcome
- Transition GPS Overview
 - Pre-separation counseling
 - Resilient Transitions

- Military Occupational Code (MOC) Crosswalk and GAP Analysis
- Financial Planning
- Department of Labor Employment Workshop (DOLEW)
- Department of Veterans Affairs (VA) Benefits Brief I and II
- Additional Training Tracks
 - Entrepreneur Track – Boots to Business (B2B)
 - Accessing Higher Education (AHE)
 - Career Technical Training Track (CTTT)
- Capstone
- Opportunity to Join the Reserve Component
- Participant Assessment
- Family Service Centers
- Wrap UP and Next Steps

FACILITATOR NOTE: *This portion of the Transition GPS curriculum is intended to provide a program overview and highlight the benefits of preparing for active involvement in each module. A skilled trainer, well versed in the overall Transition GPS program, should facilitate the overview session.*

Welcome

- Facilitator Introduction – Use personal introduction
- Icebreaker – See “Appendix A” for suggested icebreakers
- Classroom Etiquette and Procedures: cell phones on silent, take phone calls outside the room, check in/out procedures, etc.
- Provide participants with the Transition GPS agenda for their installation and quickly go over each item – emphasize any items which may occur outside of normal hours
 - Know what additional or supplemental activities will occur during the week, (brown bag lunch, job fair, resource fair, etc.) that the participants may want to attend
- Individualize Transition Plan (ITP)
 - Ask if everyone has their ITP
 - Let them know the ITP would have been received during Pre-separation counseling.
 - Explain that the ITP will be used throughout the next five days as:
 - A personal pathway through transition
 - A source of information on supplemental tracks
 - An excellent place to take notes as new information is provided, such as identifying programs or agencies to explore at a later time
 - Explain that facilitators will refer to their TIP throughout the five-day curriculum, to provide time for participants to complete the relevant sections of the ITP.

FACILITATOR NOTE:

- *Have participants brainstorm to create the Classroom Etiquette and Procedures list (Having group participation in creating the list and procedures will create comradery among the group and promote self-monitoring.)*

- Allow participants five minutes to review the ITP and, if necessary, write their personal information.
- If space allows, provide a resource area where all flyers, brochures, information can be easily accessible. Be sure to refer to this area repeatedly during the week, especially if the information changes.

Transition Overview

Transition GPS (Goals, Plans, Success) is an outcome based curriculum with standardized learning objectives and tangible measures to ensure the service member is prepared for a civilian career. The outcome is to assist service members in meeting mandatory Career Readiness Standards (CRS). The CRS standards are the DOD's tangible measures of the service member's preparedness for a civilian career, regardless of their occupational field or military branch.

FACILITATOR NOTE: *Explain that as you speak about each module, the corresponding CRS within the module will be reviewed.*

TRANSITION GPS Modules

Pre-Separation Counseling:

MANDATORY FOR ALL SERVICE MEMBERS – Congress has directed the military Services provide each transitioning service member Pre-separation Counseling no less than 90 days before separation but optimally to begin between 12 and 24 months prior to separation or retirement.

The service member has earned valuable services and benefits, but can only take advantage of them if they understand which services and benefits they are eligible for and how to get them. All service members must be complete the Transition GPS program in order to separate from military service. A completed Pre-Separation Counseling Checklist (DD Form 2648 or DD Form 2648-1) is the proof that the counseling has been completed.

CRS: E-Benefits Account

FACILITATORS NOTE: *Query audience to ensure everyone has completed Pre-separation Counseling prior to attending the Transition GPS curriculum.*

Resilient Transitions:

An introduction to resources on transition-related issues including stress management, considerations for families, support systems, value of a mentor, and special issues that service members and their families may encounter as they prepare for post-military life.

Military Occupational Code (MOC) Crosswalk and Gap Analysis:

This module provides service members guidance on how to translate military skills, training, and experience into civilian careers. Each service member will participate in an

interest inventory or career assessment to determine a possible career and research this career to determine required skills and education. Upon completion of the research, the service members can document current skills, translate them into civilian terms and conduct a gap analysis between the identified skills and possible career after leaving the Service.

**CRS: Complete an individual assessment tool
MOC Gap Analysis**

Financial Planning for Transition:

Financial readiness is one of the cornerstones of managing a successful transition from the military. During this course, each service member will create a 12-month post-Service budget. It will also provide information and tools needed to identify post-separation financial responsibilities, obligations and goals. Ideally, service members will bring their most recent LES and bank statements, showing checking and savings account information and an overview of their expenditures and bills; some will provide approximated numbers or create a budget using fictional scenarios. The goal is to leave the service member with a basic understanding of their finances, or how to create a 12-month post-Service budget.

CRS: 12-Month Post-Service Budget

Department of Labor Employment Workshop (DOLEW):

MANDATORY FOR ALL SERVICES MEMBERS (but with specific exceptions) During this three day module, service members will learn about emerging best practices in career development; core skills and principles related to locating an opportunity; resume writing; and getting an interview and being selected as the best candidate. The workshop is focused around four main principles: developing and executing a job search plan; planning for success in a civilian work environment; creating resumes, cover letters and other self-marketing materials; and engaging in successful interviews and networking conversations. Explain to the service members that within the DOLEW participant guide, they will find the Gold Card, which is a CRS.

CRS: Resume and Gold Card

Department of Labor Veterans Affairs (VA) Benefits Briefing I&II:

MANDATORY FOR ALL SERVICE MEMBERS – Explain this module is actually two sessions, VA Benefits I&II, which is briefed by VA Benefits Counselors. VA Benefits I is designed to introduce service members to benefits they may be eligible for and connect them with available resources. VA Benefits II is designed to cover the VA Health Care portal, assist with enrollment in VA health care, and provide a demonstration of eBenefits. During this section a service member will be able to sign up for eBenefits if they have not previously done so.

eBenefits Registration: This is a joint DoD/VA web portal that provides resources and self-service capabilities to service members, Veterans, and their families, to apply, research, access, and manage their VA and military benefits. The CRS for VA Benefits I & II is for service members to have an eBenefits account, with password and log-on

information. Participants should have completed this step at their Pre-separation Counseling session.

CRS: eBenefits Account

Additional Training Tracks:

In addition to a core curriculum, Transition GPS includes two-day, goal-specific training tracks for transitioning service members seeking to enroll in college or graduate school, obtain a technical license or certification, or start their own business. They include the following:

Entrepreneurship – Boots to Business (B2B) – Offers information related to the benefits and challenges of entrepreneurship for service members pursuing self-employment in private or non-profit sectors, and teaches steps required for business ownership through the Small Business Administration's (SBA) "Boots to Business" course. Through this course, service members will have developed the initial components of a business feasibility plan. Additionally, they will be given the opportunity to enroll in an optional eight-week, online entrepreneurship course, which will help them complete a business plan and connect them with a successful business mentor to assist with the business start-up process.

Accessing Higher Education (AHE) – This track is designed for service members pursuing higher education and focuses on topics such as how to achieve academic success, research and compare institutions, align education to career goals, and finance higher education. After completing the AHE Track, service members will be prepared to complete an application to an accredited institution, schedule a session with a counselor from an academic institution, or meet individually with education counselors.

Career Technical Training Track (CTTT) – This track offers a unique opportunity to identify skills, increase awareness of training and credentialing programs, and develop an action plan to achieve career goals. Service members and spouses who attend the two-day Department of Labor Career Technical Training Track (CTTT) workshop will complete a personalized career development assessment of occupational interest and ability. This industry-standard assessment will present workshop participants with a variety of tailored job recommendations aligned with your interests and aptitudes, some of which are classified as "high demand" or "high growth" occupations. Participants will learn to utilize self-sustaining tools to narrow their career focus by establishing achievable career goals and development strategies. Workshop facilitators will guide participants through a variety of career considerations including labor market projections, education, apprenticeships, certifications, and licensure requirements.

CRS for AHE and CTTT:

- Complete an assessment tool
- Complete a comparison of institutions
- Complete an application or receive an acceptance letter
- Confirm one-on-one counseling with institution advisor or counselor

FACILITATOR NOTE: *Have the dates and locations of the next CTT, AHE, and B2B courses available in your area.*

Capstone:

MANDATORY FOR ALL SERVICE MEMBERS – This is for the Commander or their designee to verify a transitioning service member has met all CRS and has a viable ITP. The purpose is to evaluate a service member's preparedness to successfully transition for a military to a civilian career. If a service member requires or desires further assistance, a "warm handover" to the appropriate agency partner is given.

Opportunity To Join The Reserve Component:

Emphasize for participants the need to include in their career and education decision process an evaluation of options to continue their military Service through Reserve opportunities.

CRS: Documents demonstrating contact with a Reserve Component Recruiter (Active Component Only)

Transition GPS Participant Assessment:

At the end of each module, participants are requested to complete the Transition GPS Participant Assessment. As the facilitator, encourage all participants to complete the online assessment. Ways to encourage participation include: providing easy access by creating a quick link on the computer desktops, write out and display the link on a PowerPoint slide or at each station or desk. Most important, give participants time to complete the assessment during class.

Share the following information with participants:

- The assessment is completely anonymous, which is why demographic information is not stored and must be reentered for every module.
- Participants should only check the box for the module they just completed (recommend facilitators write the title of the module as it is listed in the assessment on the board, or displayed on a PowerPoint slide)
- Information is gathered and analyzed quarterly, comments are read and categorized and used during the curriculum review cycle to make improvements/updates based on service member feedback

FACILITATOR NOTE: *There are two documents on the DODTAP.mil website to help facilitators understand the assessment.*

- *Transition GPS Participant Assessment Screenshots: A PDF of screenshots the assessment in its entirety, to include demographic and knowledge questions*
- *Transition GPS Participant Assessment Facilitator Information Sheet: One page information sheet for facilitators*

Family Service Center

Provide a quick overview of the services provided at your installation.

Examples would include:

- Life skills training programs
- Counseling services
- Financial education programs
- Career development and resource center
- Parenting classes
- Information and referrals to assist with identifying alternative resources

FACILITATOR NOTE: *Provide information on local services and resources. American Job Centers (AJC) will be covered during DOLEW, but may be mentioned here using the local name.*

Recap

Facilitator should discuss the key points of the overview

- The next five days will give service members an overabundance of information, which can be overwhelming
- Come to class prepared to be engaged and ready to receive the information
- Information is necessary for service member to achieve a successful transition from military service
- At its core, service members must meet **Career Readiness Standards** prior to separation/retirement.

FACILITATOR NOTE: *To close out the module, ask participants a few questions about what was just referenced:*

- *Name a CRS*
- *What do you need to bring to class?*
- *What is the primary roadmap and master notes page for the Transition GPS process? (Answer – ITP)*
- *What is the importance of the ITP? Why should they bring it to class every day?*

Ice Breakers

Dyad or Triad Introductions:

Materials: None

Facilitator Prep: Write questions on the board or PowerPoint slide.

Directions:

Divide class into groups of two or threes sitting near each other. Explain they will have five minutes to speak to each other and find answers to the questions written on the board. When time is called, each participant will introduce the other/s in their group.

If using a group of three, one can introduce everyone else.

Possible Questions (Pick between two to four questions to be answered):

- ❖ Name
- ❖ Current military MOS
- ❖ Desired career field
- ❖ Desired location after transition
- ❖ Random questions:
 - How much coffee have you had today?
 - What animal would you be?
 - Adjective that begins with the same letter as your first name
 - Favorite – dessert, candy, drink, food, vacation destination, etc.

Snowball Fight:

Materials: Full or half sheets of paper for everyone in the room, writing instruments.

Facilitator Prep: Write five questions on the board or on a PowerPoint slide – numbered one through five.

Directions:

Give everyone a piece of paper and have them write a number from one through five. It is the facilitator's choice if the questions are written on the board before giving the instructions to write the number, or after. Everyone crumples up their paper and are given one minute to throw the 'snowballs' around the room. When time is called, make sure everyone has a paper. If possible, have the class stand in a circle so everyone can be seen. Have them say their name and answer the question which corresponds to the number on the paper they are holding.

Alphabetical or Birthday Location:

Materials: None

Facilitator Prep: Intro questions written on the board or PowerPoint slide

Directions:

Instruct participants to line up alphabetically, by first name or by birth month/day; go down the line and have them introduce themselves answering the questions on the board. (See questions above: for birthdate, “what was one present you received for your birthday?” or “what is the most memorable present you ever received?”)

Little Known Fact:

Materials: None

Facilitator Prep: Write the script on the board

Directions:

Unscripted Version: Write the questions on the board you want participants to answer, with the last being, “Tell one little known fact about yourself.”

Scripted Version: Participants stand and introduce themselves, using the script written on the board.

Sample Script: “Hi, my name is _____, and in the military I am a _____. When I separate/retire I want to live _____. One little known fact about me is _____.”

Common Denominators:

Materials: Small pieces of paper, pencil/pen

Facilitator Prep: None

Directions:

Divide participants into groups of four to six. As a group they must come up with three things they all have in common. This will work best if the facilitator puts parameters on the things in common, for example, a list of things it cannot be: male, female, short, tall, military. Give the groups five minutes to come up with their items. Ask for a group spokesperson to introduce everyone, and state their common denominators.