

Transition Overview Facilitator Guide

Facilitator Overview

Although participants were provided a Transition GPS (Goals, Plan, Success) overview and orientation at Pre-separation Counseling, it is still important for facilitators to re-emphasize all of the milestones and objectives for the time period between Pre-separation Counseling and separation or retirement from the military. This should be a brief introduction (30 minutes) of what will be occurring over the next five days.

Procedures

This module will be delivered at the beginning of the Transition GPS (TGPS) curriculum. It is intended to help participants understand the overall TGPS program and the requirements necessary to meet Career Readiness Standards (CRS). It emphasizes the common connection points between the individual TGPS 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.

Objectives

Upon completion, participants will be able to:

- Describe all components of the TGPS program
- Identify ways to maximize participation in all TGPS modules
- Identify the common connections between all TGPS 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 Overview
 - Pre-separation/Transition Counseling (occurs before Transition Overview)
 - Resilient Transition
 - Military Occupational Code (MOC) Crosswalk and Gap Analysis
 - Financial Planning for Transition
 - Department of Labor Employment Workshop (DOLEW)
 - Department of Veterans Affairs (VA) Benefits and Services
 - Additional Tracks
 - Accessing Higher Education Track (AHE)
 - Career Exploration and Planning Track (CEPT)
 - Entrepreneur Track – Boots to Business (B2B)
 - Capstone
- Continuum of Military Service Opportunity (Active-Component Only)
- Participant Assessment
- Family Service Center
- Wrap Up and Next Steps

FACILITATOR NOTE: *This portion of the TGPS 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 TGPS program, should facilitate the overview session.*

- Facilitator Introduction—Use professional 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 TGPS agenda for their installation and quickly go over each item. Emphasize any items which may occur outside of normal hours.
- Additional or supplemental activities for participants may occur during the week, (brown bag lunch, job fair, resource fair, etc.).
- Individual Transition Plan (ITP)
 - Ask if everyone has the ITP they 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 additional 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 ITP throughout the five-day curriculum and 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, and information can be easily accessible. Be sure to refer to this area repeatedly during the week, especially if the information changes.

Transition Overview

FACILITATOR NOTE: *Inform participants that CRS will be noted as the modules are explained. Not all modules have CRS.*

Pre-separation/Transition Counseling

MANDATORY FOR ALL SERVICE MEMBERS – Service members should have completed pre-separation counseling; query the audience to ensure everyone has completed this step prior to attending TGPS.

Transition GPS (TGPS) 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 are the Department of Defense's (DoD) tangible measures of the Service member's preparedness for a civilian career, regardless of their occupational field or military branch.

Resilient Transition

Resilient Transition is 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

The MOC Crosswalk and Gap Analysis demonstrates how to translate military skills, training, and experience into civilian credentialing appropriate for civilian jobs. Service members will document their military career experience and skills; translate their military occupation experience to civilian sector occupations and skills; and identify any gaps in their training and/or experience that need to be filled to meet their personal career goals.

CRS: Complete an individual assessment tool in support of the ITP. Verify a completed MOC Gap Analysis or provide verification of employment.

Financial Planning for Transition

Financial Planning for Transition builds on the financial training provided during the Military Life Cycle (MLC) and helps Service members understand how transition will impact their financial situation by discussing the change in income, taxes, healthcare costs, new expenses, and other financial changes related to transition. Online tools are used to calculate the military-to-civilian income equivalent and to research the cost-of-living for at least two geographical locations. Throughout the course, Service members will have the opportunity to develop or update a spending plan.

CRS: Prepare a post-separation budget.

Department of Labor Employment Workshop (DOLEW)

MANDATORY FOR ALL SERVICES MEMBERS (with specific exemptions)

The DOLEW is designed to lay the foundation of the transition from military to civilian life. The workshop helps participants develop a resume, conduct career research, prepare for networking and interviewing events, and ultimately secure meaningful employment.

The course is organized around four basic principles of getting a job.

1. Think like an employer. You must think like an employer and understand the factors that make employers and their organizations successful.
2. Identify your skills. You will need to identify your skills that can contribute to the success of both the business you are targeting and the individual hiring decision makers who determine if it makes sense to offer you a job.
3. Discover, research and connect. You will need to discover, research, and connect with networking contacts and employment opportunities that are a good match for your skills and interests.
4. Develop and deliver self-marketing messages. You will need to develop and deliver effective, targeted, self-marketing messages that will convince civilian hiring decision makers to hire you.

These principles are the underlying structure of this workshop. By carefully applying each principle, participants will be poised for success during their transition and throughout their job search.

CRS: Complete a resume or provide verification of employment in support of the ITP.

Department of Veterans Affairs (VA) Benefits and Services

MANDATORY FOR ALL SERVICE MEMBERS - Redesigned in 2018, this 6-hour brick-and-mortar program is an interactive and engaging briefing designed to enable transitioning Service members (TSMs) to make informed decisions regarding the use of VA benefits. The program supports each TSM to better understand VA benefits and programs based on their needs and where they are in their transition journey. It is designed around the understanding that no two transitions are the same. Each module builds upon the prior modules and highlights real stories and examples from Service members who have already transitioned from military to civilian life. Critical areas covered include: disability benefits and compensation; memorial and burial benefits; education and economic support; housing benefits; and healthcare options, including both physical and emotional health needs.

CRS: Register on eBenefits.

Additional Training Tracks

In addition to the core curriculum, TGPS includes three, two-day training tracks for transitioning Service members who plan to either enroll in higher education, conduct career exploration, or start their own business. They include the following:

Accessing Higher Education (AHE) - Assists Service members in identifying the higher education requirements that support their personal career goals. The two-day workshop is divided into four topic areas: choosing a program of study, selecting an institution of higher education, exploring funding sources, and navigating the admission process. This workshop is beneficial for both Service members attending college for the first time and those applying to graduate school programs. Throughout the workshop, Service members will have an opportunity to conduct research as each topic is explored and complete a College Comparison Chart with at least two institutions of higher education.

Career Exploration and Planning Track (CEPT) - Formally the Career Technical Training Track (CTTT), this workshop 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 (DOL) CEPT workshop will complete personalized career development assessments of occupational interest, aptitudes, and work values. These assessments will present workshop participants with a variety of tailored job recommendations aligned with their interests and aptitudes, some of which are classified as "high demand" or "high growth" occupations.

Participants will learn 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 CEPT: Complete a comparison of higher education or technical training institution options.

Entrepreneurship – Boots to Business (B2B) – An "Introduction to Entrepreneurship" course provides participants with an introductory understanding of business ownership. The course provides an overview of entrepreneurship and applicable business ownership fundamentals. Participants are introduced to the skills, knowledge, and resources they need to launch a business.

After completing the "Introduction to Entrepreneurship" course, participants can elect to further their study through online courses such as B2B: Market Research, B2B Business Fundamentals, Special Topic Tracks, or B2B: Revenue Readiness.

B2B and B2B Reboot participants are also encouraged to take advantage of the many resources and services offered by the Small Business Administration (SBA) and its

partner network, including Veterans Business Outreach Centers, SCORE, Small Business Development Centers, and Women's Business Centers.

FACILITATOR NOTE: *Announce the dates and locations of the next AHE, CEPT, 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 from a military to a civilian career. If a Service member requires or desires further assistance, a "warm handover" to the appropriate partner agency 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: Provide documents demonstrating contact with a Reserve Component Recruiter (Active-Component Only).

Transition GPS Participant Assessment

At the end of each module, encourage participants to complete the TGPS Participant Assessment. Some ways to encourage participation include: providing easy access by creating a quick link on the computer desktops or write out and display the link on a PowerPoint slide or at each station or desk. Most important, give participants adequate 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, and comments are utilized 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.*

- *TGPS Participant Assessment Screenshots: A PDF of screenshots showing the assessment in its entirety to include demographic and knowledge questions*
- *TGPS 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 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 and location.*

Wrap Up and Next Steps

Facilitator should discuss the key points of the overview:

- Service members may feel overwhelmed by the overabundance of information provided during TGPS.
- Service members need to come to class prepared to be engaged and ready to receive the information.
- Accurate information is critical for a Service member to achieve a successful transition from military service.
- 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 TGPS process? (Answer – ITP)*
- *What is the importance of the ITP? Why should you 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 three persons 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, have them rotate so everyone has an opportunity to do an introduction.

Possible Questions: Pick two-to-four questions to be answered.

- ❖ Name
- ❖ Current military MOS
- ❖ Desired career field after transition
- ❖ Desired location after transition
- ❖ Random questions:
 - How much coffee have you had today?
 - If you were an animal, what would you be?
 - Adjective used to describe you 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 (numbered one through five) on the board or on a PowerPoint slide.

Directions: Give participants 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 is 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: Write five introduction 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. (If using birthdate as the method of ordering participants, you want to use "What was one present you received for your birthday?" or "What is the most memorable present you ever received for your birthday?" as an introduction question.

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 people. As a group, they must come up with three common characteristics. This will work best if the facilitator puts parameters on the factors they can use by providing a list of items it **cannot** be: male, female, short, tall, or 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.