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Subj: GROUND TRAINING AND READINESS PROGRAM MANUAL

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Encl: (1) Ground Training and Readiness (T&R) Program Manual

1. <u>Purpose</u>. To promulgate the requirements and establish procedures governing the development and sustainment of training standards for United States Marine Corps ground personnel and units to implement reference (a).

2. Cancellation. NAVMC 3500.106.

3. <u>Scope</u>. Highlights of major training and education planning considerations included in this Ground T&R Program Manual are as follows:

a. Modernized the Ground T&R review process by formalizing the phases of the review and leveraging the use of an online collaboration environment.

b. Updated T&R policy to require event elements to be derived from and linked to doctrine and reference publications. This also enables review and validation of doctrine, references, and training publications during the T&R process.

c. Replaced the billets of task analyst with Training & Education Integrator to accurately portray billet responsibilities and to amplify the importance of integrating training and education requirements throughout the force.

d. Established syllabus to support essential billets, sustainment training, and managed on-the-job training.

e. Added policy for the incorporation of learning aids into the $\ensuremath{\mathsf{T\&R}}$ manuals.

f. T&R policy is written to standardize training, assessments, evaluations, and readiness reporting when required.

g. T&R manuals reviewed based on a service prioritized battle rhythm and aligned with the Mission Essential Tasks and Mission Essential Task List review process.

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h. Established new process that delegates the approval authority of non-resource impacting changes to T&R events to streamline the approval of changes to T&R manuals.

4. <u>Information</u>. Recommended changes to this Manual should be submitted via the appropriate chain of command to: Commanding General, Training and Education Command, Policy and Standards Division (C 466) using standard naval correspondence or authorized tasking system.

5. Command. This Manual is applicable to the Marine Corps Total Force.

6. Certification. Reviewed and approved this date.

CRAPAROTTA

Commanding General Training and Education Command By direction

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CHAPTER 1

MARINE CORPS GROUND TRAINING AND READINESS PROGRAM OVERVIEW

1. <u>Ground Training and Readiness (T&R) Program</u>. The Marine Corps must be trained to meet the demands of rapidly evolving future operating environments. The Ground T&R Program is the fundamental tool for commanders to design, implement, maintain, and assess effective training programs. This manual provides the policy and procedures for the development and standardization of all United States Marine Corps Ground T&R manuals to integrate training requirements into the training and education (T&E) continuum. The Ground T&R Program has been improved to provide an enhanced T&R manual by utilizing an online collaborative environment (OCE) enabling live and interactive content, fostering greater community involvement, and incorporating a new syllabus initiative to better address sustainment and managed on-the-job training (MOJT). This program has been redesigned to produce more relevant, flexible, and agile T&R manuals.

2. Ground T&R Manuals

a. T&R manuals are developed in support of the Marine Corps structure defined within Marine Corps Reference Publication 1-10.1 Organization of the United States Marine Corps. The standards established in T&R manuals are validated by subject matter experts (SMEs) and are approved by the Commandant of the Marine Corps (CMC) to maximize combat capabilities for core and assigned Marine Corps Tasks (MCT) and mission essential tasks (MET) while conserving resources. T&R events are based upon specific requirements and performance standards to ensure a common base of learning and depth of combat capability. T&R manuals are the primary mechanism to institutionalize service prioritized inputs into the T&E continuum, and serve as the focal point for solidifying changes to the T&E continuum, see figure 1-1.



Figure 1-1.--Primacy of T&R Manuals.

b. T&R manuals are developed using data from current references. The information used to develop and update T&R manuals must be valid and

relevant. The specific linkages to doctrine and training publications and references are the foundation for all event development, allowing T&R manuals to serve as the primary-source document for T&E development.

c. T&R manuals are the critical conduit to the broader T&E continuum. To improve on legacy manuals, enhanced T&R manuals are living documents, perpetually refined based on changes to the operational environment. Interactive content facilitates the connection of standards to doctrine and training publications, MCTs, and learning aids, creating a usable manual throughout the learning environment.

d. <u>Ground T&R Manuals Structure</u>. T&R manuals provide the framework for the structure, organization, execution, assessment, evaluation, and tracking of ground community training. Training will be progressive and realistic in nature. Demonstrated mastery of individual training events enable units to come together as collective groups to accomplish MCTs. The T&R manual construct is standardized, but may be adjusted based on community requirements. Ground T&R manuals consist of multiple chapters and appendices:

(1) Chapter 1 provides communities with an overview of unit training information as it applies to the total force.

(2) Chapter 2 identifies the MCTs for the respective community, units' mission essential task list (METL), and evaluation coded events.

(3) Chapter 3 and subsequent chapters contain collective and individual training events. Chapters are ordered from the highest-level collective to individual training events.

(4) Appendices include acronyms, terms and definitions, and when applicable, simulation tables, range information, and ordnance tables.

e. <u>Syllabus</u>. A syllabus is a T&R standards-based inventory of core competencies, expressed as a comprehensive portfolio of T&E support materials to complement essential billet training and education. The syllabus is part of the T&E continuum for the essential billet and provides commanders with better resources to train, educate, and evaluate a qualified billet holder. It also provides leaders with Service-level minimum standards and resources to support MOJT, sustainment, and skills progression training.

3. <u>Ground T&R Process</u>. The T&R manual process, as depicted in figure 1-2, is designed to ensure Marine Corps requirements are effectively institutionalized throughout the T&E continuum. The process will ensure T&R manuals are aligned with service priorities and establishes training standards for mission essential tasks by conducting T&R manual reviews in conjunction with METL reviews. Community participation in the development, review, and validation of T&R manuals is vital to provide accurate doctrinal based training standards. The T&R manual process is a phased approach; however, it is flexible and manuals will be updated as required.

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Figure 1-2.--Ground T&R Process

a. Phase Zero: Training and Readiness Analysis. Phase 0 is an objective and structured analysis to identify gaps for a focused and prioritized review of a T&R manual. The analysis provides input into subsequent phases.

b. <u>Phase One: MET/METL Design</u>. Combat Development and Integration (CD&I) is the office of primary responsibility (OPR) and leads the MET/METL workshop. The desired outcome is an approved unit METL that is the primary basis for T&R development.

c. <u>Phase Two: T&R Development</u>. The Training and Readiness Manual Working Group (TRMWG) develops timely, relevant, and accessible manuals for approval by Commanding General (CG), Training and Education Command (TECOM) to serve as a foundation for learning, assessments and evaluations, standardized training, readiness, and naval integration.

d. <u>Phase Three: T&R Implementation</u>. T&R implementation occurs through unit training design, individual and collective training, and the creation of formal training and syllabi.

e. <u>Phase Four: T&R Evaluation</u>. Training and readiness evaluations are conducted during the execution of Service Level Training Exercise (SLTE), operations, exercises, unit training, and individual training. With T&R events as the basis, evaluations are injected into the T&R process in order to reverse negative trends and improve the training and education continuum.

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4. Ground T&R Program Utilization

a. T&R manuals serve as the primary source document, providing a tool to design logically sequenced training and to determine combat readiness based on training evaluated against a published standard. More than just a list of tasks to be trained, tasks are chained into executable training events incorporating individual and collective training standards for all participants. T&R manuals provide a building-block approach to training with a focus on performance measured against established standards. T&R events shall be trained to and evaluated on regularly defined intervals to ensure both currency of training and proficiency of combat skills both for individuals and for the unit as a whole. Regularly evaluating and reporting on performance against the established standards enables commanders to assess and compare readiness and to justify resourcing to support the generation of readiness.

b. Online Collaborative Environment (OCE). TECOM is transitioning T&R manuals to an information age model through the utilization of an OCE to create living and interactive T&R manuals. The OCE creates a venue to train and educate; plan and evaluate training; and write, analyze, review, and validate T&R events. Inherently, the OCE is a perpetual forum for T&R refinement and modification that is responsive to changes in the operational environment such as force design, emerging concepts, and integrating lessons learned. The OCE creates a more efficient feedback loop to align efforts throughout the process. Additionally, the OCE facilitates maximum participation across the Fleet Marine Force (FMF) and the supporting establishment by reducing time zone and fiscal restraints on the review process. The OCE creates a forum that facilitates continuous debate, idea sharing, and learning. This forum also captures discussion and background information to facilitate improved learning analysis that is not solely reliant on course content review boards and formal learning centers.

c. $\underline{\text{TECOM Training Policies}}.$ The T&E continuum is governed through a series of orders and directives.

(1) <u>MCO P3500.72A - Marine Corps Ground Training and Readiness (T&R)</u> <u>Program</u>. Establishes service-level policy for Marine Corps Ground Training and Readiness program.

(2) MCO 1553.3B - Unit Training Management (UTM) Program. Policy for use by all elements of the Marine Corps Total Force to analyze mission requirements and design, develop, implement, evaluate, and report individual and unit training.

(3) <u>NAVMC 1553.1A - Marine Corps Instructional Systems Design/Systems</u> <u>Approach to Training and Education Handbook</u>. Establishes procedures and business rules for the application of the Marine Corps Instructional Systems Design/Systems Approach To Training and Education process to formal school curriculum development and unit training management for the FMF.

(4) <u>NAVMC 1553.2C Formal School Management Policy</u>. Provides management policies and procedures for the establishment and operations of Marine Corps formal schools and training detachments.

(5) <u>MCTP 8-10A Unit Training Management Guide</u>. Assists unit commanders and their staffs in the preparation of unit training programs. It provides a background on the philosophy, principles, and policies of the

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Marine Corps training management system. It also provides guidance on how to support and evaluate training plans.

(6) <u>MCTP 8-10B How to Conduct Training</u>. Provides guidance to assist units on how to conduct Marine Corps training. This publication deals primarily with the training implementation phase. It also explains how to carry out the fundamental procedures of the unit training program and how to control a period of training using performance to test training methods.

CHAPTER 2

UNIT LEVEL READINESS

1. <u>Ground T&R Program and Unit Level Readiness</u>. The Ground T&R Program is the foundation for a comprehensive, capabilities-based training system that provides combat capable cohesive units and leaders to FMF commanders. Figure 2-1 below identifies capabilities-based training requirements for Ground T&R manuals. T&R standards are built to facilitate the accomplishment of Marine Corps Tasks (MCT) and commanders' METs. Reference (b) defines unit readiness as the ability to provide capabilities required by the Combatant Commanders to execute their assigned missions. This is derived from the ability of each unit to deliver the outputs for which it was designed. Unit training is a component of overall unit readiness.



Figure 2-1.--Capabilities-Based Training Requirements

2. <u>Marine Corps Task List (MCTL)</u>. MCTs provide the standardized, doctrinally based lexicon of common language tasks for use by units and installations. MCTs make up the MCTL. The MCTL is the authoritative comprehensive task list of all Marine Corps capabilities. The MCTL is used in the development of core, assigned operation, and named operation METs. These METs in turn are used by units to gauge and report operational readiness for combat missions, contingency operations, and support to the war fighter. The MCTL itself is derived from the Universal Joint Task List (UJTL). In rare circumstances, the UJTL can be used as a source of specific tasks when no appropriate MCTL task exists. MCTL tasks are not unit specific; a commander must develop refined conditions and standards pertinent to their unit and reflect them in his/her METL.

3. <u>Mission Essential Task (MET)</u>. A MET is an externally focused action, process, or activity (task) deemed critical to mission accomplishment. METs are the foundation for developing training requirements that support training readiness within ground T&R manuals. METs are used to report a unit's training readiness within Defense Readiness Reporting System - Marine Corps (DRRS-MC), in accordance with (IAW) reference (b). There are several different classifications of MET:

a. <u>Core METs</u>: These define the basic capabilities of a unit. Each Core MET originates from the MCTL and is evaluated and approved by Deputy Commandant (DC), CD&I. Core METs are standardized for all units of the same type and are used to develop the community's T&R manual.

b. <u>Core Plus METs</u>: These are additional METs that may be assigned to a unit by Higher Headquarters. Core plus capabilities are advanced unit capabilities that are environment, mission, or theater specific. Core plus capabilities may entail high-risk, high-cost training for missions that are less likely to be assigned in combat. These METs have traditionally been developed to support named operations. They are also often used for units that regularly gain attachments to deploy as part of a task-organized unit (i.e. Marine expeditionary unit (MEU).

c. <u>Assigned Mission METs</u>: These METs are assigned to units by Marine Force (MARFOR) Commanders. Like core plus, this may occur when a unit must prepare to participate in a specifically named operation, known as a named operation MET (i.e., Operation Enduring Freedom). Additionally, they can be assigned when a unit has a role in a major operation plan or concept operations plan. Unlike core plus, these METs can include tasks not ordinarily expected of the unit. However, these METs are typically in concert with core METs of a unit with refinements/variations in the conditions and standards specific to the OPLAN/CONPLAN or operation.

4. <u>MET Performance Standards</u>. Performance standards are associated to each MET to allow a commander to distinguish among varying levels of task capability. They quantify the training standard required to produce the output of the action, activity, capability, together with the resources necessary to produce those outputs under the task's conditions.

a. Personnel. Personnel standards measure the personnel required to produce the required task outputs under the selected task conditions.

b. Equipment. Equipment standards measure the equipment required to produce the required task outputs under the selected task conditions.

c. Training. Training standards measure the training required to produce the required task outputs under the selected task conditions. They are used in DRRS-MC to assess the training required for the task, and are used as a factor in the calculation of the percentage of METs trained. Training standards must refer to scaled and measured Evaluation-Coded (E- Coded) training and readiness events as a measure of performance. E-Coded is defined in paragraph 5.

5. <u>Evaluation-Coded Events (E-Coded)</u>. Communities develop collective training events (CTE) that contribute to a unit's ability to accomplish its combat mission. Specific CTEs are identified as key indicators of capability and are used to measure the training standard of the METs they are associated with. These events are E-Coded and represent the minimum level of training required by an echelon for a particular unit type. The E-Coded events are designed by the communities within the unit to fulfill the training requirements of the METs identified on the unit's METL. All E-Coded training completions shall be recorded/tracked in the Marine Corps Training Information Management System (MCTIMS).

6. Unit Baseline and Advanced Standards. For Marine Corps Tasks (MCTs) used as METs, all performance standards will be identified as baseline or advanced. E-Coded T&R events will be developed and assigned to the baseline standards. If the E-Coded events are not capable of meeting the requirements of the advance standards, additional E-Coded events will be created when necessary.

a. Baseline standards. The level of readiness expected from a USMC tactical unit, normally sustained through unit core training at home station and achieved without requiring a Deployment for Training, dedicated at-sea training, or external MAGTF support.

b. Advanced standards. The level of readiness required by specific units expected to perform a critical role in a mission or OPLAN. This level of readiness normally requires external MAGTF support, littoral movement, or a Service-level or Joint training exercise. Units designated for training to this level are normally selected through the force synchronization process.

7. Mission Essential Task List (METL)

a. The METL is the sum of all METs required by all missions assigned to a unit, as well as additional tasks designated by the unit's chain of command. It is unique to a specific unit, but is based heavily on standardized core METs, as well as additional METs assigned to the unit. The METL reflects the reconciliation of multiple missions (core and assigned) into a single, cohesive list which helps to prioritize training and resources, IAW reference (c). Figure 2-2 illustrates this process.

b. Core and core plus METLs serve as an input to the T&R development process. Commanders develop their unit METL from the MCTL, operational plans, contingency plans, and SOPs. Thus, a METL can be viewed as a descriptive training document that provides units a clear, war fighting focused description of collective actions necessary to achieve wartime mission proficiency. For this reason, METLs provide a valuable, up to date, formative, and summative information source for the creation of a community based T&R manuals collective training standards.

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Figure 2-2--Mission Essential Task List Development

8. <u>Unit of Employment (UE)</u>. UE is the level at which a unit generates forces for deployment, normally the building blocks of standard taskorganization. Reference (b) designates UE's for DRRS reporting FMF units and requires commanders to provide an assessment (Trained, Manned, and Equipped). This assessment provides HQMC with invaluable data for quickly identifying trained and available combat power. Communities will identify E-Coded events that support UE assessment. E-Coded events identified for UE will provide commanders with objective data to support UE assessment and focused metrics for cost/resource analysis. All UE training completions shall be recorded/tracked in MCTIMS.

9. <u>Training Proficiency</u>. Proficiency is a function of skill that must be measured against a T&R event standard and/or predetermined number of T&R event standards, which is periodically demonstrated to an evaluator. When a T&R event is completed, it shall be logged in MCTIMS by entering the appropriate T&R event code.

10. Defense Readiness Reporting System - Marine Corps (DRRS-MC). DRRS-MC is the DoD system of record for unit readiness reporting created to provide an objective, accurate, and timely assessment of unit capabilities (DoD Directive 7730.65). Reporting is based on unit capability to accomplish specific tasks, within an established METL providing a common standard for unit readiness reporting. Each MET has one or more associated output

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standards that are the key performance measures used as reporting criteria in the DRRS. E-Coded T&R events directly support these DRRS reportable METS. E-Coded events are used by a unit commander to evaluate and assess their unit's readiness for reporting in DRRS-MC. See further information on E-Coded events in chapter 5.

11. Marine Corps Training Information Management System (MCTIMS). MCTIMS is the authoritative source for planning, developing, resourcing, executing, and evaluating training and education in the Marine Corps. MCTIMS fully integrates the entire training and education continuum of both individual Marines and Marine Units and is a critical part of the e-learning ecosystem. The Unit Training Management (UTM) module within MCTIMS provides unit leaders with forecasted unit readiness based on planned T&R event completion, allows for analysis of future training gaps, and generates summary training reports for pre- and post-event reviews. UTM provides the FMF and HQMC with the data needed to analyze unit readiness forecasts in terms of resource expenditures and compare alternate resourcing scenarios. This information will support the effective allocation of resources not only among units, but also across readiness, modernization, and personnel lines of effort to meet the force design objectives identified in the Commandant's Planning Guidance. Commanders shall track and record all training completions in MCTIMS. MCTIMS can be accessed at the following web address: https://mctims.usmc.mil/

CHAPTER 3

GROUND T&R REVIEW PROCESS

1. <u>Overview</u>. The training and readiness review process, as depicted in figure 3-1, is designed to be agile, responsive, flexible, and collaborative. T&R manuals will be reviewed based on the service prioritized battle rhythm published by DC, CD&I and CG, TECOM in order to maintain pace with servicelevel prioritized initiatives and changes to the operational environment. Additionally, revisions to approved manuals can be initiated as required. Community participation in the review and validation of T&R events is vital to provide accurate, doctrine-based T&R manuals. The review process is broken down into five phases. Each phase shall be executed during the review. However, the duration of phases may vary, dependent on the scope of review.



Figure 3-1.--Ground T&R Review Process

2. Phase Zero: Training and Readiness Analysis

a. Phase Zero is an objective and structured analysis to identify gaps and inform the ground T&R process. The analysis is utilized to focus and prioritize efforts of the MET/METL design and T&R Manual development. Areas of analysis include, but are not limited to:

(1) Doctrine

- (2) Training Publications
- (3) MCT/MET review
- (4) Emerging Concepts
- (5) Force Structure changes
- (6) Equipment
 - (a) Concepts of Employment
 - (b) Manpower and Training Plans
- (7) Trends Analysis and Lessons Learned
- (8) T&R manual
- (9) Learning Roadmaps
- (10) Resource requirements
- (11) Policy compliance
- (12) MOS manual

b. Community working group charter membership, roles, and responsibilities are assigned. Membership is grouped into voting and nonvoting members and tailored to its respective community. Both members have some overlapping responsibilities and are expected to complete any tasks established by the TRMWG. Members must already possess a fluent understanding of the topics discussed.

(1) Voting Members. Voting members represent the respective occupational field (OccFld) Manager, CG Training Command, and MARFOR commanders or MEF CGs (as appropriate), Marine Corps Installations Command (MCICOM) Commander (as appropriate), and other commanders specified in the TRMWG tasking message. Specifically, voting members represent the executors of training and are the SMEs on training requirements. These members must have extensive knowledge and experience. The impacts to the USMC resulting from their judgment can be extensive. Therefore, voting members must be GS-11 or higher, or Staff Sergeant/Petty Officer First Class or higher. Additionally, they must have the authority to speak for the command they represent and to vote on substantive issues. Voting members are required to participate in all phases.

(2) Non-voting members represent the training enabler stakeholders within the respective community or additional personnel acting as SMEs. Non-voting members include, but are not limited to doctrine and training publication managers and authors, acquisition and financial SMEs, modeling and simulation SMEs, range and training area SMEs, T&R SMEs, and appropriate military occupational specialty/functional SMEs. There are no rank restrictions for non-voting members. Non-voting members are highly encouraged to participate in all phases.

3. Phase One: MET/METL Design

a. METs/METLs serve as the foundation for development of training and readiness manuals and associated training continuums. Furthermore, they provide the analytical manning, training and equipping requirements and standards criteria necessary to measure and assess the readiness of military forces and the supporting establishment to accomplish and execute organizational actions, activities and capabilities under specified conditions. Therefore, it is vital participants of the MET/METL workshop also participate in T&R manual development.

b. The METL is the foundation for training priorities and readiness reporting under the "MET-based" construct in DRRS. Changes or revisions to unit METs/METLs are part of a deliberate workshop review process executed cyclically and synchronized with the community of interest (COI) mission statement review, Training & Readiness manual (T&R) review, and Operational Advisory Group (OAG) conferences.

c. Outputs of the METL workshops will feed the T&R manual review process that immediately follows the METL workshop. This ensures evaluated (e-coded) and chained training events are an accurate reflection of the training standards to accomplish a MET and the requirement is captured in the appropriate T&R manual.

4. Phase Two: T&R Manual Development. Based upon analysis conducted in phase 0 and the outputs of phase 1, T&R manual development ensures a community's training is nested throughout a training continuum. The T&R manual development phase validates T&R events contained within each respective T&R manual, ensuring compliance with the Ground T&R Program order. The TRMWG is responsible for developing timely, relevant, and accessible manuals to serve as a foundation for learning, assessments and evaluations, standardized training, readiness, and naval integration.

a. T&R manual development begins with coordination between TECOM Policy and Standards Division (PSD), OccFld Manager(s), and Syllabus Coordinators to validate required personnel for the review, modification, and validation of ground T&R manuals. TECOM PSD leads the identified working group through level-setting of required working group actions, validation/establishment of framework from the analysis and METL review, establishment of a feedback loop, and establishment of the working group's business rules.

(1) Based on the defined scope, TRMWGs conduct a review of the community's training and education continuum and associated T&R events. TRMWG members review collective and individual events ensuring compliance with chapters five and six of this NAVMC respectively.

(2) The purpose of the TRMWG is to achieve consensus for recommendation to CG TECOM for additions, deletions, and modifications within the T&R manual. For each contentious issue that the TRMWG cannot reach consensus, one representative from the majority and one representative from the minority, each appointed by the TRMWG, will produce a summary of their respective positions. The positions will be forwarded as part of the approval package during the manual approval phase.

(3) Manual Approval

(a) <u>Staffing the manual</u>. Draft manuals will be staffed to FMF, applicable Headquarters Marines Corps (HQMC) DCs, TECOM major subordinate commands (MSC), and major subordinate elements (MSE) for concurrence and to

identify resource impacts, supportability, and subsequent courses of action, as applicable.

(b) <u>CG, TECOM Approval</u>. CG TECOM is the approval authority of training standards, as directed by the Commandant of the Marine Corps. The approval package will include FMF/HQMC/MSC/MSE response(s), contentious issue positions, and a summary of recommended changes. Upon approval of the manual, the changes will be incorporated in Marine Corps Training Information Management System (MCTIMS) for usage by the FMF and formal school(s) to serve as the foundation of unit training and the training and education continuum.

5. Phase Three: Training and Readiness Implementation

a. <u>Training</u>. T&R manuals are utilized to analyze, design, develop, implement, and evaluate performance-oriented training. The METL is the unit's unique focus for effective and efficient training. Commanders set training priorities and allocate resources based on how well the unit executes its METL tasks and the related training and readiness (T&R) collective and individual training events drawn from the Marine Corps T&R manuals and mission requirements. For additional information on T&R Manual utilization, refer to Chapter 8 of this NAVMC.

(1) <u>Individual Training</u>. Individual Marine training focuses on training skills to standards that support the unit's collective events. The following methods and programs are used to develop individual skills: Sustainment training, MOS leadership training, cross training, and MOJT. It is important to evaluate how well the individual Marine can accomplish a task after training. The individual training events (ITE) for each task are designed to aid in the evaluation process. The performance steps derived from the applicable T&R manual will be used as a checklist to determine if training was effective.

(2) <u>Collective Training</u>. Teamwork is required to accomplish the unit's mission consisting of the coordinated, sustained, and successful execution of collective and individual skills. Collective training builds units that can accomplish the combat mission. Commanders and leaders are responsible for the collective training of their units. Battalion commanders train company commanders, company commanders train platoon commanders, platoon commanders train squad leaders, squad leaders train, and fire team leaders train individual Marines. The key point is that the leader is the individual responsible for the training of their subordinates and units.

b. Learning Analysis. The information captured within the OCE is readily available to be consumed into the learning analysis for training design. The TRMWG possesses the intimate familiarity of the who, what, why, and the desired outcome and quantifiable standard of the T&R event, and the group is postured to directly provide the subject matter expertise in crafting the learning solution for the event(s). The learning analysis is a collaborative process executed by all parties within the learning continuum. At a minimum, learning analysis should include the T&EI, formal schools, syllabus coordinator, and the FMF.

(1) <u>Programs of Instruction (POI)</u>. Formal Schools develop POIs for all individual training standards with an initial training setting of formal. The formal school(s) will lead the analysis for all new or modified T&R events with an initial training setting established as formal. A POI is a service-level training and education management document that describes a

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formal course in terms of structure, facilitation method, length, intended learning outcomes, and evaluation procedures.

(2) <u>Syllabus</u>. A syllabus is a T&R standard-based inventory of core competencies, expressed as a comprehensive portfolio of training and education support materials to complement essential billet training and education. The syllabus will complement and support the T&E continuum for the essential billet. The Syllabus Coordinator will lead the analysis when the event's initial training setting is MOJT and the event(s) has/have been identified as being included in a syllabus. For additional information on syllabi, refer to chapter 7 of this NAVMC.

c. Interactive <u>Manual</u>. Interactive T&R manuals provide access to resources to design, facilitate, and evaluate training while also giving individual Marines access to resources that enable learning outside of the formal learning environment. Interactive T&R manuals provide content through hyperlinks, serving as a critical conduit to the broader T&E continuum. This interactive content facilitates the connection of standards to doctrine and training publications, Marine Corps tasks, and learning aids such as videos, course curriculum, tactical decision games, simulations, background readings, and other training resources.

6. <u>Phase Four: Training and Readiness Evaluations</u>. Training and readiness evaluations are conducted during the execution of all training. T&R events are the basis for evaluation. For additional information on T&R, based evaluations refer to chapter 8 of this NAVMC.

a. <u>Readiness Reporting</u>. Completion of T&R events are reported within MCTIMS and subsequently within DRRS based upon unit METL requirements.

b. <u>After Action Reports</u>. As units execute their training plans and conduct evaluations, AARs are produced which should be injected into the T&R process. Operation, exercise, and training AARs provide valuable feedback and can be used to validate existing standards, identify gaps in training standards and resources, and provide inputs to reverse negative trends by improving the training and education continuum(s).

c. <u>T&R Revisions</u>. Units and communities may recommend T&R changes to their approved manuals at any time. The T&EI, OccFld Manager, formal school(s), and syllabus coordinator will review all recommended changes and provide feedback when required. TECOM PSD will maintain contact with the OccFld Manager to ensure timely, relevant, and accessible T&R manuals are provided to the FMF. Review and validation of recommended changes will be conducted in accordance with (IAW) paragraph four of this chapter.

d. <u>Formal School Refinement</u>. Feedback is provided to the formal schools via the course content review process and post graduate/post graduate supervisor surveys in accordance with reference (d). The Ground T&R program establishes the service level standard for all training; therefore, formal school training requirements are refined through T&R revisions.

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CHAPTER 4

ROLES AND RESPONSIBILITIES

1. <u>Overview</u>. The Ground T&R Program has multiple stakeholders, throughout the Marine Corps enterprise, who must come together to create and maintain timely, relevant, and accurate T&R manuals, which support current operational requirements. This chapter establishes the roles and responsibilities of all stakeholders for each phase of the process.

2. TECOM

a. <u>CG TECOM</u>. Approves, resources, and implements the Ground T&R Program by direction of the CMC.

b. <u>Director, TECOM PSD.</u> In coordination with DC, CD&I, publishes the battle rhythm that maintains staff cognizance over the Ground T&R Program.

c. <u>Training & Education Integrator (T&EI), TECOM PSD</u>. The T&EI is the Service-level integrator for training equities within a given occupational field. As the chairperson, the T&EI is responsible for ensuring T&R review process is planned effectively, conducted according to business rules, and matters are dealt with in an orderly, efficient manner. Manages the T&R process, analyzes the community's T&R manual, and initiates the review IAW service-prioritized inputs.

(1) Phase Zero: T&R Analysis

(a) Establish and curate an online collaborative environment (OCE) for the community of interest.

(b) Evaluate changes to community doctrine and references to determine required changes to the T&R manual.

(c) Coordinate with OccFld Manager to provide inputs to the fiscal year schedule of Marine Corps mission essential task list, and training and readiness manual working groups.

(d) Analyze MCTIMS Task Master data to provide input during MET/METL working groups.

(e) Coordinate with occfld manager and key stakeholders to prepare analytical products.

(f) Ensure assignment of voting members and Action Officers (AO).

(g) Manage the incorporation of learning aids into T&R manuals.

(2) Phase One: MET/METL Design.

(a) Present analysis from phase zero.

(b) Participate in the MET/METL review process, IAW reference

(b).

(c) Ensure evaluated (e-coded) and chained training events are an accurate reflection of the training standards to accomplish a MET and the requirement is captured in the appropriate T&R Manual.

(3) <u>Phase Two: T&R Manual Development</u>. The T&EI partners with appropriate OccFld Manager to host, manage, and provide process focus for the development, review, revision, and validation of ground T&R manuals' training standards.

(a) Facilitate the execution of level setting and initiation briefs.

(b) Establish the business rules for the scope and conduct for phase two actions.

(c) Establish a plan of action and milestones (POA&M) with an in progress review cycle for TRMWG.

(d) Host required in progress reviews.

(e) Ensure all TRMWG actions are IAW chapters 5 and 6 of this NAVMC.

(f) Ensure identification of training resources and available learning aids for inclusion in the T&R Manual.

(g) Serve as the TRMWG information manager.

(h) Coordinate with doctrine/reference/training publication owner(s) to correct gaps identified by TRMWG.

(i) Staff draft T&R manual to the FMF, HQMC, and TECOM MSCs/MSEs to identify resource impacts and supportability.

(j) Prepares and routes package to CG TECOM and publish ${\tt T\&R}$ manual upon approval.

- (4) Phase Three: T&R Implementation
 - (a) Support the learning analysis.
 - (b) Support syllabi development.
 - (c) Develop and maintain interactive manuals.
- (5) Phase Four: T&R Evaluations
 - (a) Participate in the CCRB process.
 - (b) Participate in syllabi refinement.
 - (c) Receive feedback through the OCE.
 - (d) Monitor AAR and lessons learned for T&R issues.

(e) Implement T&R Revisions as required

3. <u>Occupational Field Manager</u>. The community representative who is responsible for working with all stakeholders to ensure that the community requirements are captured throughout the T&R process. The OccFld Manager serves as the liaison between TECOM PSD and the FMF.

a. Phase Zero: T&R Analysis

(1) Provide substantive input to OCE for the communities of interest.

(2) Evaluate changes to community doctrine and references to determine required changes to the T&R manual.

(3) Provide inputs to the fiscal year schedule of Marine Corps mission essential task list and T&R manual working groups.

(4) Coordinate with T&EI and key stakeholders to prepare analytical products.

(5) Analyze community's T&R manual to determine capability gaps based upon emerging requirements.

(6) Coordinate with the T&EI for scheduling, location, and agenda of the T&R manual development.

(7) Validate/analyze syllabus requirements.

(8) Coordinate with the \ensure assignment of voting members and AOs.

b. <u>Phase One: MET/METL Design</u>. Participate in the MET/METL review process, IAW reference (c).

c. <u>Phase Two: T&R Manual Development</u>. Partners with TECOM T&EI to host, manage and provide OccFld focus for the development, review, revision, and validation of ground T&R manuals' training standards.

(1) Assist in the execution of level setting and initiation briefs. Deliver analysis and overview of OccFld priorities and way ahead.

(2) In conjunction with TECOM T&EI, confirm voting members.

(3) Provide input for TRMWG POA&M and in progress review cycle; follow on actions, business rules, and conduct of the T&R review.

(4) Ensure T&R manual framework supports MCT/METL and emerging concepts.

(5) Serve as the final adjudicator of substantive TRMWG outputs.

(6) Assist in the enforcement of the TRMWG business rules.

(7) Provides input and recommendation for issues, supportability, and impacts after TECOM MSC/MSE staffing.

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(8) Assist in answering requests for information (RFI) during the development of T&R Manual approval package.

- d. Phase Three: T&R Implementation
 - (1) Support the learning analysis.
 - (2) Support syllabi development.
- e. Phase Four: T&R Evaluations
 - (1) Support and participate in the CCRB process.
 - (2) Support and participate in syllabi refinement.

(3) Monitor AAR, lessons learned, MCTIMS data, and DRRS reports for T&R issues and initiate trend reversals.

(4) Substantiate recommended T&R revisions, as required.

4. <u>Syllabus Coordinator</u>. Responsible for the management and creation of selected ground T&R community syllabi and is a key stakeholder in the review and validation of T&R manuals. Additionally, the syllabus coordinator collaborates with TECOM PSD T&EIS, OccFld Manager, formal schools, and FMF to support the T&R process. Syllabus coordinators are key stakeholders in identifying gaps, and the development, validation, and implementation of training solutions.

- a. Phase Zero: Manual Analysis
 - (1) Conduct causative research on ground community T&R manuals.
 - (2) Provide input to OCE for communities of interest.

(3) Evaluate changes to community doctrine and references to affect changes to the T&R manual.

(4) Provide input to draft doctrinal updates and/or participate in the development of doctrine to ensure the subject matter of T&R events are accurately and uniformly portrayed in the publication.

(5) Coordinate with OccFld Manager to provide inputs to the fiscal year schedule of Marine Corps mission essential task list, and training and readiness manual working groups.

(6) Assist the T&EI to analyze MCTIMS Task Master data to provide input during MET/METL working groups.

(7) Coordinate with OccFld Manager, T&EI, and key stakeholders to prepare analytical products.

(8) Coordinate the development of learning aids for inclusion into the syllabi.

(9) Identify available learning aids for inclusion into community $\ensuremath{\mathsf{T}\&\mathsf{R}}$ manuals.

b. <u>Phase One: MET/METL Design</u>. Participate in the MET/METL review process, as applicable IAW reference (c).

c. Phase Two: T&R Manual Development

(1) Provide Syllabus Coordinator Brief:

- (a) Identify current state, priorities, and way ahead.
- (b) Identify current and recommend future key billets.
- (c) Identify current and future syllabi.
- (d) Identify current and recommend future training solution.

(2) Provide input for TRMWG POA&M and in progress review cycle; follow on actions, business rules, and conduct of the T&R review.

(3) Attend all TRMWG actions/meetings/ in progress reviews per the POA&M.

(4) Serve as a member of the TRMWG.

(5) Assist in validation/proposal of initial training setting.

(6) Identify available learning aids and existing gaps.

(7) Assist in the identification of required resources to execute each $\ensuremath{\mathsf{T\&R}}$ event.

(8) Collaborate with doctrine/reference/training publication owner(s) and T&EI to initiate the correction of gaps identified by the TRMWG.

(9) Assist in developing positions on contentious issues.

(10) Provides input and recommendations for issues, supportability, and resource impacts.

(11) Assist T&EI with information management responsibilities and serve as the RFI manager.

- d. Phase Three: T&R Implementation
 - (1) Support the learning analysis for formal training solutions.
 - (2) Lead the learning analysis for syllabi.
 - (3) Lead syllabi development.
 - (4) Identify available learning aids.
 - (5) Recommend the development of required learning aids.
- e. Phase Four: T&R Evaluations
 - (1) Participate in the CCRB process.

(2) Lead in syllabi refinement.

(3) Receive feedback through the OCE.

(4) Monitor AAR and lessons learned for $\ensuremath{\mathsf{T\&R}}$ issues and initiate trend reversals.

(5) Substantiate recommended T&R revisions, as required.

5. <u>Training Command/Formal Schools</u>. Provide SME input throughout the process and provide training solution(s) to the applicable training requirements outlined in the T&R Manual. Formal Schools are essential for the identification of gaps in the learning continuum, and the development, validation, and implementation of training solutions.

a. Phase Zero: T&R Analysis

(1) Submit Course Content Review Board (CCRB) battle rhythm to align with the service prioritized battle rhythm. This submission does not preclude the conduct of an out-of-cycle CCRB, if required.

(2) Submit Formal Learning Center Evaluation Report (FLCER), CCRB battle rhythm, and CCRB output data to TRMWG.

(3) Coordinate with T&EI and OccFld Manager to finalize the analytical products.

(4) Identify available learning aids for inclusion into community ${\tt T\&R}$ manuals.

(5) Develop learning aids for inclusion into community T&R Manual.

b. <u>Phase One: MET/METL Design</u>. Participate in the MET/METL review process, as applicable IAW reference (c).

c. Phase Two: T&R Manual Development

(1) Provide a representative to attend all TRMWG actions/meetings/IPRs per the POA&M.

(2) Serve as a member of the TRMWG.

(3) Assist in validation/proposal of initial training setting.

(4) Identify required resources to execute each T&R event.

(5) Provides input and recommendations for issues, supportability, and resource impacts for new and modified formal training events.

(6) Assist T&EI in answering RFIs during the development of T&R Manual approval package.

d. Phase Three: T&R Implementation

(1) Lead the learning analysis for all formal T&R events.

(2) Participate in learning analysis for syllabi.

(3) Identify available learning aids.

e. Phase Four: T&R Evaluation

(1) Lead the CCRB process.

(2) Support and participate in syllabi refinement.

(3) Monitor AAR, lessons learned, MCTIMS data, and DRRS reports for T&R issues and initiate trend reversals.

6. <u>Fleet Marine Force</u>. Representatives of the Fleet Marine Force are essential members who provide SME input to the development, review, validation and revision of T&R manuals to ensure relevant, timely, and accurate standards that are capable of facilitating evaluations and accomplishment of METs.

a. Phase Zero: T&R Analysis

(1) Analyze additions, deletions and modifications of training standards to METL working group(s).

(2) Identify and justify gaps in resources that prevent successful attainment of existing and/or proposed training and readiness standards.

(3) Identify AOs.

(4) Identify voting members.

(5) Identify additional non-voting members required to participate in phase two.

b. <u>Phase One: MET/METL Design</u>. Participate in the MET/METL review process, IAW reference (c).

c. Phase Two: T&R Manual Development

(1) Voting and non-voting members, identified during phase zero, attend all TRMWG actions identified in POA&M and the in progress review cycle.

(2) Validate phase zero analysis.

(3) Review outputs of phase 1 and initiate appropriate actions.

(4) Provide SME input to the development, review, validation, and revision of T&R manual events and outcomes.

(5) Identify required resources to execute each T&R event.

(6) Assist with identifying available learning aids.

(7) Develop and provide positions for contentious issues.

(8) Provide concurrence with TRMWG outputs.

(9) Assist the T&EI and OccFld Manager in answering RFIs during the development of T&R Manual approval package.

d. Phase Three: T&R Implementation.

(1) Develop and execute unit training management plan including applicable individual and collective training events based upon the unit's METL and applicable T&R manuals, IAW Reference (d).

(2) Participate in learning analysis for syllabi and formal training events.

(3) Assist in the development, validation, and refinement of syllabi.

(4) Develop learning aids necessary for the efficient completion of the unit training management plan.

(5) Identify gaps in training resources and learning aids.

e. Phase Four: T&R Evaluations

(1) Analyze and provide feedback pertaining to the T_{kR} Manual(s) effectiveness in the creation and execution of unit training and support to unit METL.

(2) Provide responses to training and education surveys.

(3) Identify the effectiveness of locally generated learning aids and make recommendations for service-level implementation.

(4) Evaluate gaps in learning aids necessary for sustainment training and MOJT events.

(5) Evaluate gaps in training resources and initiate appropriate action.

(6) Identify gaps and evaluate changes to community doctrine and references to initiate required changes to the T&R manual.

(7) Provide SME input through established training and education continuum feedback mechanisms (CCRBs, MCCLL, AARs, T&R OCE, Doctrine OCE, etc.).

7. <u>Supporting Establishment</u>. Provide service-level inputs based on service priorities, emerging concepts, and changes to the operational environment to the T&R process.

a. <u>Phase Zero: T&R Analy</u>sis

(1) Provide training and education impacts pertaining to emergent concepts and technologies.

(2) Provide inputs to the analysis products, as applicable.

(3) Provide doctrine and/or reference impacts pertaining to emerging concepts and technologies.

(4) Provide service priorities.

(5) Provide inputs to the fiscal year schedule of Marine Corps mission essential task list, and training and readiness manual working groups.

b. <u>Phase One: MET/METL Design</u>. Participate in the MET/METL review process, as applicable IAW reference (c).

c. Phase Two: T&R Development

(1) Provide a representative, as required, to attend TRMWG actions identified in POA&M and IPR cycle.

(2) Act as a non-voting member to the TRMWG.

(3) Assist in identifying required resources to execute each $\mathsf{T}\&\mathsf{R}$ event.

(4) Provide input and recommendations for issues, supportability, and resource impacts for new and modified formal training events.

(5) Coordinate actions to validate/solve issues identified by the TRMWG, as required.

(6) Assist T&EI and the OccFld Manager in answering RFIs during the development of T&R Manual approval package.

d. <u>Phase Three: T&R Implementation</u>. Support the FMF for the execution of unit training and SLTE.

e. Phase Four: T&R Evaluation

(1) Provide SME input through established training and education continuum feedback mechanisms (CCRBs, lessons learned, AARs, T&R OCE, Doctrine OCE, etc.), as applicable.

(2) Support and participate in syllabi refinement, as applicable.

(3) Monitor AAR, lessons learned, MCTIMS data, and DRRS reports for T&R issues and initiate trend reversals.

(4) Provide service-level perspective on recommended $\ensuremath{\mathsf{T\&R}}$ revisions, as required.

(5) Initiate appropriate actions for identified training and readiness resource shortfalls.

8. <u>Voting Members</u>. Voting members are appointed in writing and vote on substantive issues on behalf of the command they represent. These members must have extensive knowledge and experience. Voting members must be active participants in all phases.

9. <u>Non-voting Members</u>. Non-voting members represent the training enabler stakeholders within the respective community or additional personnel acting

as SMEs. Non-voting members are highly encouraged to participate in all phases.

Authority	Required Conditions	Command
Approve T&R manual	Any	CG TECOM
Approve T&R event that impact resources	Any	CG TECOM
Approve T&R event that have safety implications	Any	CG TECOM
Approve T&R event that does not impact resources or safety	Any	Director, PSD
Administrative changes within T&R events	Grammatical, references	T&EI
Adjudication substantive issues of draft events	Provided a complete Comment Resolution Matrix	OccFld Manager
Approval of Syllabus with resource impacts	Any	CG TECOM
Approval of Syllabus without resource impacts	Any	Director, PSD
Approval of T&R events within ADS	Concurrence from TRMWG voting members	T&EI
Administrative changes within T&R events	Grammatical, references	T&EI
Approve training support material within T&R events	Concurrence from TRMWG voting members	T&EI

10. The following authorities are established for the Ground ${\tt T\&R}$ Program.

CHAPTER 5

GROUND T&R COLLECTIVE EVENTS

1. <u>Purpose</u>. This chapter is designed to provide instruction for the analysis, design, development, implementation, and evaluation of Ground T&R Manual collective training events (CTE). CTE are designed to accomplish Marine Corps Tasks in which an organization needs to be proficient in order to accomplish a portion of its wartime mission.

2. Collective Training Event Definition

a. A CTE is a clearly defined, discrete, and measurable activity, action, or event (i.e., task) that requires organized team or unit performance and leads to accomplishment of a mission or function. It is a collective task that is derived from unit missions or higher-level collective tasks in which an organization must be proficient in order to accomplish an appropriate portion of its wartime mission (s). Task accomplishment requires performance of procedures composed of supporting collective or individual tasks. A CTE prescribes the standard(s) to which a group must perform under actual operating conditions.

b. The term "collective" does not necessarily infer that a designated unit accomplishes the event. A unit, such as a squad or platoon conducting an attack, may accomplish a collective event, or it may be accomplished by ad hoc individuals, such as a supply officer and a couple of hand selected detachment Marines completing a reconciliation of the battalion's consolidated memorandum receipt. Many collective events will have titles that are the same as individual events; however, the standard and condition will be different because the scope of the collective event is broader.

c. Subject to constraints, such as safety requirements and limits on space for training, collective training should be conducted under conditions and rates of activity closely approximating those that the cohesive units being trained may encounter in combat. When constraints limit the use of realistic training conditions, then simulation and other products of training technology shall be used as applicable to enhance realism.

3. CTE Characteristics

a. Derived from a Marine Corps Task or higher-level collective task.

b. Fully observable.

c. Reflects current and emerging Marine Corps, multiservice, or joint doctrine.

d. Has a definitive beginning and ending and articulates the minimum acceptable performance of an activity or action.

e. Includes a list of resources needed to complete the event such as training ranges, ammo, equipment, etc.

f. Measurable.

- g. Marines are expected to perform as a member of a group.
- h. Are further identified as 3000 level events and higher.

4. Analysis for Collective Tasks

a. The CTE analysis process defines the collective training needs (performance goals or objectives) and the ways to evaluate successful performance of the collective event(s) identified. Conducting a thorough analysis is essential for making training/instruction relevant to unit performance. Analysis provides information about what skills or knowledge need to be trained on or taught the conditions, under which that training should occur, and the standard of performance that must be achieved and whether the training directly supports mission accomplishment. The results of analysis form the basis for creating and revising unit training products. During analysis, the primary focus is on understanding the expected outcome of the development efforts, while determining what information to draw upon.

b. During CTE analysis, it must be determined if a new event is to be created, or if an existing event can be modified to fill a training gap. Figure 5-1 lists some of the considerations for determining whether a new collective task is necessary.

Questions to ask before creating a new CTE:			
•	Has there been a significant change in doctrine?		
•	Are there new tactics, techniques, and procedures (TTP)?		
•	 Has new equipment been fielded that provides a new and unique 		
	function/capability?		
•	Has another community already created a task that addresses the		
	subject area?		
•	Can an existing event be modified?		
Items	to consider when validating a CTE:		
•	What makes the task unique?		
•	Is the task based upon current and applicable doctrine and/or approved		
	references?		
Compor	ents of a CTE:		
•	Event title		
•	• Event code		
•	Supported Marine Corps Tasks		
•	Evaluation Coded (E-Coded)		
•	• Sustainment interval		
•	Description		
•	• Condition		
•	• Standard		
•	• Event components		
•	 References (primary and supplementary) 		
•	• Prerequisites		
•	 Supported events 		
•	Supporting events		
•	Simulations		
•	• Support requirements		
•	Learning Aids (Available in interactive version)		
Figure 5-1New CTE creation guidelines			

5. Event Components

a. <u>Event Code</u>. The event code is composed of three sets of characters, with each set consisting of up to four characters as shown in figure 5-2:





(1) Community. The first set of characters indicates the community (e.g., INF, ENG, ARTY).

(2) <u>Functional Area</u>. The second set of characters indicates the functional area (e.g. MAN, FSPT, MVMT). Functional areas should be intuitive to make it as easy as possible for the ground community T&R user to find events. When organizing the ground T&R manual, functional areas are alphabetized then the associated events are numbered. Functional areas are generally very broad categories and may be defined by:

- (a) A system (e.g., weapons, demolitions, communications).
- (b) A function (e.g., admin, operations, maintenance).
- (c) A responsibility (e.g., train, manage, education).

(3) <u>Sequence Number</u>. As part of the third set of characters, the last three remaining digits are utilized to identify the event and can establish sequential order for training.

(a) The first digit within the third set of characters indicates the unit size, if applicable, and sequence (e.g., 3000-9000). The titles for the various echelons are for example only and are not exclusive. For example, 4000-level events are appropriate for section-level events in the Assault Amphibian community, but also for squad-level events in the infantry community. EXCEPTION: Events that relate to staff planning, to the conduct of a command operations center or to staff level decision making processes will be numbered according to the level of the unit to which the staff belongs. For example, an infantry battalion staff conducting planning for an offensive attack would be labeled as INF-C2-7001 even though the entire battalion is not actively involved in the planning of the operation. Event levels are shown in figure 5-3.

	Collective Training	
	MAGTF	
	MEF/MEB/MEU/SPMAGTF	
	10000-level	
Collective Training	Collective Training	Collective Training
MSC		
DIV/MLG	REG/GRP/MIG	Battalion/Squadron
9000-level	8000-level	7000-level
Collective Training	Collective Training	Collective Training
COTTECCTVE TRAINING	COTTECCTVE Training	COLLECCIVE ILALIIING
Company	Platoon	Squad
6000-level	5000-level	4000-level
Collective Training	Individual Training	Individual Training
	Skills Progression	Entry-Level
Team/Section/Crew	MOJT, Advanced Level	Formal School
	Schools	Training
	(Core Plus Skills)	(Core Skills)
3000-level	2000-level	1000-level

Figure 5-3.--T&R Event Levels

(b) The events will be numbered based upon the introduction of each new functional area, allowing up to "999" events. For example, if there are seven administrative events that apply to the logistics OccFld, then the events should start LOG-ADMN-4001 and run through 4007. Next, the operation events, OPS, should start at LOG-OPS-4001.

b. <u>Event Title</u>. The event title must consist of one appropriate, present tense action verb and object only. The event title must be stated in terms that will be directly understood by anyone reading the title. Avoid the use of conjunctions or "/" and omit qualifiers and/or parenthetic statements other than acronyms. An example of a good task title would be *Conduct an Attack*.

(1) Specificity. Include only the necessary general information of terms and equipment requirements when writing a CTE title. For example, it is not necessary to say *Position the M2 Heavy Machine Gun* when *Position Crewserved Weapons* allows a *Conduct a Defense* event to be applicable to multiple units and communities. Write a CTE to the type of equipment or capability addressed. Use only the necessary general information of terms and equipment requirements when writing the CTE content as well.

(2) Figure 5-4 provides examples of correct and incorrect CTE title formats. The use of standard, well-defined verbs is essential for providing clarity, preventing duplicate work, and providing quality training.



Figure 5-4.--Developing CTE Titles

c. <u>Supported MCTs</u>. List all MCTs/METs that are supported by the training event in the judgment of the OccFld drafting the T&R manual. An MCT is a collective task in which an organization may need to be proficient in order to accomplish an appropriate portion of its wartime mission (s). Thus, the listed MCTs serve as the measurement associated to the CTE. An MCT that is considered "essential/critical" to mission accomplishment becomes a mission essential task (MET). METs are located within the Marine Corps Training Information Management System (task master). METs are used to calculate a unit's training readiness and therefore directly impact unit overall combat readiness. Communities shall list all METs that are supported by the training event in this section. Supported MET(s) will be annotated for the event, to show the linkage back to official MCT(s). Community T&R manuals containing no readiness reporting requirements will naturally only list MCTs to document Marine Corps warfighting capabilities.

d. <u>Evaluation-Coded Events</u>. During the development of METs, communities identify the collective training events that are key indicators of capability or contribute to a unit's ability to accomplish its combat mission. These identified CTEs can be used to measure the effectiveness for the METs they are associated with and are identified as evaluation-coded ("E-Coded"). All collective events that are the training standard of a MET or are key indicators of a unit's readiness are E-Coded. E-Coded events are used to calculate the unit's reported combat readiness for a MET. Individual events are never E-Coded.

e. <u>Sustainment Interval</u>. This is the period, expressed in number of months, between training and assessment requirements. Competencies and capabilities acquired through the accomplishment of training events are to be sustained. It is essential to sustain training to ensure that units maintain

proficiency. Sustainment interval is most relevant to those T&R event tasks that are not part of a unit's daily routine and can be expected to atrophy over time if not observed, trained, and assessed. Sustainment training should be designed to maintain or further develop proficiency of the unit of employment.

f. <u>Description</u>. This is a general description of an action requiring learned skills and knowledge. It is a required field that provides explanation of the event purpose, objectives, goals, and requirements. Description will include the "5 W's": who, what, when, where, and why to build a statement to discern the intent behind an event that might not be readily apparent. The description will be cited from reference publications to provide clarity of the desired outcome and to communicate to the end user the authoritative source from which the event was derived.

g. Event Conditions

(1) An event condition statement must provide the general information required to perform an event to standard based on a common doctrinal basis. The conditions statement identifies the situation and describes the operational environment in which the unit must perform the event to standard. It should be written to describe the real world or combat circumstance in which the collective task is to be performed. It describes specific cues or indicators to which a unit must respond. Although it should generally indicate what resources must be available (weapon systems, equipment, tools, materials, publications, aids, etc.), it should not limit event performance by including unnecessary equipment, environmental requirements, or overly restrictive conditions under which the collective task must be performed. Write a task condition concisely in paragraph format and in the present tense.

(2) There are seven elements to consider when writing a condition statement. Six of the elements are mission, enemy, terrain and weather, troops and support available, and time available variables; *mission* is the only variable not expressed as part of the condition statement because the mission is part of training design. The remaining three elements are the trigger (or cue), current actions or situation, and historical information. The following paragraphs provide definitions and examples of these elements.

(a) Trigger or cue. This is the only mandatory element in the conditions statement. The trigger/cue indicates when the event is performed and the aiding or limiting factors appropriate for setting the stage to conduct the event. Without the trigger/cue, the conditions statement is incomplete.

(b) Current actions or situation. This includes what the echelon is currently doing.

(c) Historical information. Describe important events that have a first-order effect on setting the conditions for the event and these important events are completed prior to the start of this mission or event.

Example: The company has received an operations order or fragmentary order tasking them to attack an enemy position and has conducted their own planning. Additional maneuver sustainment assets and supporting arms may be available. The company has received guidance on the rules of engagement.

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h. Event Standard. The event standard provides the criteria for determining the minimum acceptable level of event performance under operating conditions. It consists of a carefully worded statement that identifies the proficiency level expected when the task is performed. The criteria must not restrict the commander's ability to manage varied unit configurations and to respond to METT-T. Event standards must be concise, written in present tense, be nested with the title of the event and the event components, and give the 'why', 'to', or performance outcome of the event. The standard for collective events will likely be general, describing the desired end-state or purpose of the event and all inter-related aspects. Considering this, collective events are written with a desired outcome. A standard allows leaders to properly evaluate performance of the event. Standard statements:

- (1) Describe the action in present tense.
- (2) Include a quantitative or qualitative remark.
- (3) Are cited or derived from reference publications.
- (4) A standard shall be realistic, complete, and accurate.

Figure 5-6 provides guidelines for writing event standards statements.

Unacceptable Collective Standard Statement:

Title: Conduct an attack

STANDARD: To satisfy commander's intent.

Acceptable Collective Standard Statement:

Title: Conduct an attack.

STANDARD: To defeat, destroy, or capture the enemy or seize and/or secure key terrain, no later than time prescribed in the operations order. (MCWP 3-01, Offensive and Defensive Tactics, 2017, p. 54)

Figure 5-6.--CTE Standard Example

i. <u>Event Components</u>. Event components are the broad terms that refer to the portion of the actions taken during the execution of the event. Event components are discrete actions that compose and/or inform the completion of an event and may or may not be measured. Event components are generally written sequentially and follow a step-by-step description of actions that accomplish and/or inform the event. Event components may have multiple substeps with as many sub-levels (tiers) or sub-steps as needed.

j. <u>References</u>. Each CTE may have more than one reference from which the event components, conditions, or standards were derived. References assist units in satisfying performance standards. Additionally, they assist in evaluating the effectiveness of task completion. T&R manuals are designed to be a training outline, not to replicate or replace doctrinal publications, reference publications, or technical manuals. References are key to developing detailed training plans, determining evaluation criteria, and ensuring standardization of training.

(1) References will be hyperlinked to the source document.

(2) List only the minimum number of references for a CTE to aid Marines and Sailors in locating the most appropriate reference(s).

(3) When using more than one reference, identify at least one primary reference and the supplementary references essential to the execution of the event.

k. <u>Chained Events</u>. Chained events indicate the relationships of events throughout the ground communities. Chained events facilitate progressive training by identifying related and/or dependent events. Chaining identifies how all events support the accomplishment of MCTs. There are five types of chained events:

(1) <u>Prerequisite Events</u>. Prerequisites are events that must be completed prior to attempting the task.

(2) <u>Internal Supported Events</u>. A list of events that are aided in their accomplishment of this event.

(3) <u>Internal Supporting Event</u>. A list of events that aid in the accomplishment of this event.

(4) External Supported Events. A list of events that are aided in their accomplishment of this event from other T&R manuals.

(5) <u>External Supporting Events</u>. A list of events that aid in the accomplishment of this event from other T&R manuals.

1. <u>MOS-specific Physical Standards (MSPS) Events Supported</u>. Not applicable to CTEs.

m. <u>Support Requirements</u>. Is a list of the external and internal support the unit will need to complete the event. Support requirements allow training resources to be tied directly to MET proficiency. Based on the requirements outlined in the ground T&R manual, resources can be attained and allocated. The list of support requirements shall be detailed enough to support budgeting and allocation of funds for the training event. Support requirements are broken down into the following fields:

(1) <u>Simulation Evaluation</u>. Event simulation provides the suitability for simulation, which simulators can be used, and hours of simulation required. See Appendix B Training Resources for additional information.

(2) <u>Ordnance</u>. Is a list the ammunition required to execute the event, to include Department of Defense Identification Code, unit of issue, and quantity. See Appendix B for additional information.

(3) <u>Range/Training Area</u>. Identifies the specific training area or range type required to execute the event. For example, if the event is a company level *Conduct an Attack*, a unit executing the event would need a large live fire and maneuver area. See Appendix B for additional information.
(4) $\underline{\text{Aircraft}}.$ Identify the aircraft required to accomplish the training.

(5) <u>Rooms/Buildings</u>. Identify rooms or building requirements for the execution of the event.

(6) Equipment. Identify equipment requirements for the execution of the event. For collective events, the inclusion of equipment is limited to those that have relevance to the target population trained. For example, it would be appropriate to add the M256A1 Chemical Agent Detector Kit to a *Conduct an Operational Decontamination* task, but it would not be appropriate to add a Light Armored Vehicle as an equipment item to the task. All elements will require the M256A1 Chemical Agent Detector Kit to perform the decontamination, but the light armored vehicle is only relevant in describing the table of equipment for a few specific units that must perform the event.

(7) <u>Material</u>. Identify material to include consumable items for the execution of the event.

(8) Learning Aids. Identify training and education support materials used to prepare for or enhance collective training. Learning aids may include instructional videos, tactical decision games, background reading or simulators to support collective training events. Learning aids will be linked in this section of the T&R manual. See Appendix "B" for additional information on learning aids.

(9) <u>Units/Personnel</u>. List specific units or personnel without which the event cannot be accomplished.

(10) <u>Administrative Instructions</u>. Administrative instructions section provides a location for the community to include further guidance and/or clarifying details to the evaluator and/or unit.

(11) <u>Special Personnel Certs</u>. Identify special certification required for the execution of the event.

6. Collective T&R Event Example. Identified below:

INF-MAN-6006: Conduct	an Area Defense				
SUPPORTED MET(S): MCT 1.14 Conduct Stab	oility Operations MC	CT 1.6.4 Conduct Defensi	ve Operations		
EVALUATION-CODED: NO	SUS	TAINMENT INTERVAL: 12 r	nonths		
READINESS-CODED: NO					
DESCRIPTION: The area localities where the d defended localities to to block, or restore ti (MCTC 3-1 Offense Defen	defense is a type of ecisive battle is to 1 maintain their posit he battle position by nse Tactics, Ch. 9)	defense in which the bu be fought. Principal re ions and to control the counterattack.	alk of the defending force is dis liance is placed on the ability terrain between them. The reser	posed in selecte of the forces in ve is used to ad	d tactical the d depth,
CONDITION: The company company is conducting support assets availab	y receives an order f operations with suppo le.	rom higher headquarters rting attachments. The	to defend an assigned sector or higher headquarters' operations	battle position. order provides f	The ire
STANDARD: The company opportunity to shift to established by the high	forces the attacker o the offense in acco her headquarters' ord	to reach a culminating p rdance with the higher h er. (MCDP 1 Warfighting	point without achieving their obj meadquarters' operation order and g)	ectives and crea within the time	tes the line
EVENT COMPONENTS: 1. Plan the area de a. Allocate res b. Determine me c. Organize bat i. Coordina ii. Coordin iii. Coordin v. Assign v. Establish pr 2. Gain and maintai a. Conduct recc b. Establish se c. Execute prep d. Conduct batt e. Reallocate co (METT-T) 3. Maneuver against a. Mass and cor b. Decision poi i. Enemy's ii. Local co iii. Reserv iv. Shiftin	efense sources tthod for occupying th ttlespace ate with higher headqu late with adjacent uni defensive sectors thand organize the re- rea Development ciorities of work in contact with the er- onnaissance courity baratory fires lefield de-confliction of resources based on the enemy contration combat pow- int intended course of ac- counter attack re action in the main effort	e defense Marters ts units eserve force memy on mission, enemy, terrain ver at the decisive time etion (COA)	and weather, troops and fire sug and place in the engagement area	pport available-t	time
REFERENCES: MCTC 3-1 (CHAINED EVENTS:	Offensive and Defensi	ve Tactics			
INTERNAL SUPPORTED EVEN	NTS: INF-MAN-7006 Co:	nduct an Area Defense			
INTERNAL SUPPORTING EV	ENTS: INF-MAN-5006 C	onduct an Area Defense			
SUPPORT REOUIREMENTS:					
SIMULATION EVALUATION:					
SIMULATED	SUITABILITY	SIMULATOR	UNIT OF MEASURE	HOURS	PM
Yes	L/S	CACCTUS	Unit Hours	12	N
ORDNANCE :					
DODIC A059 Cartrid A063 Cartrid A064 Cartrid A075 Cartrid A080 Cartrid	lge, 5.56mm Ball M855 lge, 5.56mm Tracer M85 ge, 5.56mm 4 Ball M85 lge, 5.56mm Blank M200 lge, 5.56mm Blank M200	10/Clip 6 Single Round 5/1 Tracer M856 Linked Linked Single Round	<u>QUANTITY</u> 19320 rounds per Company 820 rounds per Company 2400 rounds per Company 1200 rounds per Company 9660 rounds per Company		
ORDNANCE NOTES: The and reinforced to train the	mmunition is listed in is event to standard.	n total quantities per I	DODIC and represents the maximum	allotment for (1) company
RANGE/TRAINING AREA: Facility Code 1 Facility Code 1	7410 Maneuver/Trainin 7430 Impact Area Dudd	g Area, Light Forces ed			
ADDITIONAL RANGE/TRAIN	ING AREA: Use of urb	an training area will p	covide added dimensions for the d	efense.	
AIRCRAFT: Aircraft wi aerial delivered fires	th ISR platforms will , which include but a	enhance execution, which re not limited to AH-1,	ch include but are not limited to F-35, MQ-9.	F-35; platforms	for
ROOMS/BUILDINGS: Area	Defense in an urban (environment may require	urban training areas.		

EQUIPMENT: Use of Medium Crawler Tractor to create tactical battlefield effects.

CHAPTER 6

GROUND T&R INDIVIDUAL EVENTS

1. <u>Purpose</u>. This chapter is designed to provide guidance for the analysis, design, development, implementation, and evaluation of ground T&R manual individual training events (ITEs) that serve as the building blocks for effective training.

2. <u>Definition</u>. An ITE is a clearly defined and measurable action accomplished by an individual. ITEs provide the detail to design and develop individual learning products and provide the framework for sustaining and evaluating individual skills and knowledge to support collective tasks. Subject to constraints, such as safety requirements and limits on space for training, ITEs relating to combat operations should be conducted under conditions closely approximating those that the individual may encounter in combat. When constraints limit the use of realistic training conditions, then available simulation and other products of training technology shall be used to enhance realism. A well-written ITE will define the required outcome and serve as the basis for learning.

3. ITE characteristics

- a. Derived from OccFld/MOS job and task analysis.
- b. Fully observable.

c. Has a definitive beginning and ending and articulates the minimum acceptable performance of an action.

- d. Measurable.
- e. Action is expected to be accomplished by an individual.
- f. Are further identified as 1000 or 2000 level events.

g. Includes a list of resources needed to complete the event such as training ranges, ammo, equipment, etc.

4. Analysis for Individual Training Events

a. The ITE analysis process defines the individual training needs (performance goals or objectives) and the ways to evaluate successful performance of the individual event(s) identified. Conducting a thorough analysis is essential for making training/instruction relevant. Analysis provides information about what the individual Marine/Sailor needs to perform, the conditions under which that should occur, and the standard of performance that must be achieved. The results of analysis form the basis for creating and revising individual training products. During analysis, the primary focus is how individual actions lead to the accomplishment of a collective task.

b. During ITE analysis, it must be determined if a new event is to be created, or if an existing event can be modified to fill a training gap. Figure 6-1 lists some of the considerations for determining whether a new individual task is necessary.

uestions to ask before creating a new ITE:	
• Has there been a significant change in doctrine?	
 Are there new tactics, techniques, and procedures (TTP)? 	
 Has new equipment been fielded that provides a new and unique function/capability? 	
 Has another community already created a task that addresses the subject area? 	
Can an existing event be modified?	
tems to consider when validating a ITE:	
• What makes the task unique?	
• Is the task based upon current and applicable doctrine and/or approve	ed
references?	
• Event title	
• Event citle	
 Event code System provide 	
• Sustainment Interval	
 Description MOS proforming 	
• Mos preforming	
• Grades	
• Initial training setting	
• Standard	
• Performance steps	
• References	
• Prerequisites	
• Supported events	
• Supporting events	
• Simulations	
• Support requirements	

Learning aids

Figure 6-1.--New ITE creation guidelines

5. Event Components

a. <u>Event Code</u>. The event code is composed of three sets of characters, with each set consisting of up to four characters as shown in figure 6-2:

MOS/Community → 0300-RFL-1003	rea ← 3rd event in sequence		
Event leve	<u>1</u>		
Figure 6-2T&R Event Coding			

(1) $\underline{\rm MOS/Community}.$ The first set of characters indicates the MOS or community (e.g. 0311 or INF).

(2) <u>Functional Area</u>. The second set of characters indicates the functional area (e.g. MAN, FSPT, MVMT). Functional areas should be intuitive to make it as easy as possible for the ground community T&R user to find events. When organizing the ground T&R manual, functional areas are

alphabetized then the associated events are numbered. Functional areas are generally very broad categories and may be defined by:

(a) A system (e.g., weapons, demolitions, communications).

- (b) A function (e.g., admin, operations, maintenance).
- (c) A responsibility (e.g., train, manage, educate).

(3) <u>Sequence Number</u>. As part of the third set of characters, the last four remaining digits are utilized to identify the event and can establish sequential order for training.

(a) The first digit indicates the individual training level of the event. 1000 level events are those core skills achieved through entrylevel formal school training and sustained by the FMF. 2000 level events indicate core plus skills achieved through skill progression, managed on the job training, or advanced level schools.

(b) The last 3-digits of the code is used to identify the required skill or capability and to arrange events in a progressive sequence. Since there may be multiple levels of career progression skills within an MOS, customizing level and sequence will only be done at the 2000 level. For example, 2400 may indicate events for a leader of a squad or community designated 4000 level element, 2600 may indicate events for a leader of a company or community designated 6000 level element.

b. <u>Event Title</u>. The ITE title needs to do more than simply name the event. It sums up the action that is to be performed. It must be completely understandable in terms of the expected outcome by anyone reading it. The title must consist of one appropriate present tense action verb, one object, and written in title case. This is very important when it comes to evaluating the event. For example, "*Maintain service rifle*", is an appropriate individual event title because it specifies a single action performed by one Marine. See figure 6-3.



Figure 6-3.--Developing Individual Task Titles

c. <u>Sustainment Interval</u>. This is the period, expressed in number of months, between training and assessment requirements. Competencies and capabilities acquired through the accomplishment of training events are to be sustained. It is essential to sustain training to ensure that individuals maintain proficiency. Sustainment interval is most relevant to those T&R event tasks that are not part of an individual's daily routine and can be expected to atrophy over time if not observed, trained, and assessed. If the sustainment interval has elapsed without the individual demonstrating proficiency, the individual must be re-trained and evaluated. Sustainment training should be designed to re-train, maintain, or further develop proficiency of the individual.

d. <u>MOS Performing</u>. Each ITE will contain the MOS codes, which designate the personnel required to perform the event. This can be one MOS or a list of MOSs performing the task.

e. <u>Billet Performing</u>. This is not designed to restate the MOS title, but is designed to identify the task specific to a billet (for example: QC Inspector, Fire Team Leader...). This field is not applicable if the task applies to the whole MOS or community.

f. $\underline{\text{Grade}}.$ The grade field indicates the rank(s) required to complete the event.

g. <u>Description</u>. This is a general description of an action requiring learned skills and knowledge. It is a required field that provides explanation of the event purpose, objectives, goals, and requirements. Description will include the "5 W's": who, what, why, when, or where to build a statement to discern the intent behind an event that might not be readily apparent. Description will be cited from reference publications to provide clarity of the desired outcome and to communicate to the end user the authoritative source from which the event was derived.

h. <u>Initial Training Setting</u>. All individual events will designate the setting at which the skill is first taught, either in a formal setting, managed on the job training (MOJT) within the FMF, or via a distance learning product (DL).

i. Event Condition

(1) The condition describes under what circumstances to perform the event. Although it should generally indicate what resources must be available (weapon systems, equipment, tools, materials, aids, etc.), it should not limit event performance by including unnecessary equipment, environmental requirements, or overly restrictive conditions under which the individual task must be performed. Write a task condition concisely in paragraph format and in the present tense. It should describe any specific cues or indicators to which the individual must respond. The ITE condition should be based on the operational environment. Do not constrain a T&R ITE condition based upon limitations of any formal learning center or training environment.

Example: Upon receipt of a warning order, given a SL-3 complete VHF radio with a fill, a frequency or net ID, a distant station, while wearing a fighting load, and in a field or garrison environment.

(2) The above example can be broken down into several components:

- Initiating cue- (upon receipt of a warning order)

- Setting- (in a field or garrison environment)

- Resources (SL-3 complete VHF radio, a frequency or net ID, a distant station, a fighting load)

j. Event Standard. The event standard provides the criteria for determining the minimum acceptable level of event performance under operating conditions. It consists of a carefully worded statement that identifies the proficiency level expected when the task is performed. Event standards must be concise, written in present tense, be nested with the title of the event and the event components, and give the 'why', 'to', or performance outcome of the event. Considering this, events are written with a desired outcome. A standard allows leaders to properly evaluate performance of the event. Considerations for acceptable standard statements:

(1) Realistic. A standard must be realistic. It must be reasonable to expect an individual to perform to the standard.

(2) Completeness. A standard may specify the level of task completion, which indicates acceptable performance of the task behavior. For instance, a standard may specify the precise nature of the output, the number of features that the output must contain, the number of steps, points, pieces, etc., that must be covered or produced, or any quantitative statement that indicates an acceptable portion of the total.

(3) Accuracy. A standard indicates what is considered accurate performance of a task behavior. For instance, a standard may specify how close to correct the performance must be, exact numbers reflecting tolerances, values, or dimensions that acceptable answers/performance can be assumed, or references (e.g., Marine Corps Orders, Technical Manuals, Field Manuals) that the behavior must be performed

(4) Time. When the length of time in performing the task behavior is important, the standard indicates the time (days, hours, minutes, and seconds) required to perform the behavior at an acceptable level.

(5) Standards may also be non-numerical. They can be written as an objective description of quality or characteristics.

Example 1: Task: Lead a Squad in the Offense. Standard: To defeat, destroy, or capture the enemy or seize and/or secure key terrain, no later than time prescribed in the operations order. (MCTC 3-1, Offensive and Defensive Tactics, 2017, p. 54)

Example 2: Task: Establish a Field Warehouse. Standard: To maintain storage materials and equipment in a tactical environment required by the mission. (MCO 4400.201 Volume 3, pg. 3-15)

Example 3: Task: Direct passenger transportation operations. Standard: To ensure transportation arrangements are procured to meet the requested travel date. (DOD 4500.9-R Part II CH 102, I-102-1)

Example 4: Task: Conduct High Bandwidth Satellite Communication. Standard: To maintain persistent high bandwidth communications in support of intelligence operations in the time allotted by the commander. (DISAC 310-70-1 Defense Information Systems Agency DISA Circular)

k. <u>Performance Steps</u>. A performance step is a discrete operation, movement, action, or decision that an individual must accomplish in order to perform an individual training event to standard. A training event is composed of steps that represent interim outcomes achieved during the completion of the task (for example, set the rear sight to the center). Each step describes the action and decisions necessary to achieve the interim outcome in language detailed enough that the target audience will understand how to perform the step. Performance steps are generally written sequentially and follow a step-by-step description of actions that accomplish and/or inform the event. Performance steps may have multiple sub-steps with as many sub-levels (tiers) or sub-steps as needed. References are utilized to determine task performance steps.

1. <u>References</u>. Each ITE may have more than one reference from which the performance steps, conditions, or standards were derived. References assist individuals in satisfying performance standards. Additionally, they assist in evaluating the effectiveness of task completion. T&R manuals are designed

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to be a training outline, not to replicate or replace doctrinal publications, reference publications, or technical manuals. References are key to developing detailed training plans, determining evaluation criteria, and ensuring standardization of training.

(1) References will be hyperlinked to the source document.

(2) List only the minimum number of references for a CTE to aid Marines and Sailors in locating the most appropriate reference(s).

(3) When using more than one reference, identify at least one primary reference and the supplementary references essential to the execution of the event.

m. <u>Chained Events</u>. Chained events indicate the relationships of events throughout the ground communities. Chained events facilitate progressive training by identifying related and/or dependent events. Chaining identifies how all events support the accomplishment of MCTs.

(1) An individual training event supports one or more collective event(s) or support one or more ITEs.

(2) An individual training event must be linked to any supported collective training event on which it has a first order effect.

(3) There are five types of chained events:

(a) <u>Prerequisite Events</u>. Prerequisites are events that must be completed prior to attempting the task.

(b) <u>Internal Supported Events</u>. A list of events that are aided in their accomplishment of this event.

(c) <u>Internal Supporting Event</u>. A list of events that aid in the accomplishment of this event.

(d) <u>External Supported Events</u>. A list of events that are aided in their accomplishment of this event from other T&R manuals.

(e) <u>External Supporting Events</u>. A list of events that aid in the accomplishment of this event from other T&R manuals.

n. <u>MSPS Events Supported</u>. Identifies MOS-specific Physical Standards designed to evaluate an individual's physical capabilities to provide commanders reasonable assurance that an individual has the physical capacity to perform the regularly assigned and recurrent duties of the MOS.

o. <u>Support Requirements</u>. Are a list of the external and internal support needed to complete the event. It allows resources to be tied directly to the training toward MET proficiency. Based on the requirements outlined in the ground T&R manual, resources can be attained and allocated. The list of support requirements shall be detailed enough to support budgeting and allocation of funds for the training event. Support requirements are broken down into the following fields:

(1) <u>Simulation Evaluation</u>. Event simulation provides the suitability for simulation, which simulators can be used, and hours of simulation required. See Appendix "B" Training Resources for additional information.

(2) <u>Ordnance</u>. Is a list the ammunition required to execute the event, to include Department of Defense Identification Code, unit of issue, and quantity. See Appendix "B" for additional information.

(3) <u>Range/Training Area</u>. Identifies the specific training area or range type required to execute the event. See Appendix "B" for additional information.

(4) <u>Aircraft</u>. Identify the aircraft required to accomplish the training.

(5) <u>Rooms/Buildings</u>. Identify rooms or building requirements for the execution of the event.

(6) <u>Equipment</u>. Identify equipment requirements for the execution of the event. For individual events, the inclusion of equipment is limited to those that have relevance to the target population trained.

(7) <u>Material</u>. Identify material to include consumable items for the execution of the event.

(8) Learning Aids. Identify training and education support materials used to prepare for or enhance individual training. Learning aids may include instructional videos, tactical decision games, background reading or simulators to support individual training events. Learning aids will be linked in this section of the T&R manual. See Appendix "B" for additional information on learning aids.

(9) <u>Units/Personnel</u>. List specific units or personnel without which the event cannot be accomplished.

(10) <u>Administrative Instructions</u>. Administrative Instructions section provides a location for the community to include further guidance and/or clarifying details to the evaluator and/or unit.

(11) <u>Special Personnel Certs</u>. Identify special certification required for the execution of the event.

6. Individual T&R Event Example

0300-RFL-1003: Zero a Rifle

EVALUATION-CODED: NO

SUSTAINMENT INTERVAL: 12 months

DESCRIPTION: To be combat effective, it is essential for the Marine to know how to zero his Service rifle. Zeroing is adjusting the sights on the weapon to cause the shots to impact where the Marine aims. This must be accomplished while compensating for the effects of weather and the range to the target. It is critical that Marines can zero their Service rifles and make the sight adjustments required to engage targets accurately. (MCRP 8-10B2, Chapter 8, page 8-1)

MOS PERFORMING: 0300, 0302, 0306, 0307, 0311, 0321, 0331, 0341, 0351, 0352, 0365, 0369

BILLETS: Rifleman, Fireteam Leader

GRADES: PVT, PFC, LCPL, CPL, SGT, SSGT, GYSGT, 2NDLT, 1STLT, CAPT

INITIAL TRAINING SETTING: FORMAL

<u>CONDITION</u>: Given a service rifle with primary aiming device, individual field equipment, sling, magazines, ammunition, and a target.

STANDARD: The Marine places the center of a shot group in a predesignated location on the target at 100 meters. The Service rifle is considered zeroed when a shot group is inside the 4-inch aiming area of the target. (MCRP 8-10B2, Chapter 8, page 8-3 through 8-7)

PERFORMANCE STEPS:

- 1. Mount the optic to service rifle.
- 2. Establish a pre-zero sight setting.
- 3. Assume a stable firing position.
- 4. Place the weapon in Condition (1).
- 5. Fire a 5 round shot group.
- 6. Identify the center of the shot group.
- 7. Determine the required sight adjustments.
- 8. Make required sight adjustments.
- 9. Repeat steps 5 thru 7.
- 10. Fire a final shot group for confirmation of zero.
- 11. Record the sight settings.

REFERENCES: MCRP 8-10B.2 Rifle Marksmanship

CHAINED EVENTS:

PREREQUISITE EVENTS: 0300-RFL-1001 Perform Weapons Handling Procedures

INTERNAL SUPPORTED EVENTS:

0300-RFL-1004 Engage Targets with Service Rifle 0300-OFF-1001 Perform Actions in a Hasty Firing Position

INTERNAL SUPPORTING EVENTS: 0300-RFL-1002 Perform Weapons Maintenance

SUPPORT REQUIREMENTS:

SIMULATION EVALUATION:

SIMULATED	SUITABILIT Y	SIMULATOR	UNIT OF MEASURE	HOURS	PM
Yes	<u>i</u> S/L	ISMT	Marine	0.5	Ν
ORDNANCE :			110 42 0		
			ΟΠΑΝΨΤΨΥ		
A059 Cartrid	ae. 5 56mm Ba	11 M855	$\frac{201001111}{15}$ round per	Marine	
10/Clip	go, otoonan 20		10 Iodiid pol	11012 2110	
10,0115					
RANGE/TRAININ	G AREA:				
Facility Cod	e 17510 Rifle	e Shot Groupir	ng BZO Range		
ADDITIONAL RA	NGE /TRAINING	AREA. Facili	ity Code 1712(). Marksmansh	in Skills
Training Simu	lator A rar	ae equipped w	with robot tay	roets with an	nropriate
number of rou	inds and repet	itions		igeeb with ap	propriace
	nus ana repet				
AIRCRAFT: No	t applicable				
ROOMS/BUILDIN	I <mark>GS</mark> : Not appl	licable.			
EQUIPMENT: B	ZO targets				
MATERIAL: Sa	nd bags to cr	ceate supporte	ed prone posit	cions.	
UNITS/PERSONN	EL: PMI, CMC	C, CMT			
MISCELLANEOUS	:				
Toorning Aids					
1 Widoo:	iow to Zoro th	o Sorrico Pit	Flo		
I. VIGEO, 1	.00 00 2010 01	IE DELVICE KII			
ADMINISTRATIV	E INSTRUCTION	1 S :			
Supplementar	y Reference:				
MCO 3574.2	Marine Corps	Combat Marksm	manship Progra	am	
Live fire at	short range	(25m) may be	conducted to	acquire a pre	e-zero
sight settin	.q. Zeroing m	nay be conduct	ed prior to e	execution of e	each
Marksmanship	Table IAW MC		rine Corps Com	nbat Marksman:	ship
Program.		_	-		-
-					

SPECIAL PERSONNEL CERTS: RSO.

CHAPTER 7

GROUND T&R SYLLABUS

1. <u>Syllabus</u>. The creation of a syllabus for training gaps and essential billets provides a starting point for a learning roadmap. The syllabus is part of the T&E continuum building upon current programs of instruction (POI) delivered at the formal schools, and allows commanders to more effectively train, educate, and evaluate essential billet holders. Furthermore, the syllabus provides a service-level minimum standard for essential billets in ground communities.

a. Essential billets possess core competencies and provide the foundation from which the unit will accomplish assigned METs. Core competencies are the essential billet's defining responsibilities and tasks and require a mastery of fundamental knowledge, skills, and attitudes required to support a unit's METs. The essential billet's core competencies provide superior value or benefit to the unit, are difficult to replicate by others, and are rare.

b. The syllabus is a T&R standards based portfolio of events with training and learning aids, which complements the learning in formal schools.

c. The syllabus provides resources to support MOJT, sustainment, and skills progression training for essential billets. This establishes learning targets along a career roadmap to enhance billet proficiency, assists reintegration to the occupational field, and enables career progression.

2. <u>Syllabus Process</u>. Design of the syllabus will be guided by the needs of the community. Syllabi must be continually updated to keep pace with changes in the operational environment, doctrine, emerging concepts and technology. Syllabi are developed and maintained by syllabus coordinators for approved essential billets to:

a. Define billet competencies.

b. Identify, validate, and annotate existing training standards and gaps.

c. Draft T&R events to satisfy gaps and couple with validated events to create an event portfolio for billet accomplishment.

d. Identify, validate, and annotate existing learning aids to meet the standards of the event portfolio.

e. Develop learning aids to satisfy identified gaps.

f. Link learning aids to ITE.

3. Roles and Responsibilities

a. <u>Syllabus Coordinators</u>. Appointed in writing by CG, TECOM via coordination with TECOM MSCs. As the program matures, future syllabus coordinators will be identified and appointed. Current syllabus coordinators are identified in appendix D.

(1) Develop and maintain selected ground T&R community syllabi.

(2) Review doctrine, emerging concepts, and technology in order to enhance ground community syllabi.

(3) Lead training event and training aid development or refinement of identified gaps.

(4) Provide accessibility to syllabi.

(5) Ensures learning aids are properly linked to T&R events.

b. Training Command/Formal Schools

(1) Assist in identifying available learning aids.

(2) Support learning aid development.

(3) Provide SME input.

c. TECOM Training and Education Integrator

(1) Oversee syllabus process.

(2) Assists the syllabus coordinator in the analysis, design, development, implementation, and evaluation of syllabus content.

(3) Initiate T&R process for identified gaps in standards.

d. OccFld Manager

- (1) Provide SME input.
- (2) Validate requirement for syllabus.
- (3) Evaluate required changes to syllabi.

(4) Coordinate with syllabus coordinator, T&EI, and key stakeholders for syllabus development.

(5) Support learning aid development.

e. Fleet Marine Force representative

- (1) Leverage requirement for syllabi creation/modification.
- (2) Define billet requirements.
- (3) Identify existing learning aids.
- (4) Provide assistance in the development of learning aids.

(5) Validate and provide feedback on effectiveness of established syllabi.

CHAPTER 8

GROUND T&R MANUAL UTILIZATION.

1. <u>Overview</u>. T&R manuals serve as a primary-source document that provide commanders and leaders, a tool to conduct unit training management, enabling them to build logically sequenced training and to determine combat readiness based on training evaluated against a published standard.

2. <u>Training Design and Planning</u>. The T&R manual and the OCE provide the basis of training design at all levels and the framework for unit training exercise and employment plan development. Based on required sustainment intervals, chained events and unit of employment, leaders prioritize training through the creation of long, mid, and short term training plans. T&R manuals are designed with chained events, which enables a progressive approach to training. Events chained to larger collective events allow subordinate leaders and individual Marines to backward plan their training requirements. The T&R manual indicates the resources required to execute training to standard; such as ranges, ordnance, equipment, facilities, and simulators are identified in each event to support planning and budgeting. The T&R manual is utilized to facilitate learning. The learning continuum is comprised of:

- a. Unit training exercises
- b. Formal schools
- c. MOJT
- d. Syllabus for essential billets
- e. Sustainment training

3. Evaluations

a. Evaluation is a continuous process at all echelons. Continuous evaluation based off T&R standards provides the commander with current information regarding a unit's state of training readiness to perform designated tasks. Evaluations are inherently subjective, but the T&R manual provides a framework to determine methods of performance and measures of effectiveness. Reference-based chained events within the T&R manual enables evaluations to determine effectiveness at all echelons.

b. The T&R events are the basis for evaluation. Evaluators will develop performance evaluation checklists (PECL) to ensure that individuals and teams can perform all the required tasks. The referenced-based description, linked training publications, and training aids provide the evaluator additional information for PECL development based upon training requirements and desired outcomes. Individuals/units that do not meet the established standards can be reevaluated following remediation to determine if skills have been successfully trained to standards. Exercises, battle drills, and inspections can be used to evaluate teams.

c. Performance of the individual and the unit needs to be evaluated to measure proficiency and competency. Proficiency is a function of skill that must be measured against a T&R event standard and/or predetermined number of

T&R event standards, which is periodically demonstrated to a qualified evaluator. The results of these evaluations must be captured and reported in MCTIMS. Individual training is reported in a Marine's electronic training jacket located in the MCTIMS. Collective training is reported in the MCTIMS Unit Training Management (UTM) module and reflected in DRRS-MC.

4. <u>Waived T&R Event</u>. Commanders may waive an event when in his or her judgment previous experience or related performance satisfies the requirements for the event. Waived events are considered trained and remain in effect until end of T&R event sustainment interval. Commanders may not waive an event based on a lack of logistical support or training assets. If an event is waived, it is considered "trained" and training readiness credit is awarded for the event.

5. Deferred T&R Event. Commanders may only defer an event when a lack of logistical support, range availability, or other training assets prevent timely event completion (i.e. non-availability of a simulator, range, and/or instructors), or as mission requirements dictate. Deferred events are considered untrained and remain in effect until adequate resources are available or mission requirements change, and the event is trained to standard. If an event is deferred, it is considered "untrained" and training readiness credit is not awarded for the event and event is considered untrained.

6. Personnel

a. <u>Commanding Officers</u>. Are responsible for evaluating unit training requirements to identify strengths and weaknesses, in order to make corrections to unit training plans and to adjust training priorities. In addition, Commanding Officers are responsible for ensuring the accurate and timely reporting of both training completion and resource utilization in MCTIMS.

b. <u>Unit Staffs</u>. Oversee the development, implementation, and approval of the unit's training and operations plans. The T&R manual is the primary tool to design, conduct, and evaluate training and facilitates standardized reporting on how training generates readiness. T&R manuals enable an understanding of other communities' roles within an organization, thereby informing training design to maximize training events/exercises of a heterogeneous unit. The learning aids incorporated within T&R manuals enable staffs to familiarize themselves with training events, enhancing training design. Additionally, resources such as ranges, ordnance, equipment, facilities, and simulators are identified in each event to support planning and budgeting.

c. <u>Small Unit Leader</u>. Responsible for developing training that improves individual skills throughout the ranks. Unit leaders use T&R manuals, with the included learning aids, to familiarize themselves with the training standards and assist in training their Marines. The linked training publications and T&R event components provide leaders a standards-based evaluation to determine a Marine's level of competency and proficiency and ability to accomplish assigned missions.

d. <u>Individual Marines and Sailors</u>. Just as unit commanders use the T&R to evaluate unit readiness, a Marine or Sailor uses their T&R manual to determine their individual readiness. Weaknesses can be addressed through self-study using learning aids and direct access to references within the T&R

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manual. The T&R manual provides current billet requirements and future training requirements. Individuals use T&R manuals to prepare for future requirements through supplied learning aids and training publications. The T&R manual provides the minimum performance standard for future assignments.

APPENDIX A

T&R EVENT CHECKLISTS

Collective Task Checklist

Checklist Item	Yes	No	NA	Remarks
1. <u>Required</u> : Is this event derived from a unit mission (MET) or higher-level collective task?				
2. Does the event have a doctrinal/publication basis?				
Administrative Data	-	-	_	-
1. <u>Required</u> : Does the T&R event code reflect the community, functional area, and level as required in chapter five?				
2. Has another community already created a task that addresses the subject area?				
3. <u>Required</u> : Does the event title consist of one appropriate, present tense, action verb and object?				
4. Does the event title provide complete clarity?				
5. Is the event a measurable activity accomplished by two or more individuals?				
6. Does the event title avoid using terminology that would restrict the task from use by other communities? Example: Avoids using Infantry commander and uses unit leader.				
7. Does the event title avoid using equipment? Example: Avoids using M2 Machine Gun and uses the term crew served weapon.				
8. Does the event title have no conjunctions (and/or)?				
9. Does the event title have no parenthesis unless enclosing an acronym?				
10. Is there another event with an identical title? If yes, please provide comments.				
11. <u>Required</u> : Does it contain differences, which requires the event to be duplicated?				
12. <u>Required</u> : Are the supported MCTs identified?				
13. <u>Required</u> : If E-coded, is the event used to calculate the combat readiness for a MET?				
14. <u>Required</u> : Does the sustainment interval support the unit to maintain proficiency?				
15. <u>Required</u> : Does the description provide explanation of the event purpose, objectives, goals, and requirements?				

Checklist Item	Yes	No	NA	Remarks
16. Does the description contain a reference or doctrinal linkage?				
Event Conditions An event condition statement must provide the general i to perform an event to standard based on a common doctr	nform inal	natio basi	on re .s.	quired
1. <u>Required</u> : Does it include a trigger or cue indicating why the task is to be performed?				
2. Does it identify the current actions or situation?				
3. Does the condition allow other communities to use the task?				
4. Is the condition free from unnecessary equipment, environmental requirements, or overly restrictive verbiage?				
5. Does it include historical information? It should describe important first-order activities that have been completed prior to the start of this task.				
6. Does it identify the enemy? Current information about strength, location, activity, and capabilities that impact performing the task to standard.				
7. Does it identify the terrain and weather? Any terrain and weather conditions that will affect training regarding ground maneuver, precision munitions, air support, and sustainment operations.				
8. Does it identify troops and support available? Does it note the quantity, training level, and psychological state of friendly forces if they impact training the task to standard?				
9. Does it identify time available?				
Event Standard: The event standard provides the criteria for determinin acceptable level of event performance under operating c	g the ondit	e mir tions	nimum S.	
1. Does it describe the action in present tense?				
2. <u>Required</u> : Does it include a quantitative or qualitative remark?				
3. <u>Required</u> : Is it cited or derived from reference publication?				
Event Components: Event components are discrete actions that compose and completion of an event.	/or i	.nfor	m th	e
1. <u>Required</u> : Event components are written in present tense and subject, verb, and object format? (Omit the subject, if implied).				

Checklist Item	Yes	No	NA	Remarks
2. Are the event components written and sequenced using the Plan, Prepare, Execute, Assess framework to reinforce the operations process?				
References	J		<u>.</u>	1
1. <u>Required</u> : If more than one reference is listed, is at least one identified as a primary reference(s)?				
2. Are references valid?				
3. Are references hyperlinked to the source document?				
Chained Events: Chained events indicate the relationsh throughout the ground communities.	ips c	of ev	vents	
1. Are events that require completion prior to attempting the event listed as prerequisite events?				
2. Are events internal to the community that are aided in the accomplishment of this event listed as internal supported events?				
3. Are events internal to the community that aid in the accomplishment of this event listed as internal supporting events?				
4. Are events external to the community that are aided in the accomplishment of this event listed as external supported events?				
5. Are events that aid in the accomplishment of this event from other T&R manuals listed as external supporting events?				
Event Simulations:	1			
1. Has a simulator been identified that provides the capability of executing the goal and requirement of an event?				
2. Has the community determined the appropriate suitability and sequence codes?				
Support Requirements: A list of the external and inter will need to complete the event.	nal s	suppo	ort t	he unit
1. Ordnance: Has the required ammunition been identified to execute the event?				
2. Range/Training Area: Has the specific training area or range type required to execute the event been identified?				
3. Aircraft: Has the aircraft needed to accomplish training event been identified?				
4. Rooms/Buildings: Have rooms or building required for the event been identified?				
5. Equipment: Has relevant equipment required for training been determined?				
6. Material: Has relevant material items required for training been determined?				
7. Learning Aids: Have the appropriate learning aids for the event been identified and linked?				

8. Units/Personnel: Have specific personnel or units required to accomplish the event been identified?		
9. Administrative Instructions: Is additional information required?		
10. Special Personnel Certs: Are there any special certifications required for the execution of the event?		

Individual Task Checklist

Checklist Item	Yes	No	NA	Remarks
1. <u>Required</u> : Is this event derived from a collective task?				
2. Does the event have a doctrinal/publication basis?				
Administrative Data	-	•	-	-
1. <u>Required</u> : Does the T&R event code reflect the MOS/community, functional area, and level as required in chapter six?				
2. Has another community already created a task that addresses the subject area?				
3. <u>Required</u> : Does the event title consist of one appropriate, present tense, action verb and object?				
4. Does the event title provide complete clarity?				
5. Is the event a measurable activity accomplished by an individual?				
6. Does the event title avoid using terminology that would restrict the task from use by other communities?				
7. Does the event title avoid using equipment? Example: Avoids using M4 and use the term service rifle.				
8. Does the event title have no conjunctions (and/or)?				
9. Does the event title have no parenthesis unless enclosing an acronym?				
10. Is there another event with an identical title? If yes, please provide comments.				
11. <u>Required</u> : Does it contain differences, which requires the event to be duplicated?				
12. <u>Required</u> : Does the sustainment interval prevent skill atrophy?				
13. Required: Are the MOS(s) required to accomplish the task identified?				
14. If this event is for a specific billet, is the billet identified?				
15. Required: Does the event indicate the rank(s) required to complete the event?				
16. <u>Required</u> : Does the description provide explanation of the event purpose, objectives, goals, and requirements?				
17. Does the description contain a reference or doctrinal linkage?				
18. Is the initial training setting identified as formal, MOJT, or DL?				

Checklist Item	Yes	No	NA	Remarks
19. If initial training setting is formal, does the formal school currently teach this event?				
20. If this event is for an essential billet, is it included in a syllabus?				

Event Condition

An event condition statement must provide the general information required to perform an event to standard based on a common doctrinal basis.

1. <u>Required</u> : Does it include a trigger or cue indicating why the task is to be performed?		
2. Does it identify the current actions or situation?		
3. Does the condition allow other communities to use the task?		
4. Is the condition free from unnecessary equipment, environmental requirements, or overly restrictive verbiage?		
5. Does it include historical information? It should describe important first-order activities that have been completed prior to the start of this task.		

Event Standard:

The event standard provides the criteria for determining the minimum acceptable level of event performance under operating conditions.

1. Does it describe the action in present tense?		
2. <u>Required</u> : Does it include a quantitative or qualitative remark?		
3. <u>Required</u> : Is it cited or derived from reference publication?		

Performance Steps:

Performance steps are discrete operations, movements, actions, or decisions that an individual must accomplish.

1. <u>Required</u> : performance steps are written in					
present tense and subject, verb, and object format?					
(Omit the subject, if implied).					
2. Are the performance steps written in a sequenced					
logical manner?					

Checklist Item	Yes	No	NA	Remarks
References				
1. <u>Required</u> : If more than one reference is listed, is at least one identified as a primary reference(s)?				
2. Are references valid?				
3. Are references hyperlinked to the source document?				
Chained Events: Chained events indicate the relationsh throughout the ground communities.	ips o	f ev	ents	
1. Are events that require completion prior to attempting the event listed as prerequisite events?				
2. Are events internal to the community that are aided in the accomplishment of this event listed as internal supported events?				
3. Are events internal to the community that aid in the accomplishment of this event listed as internal supporting events?				
4. Are events external to the community that are aided in the accomplishment of this event listed as external supported events?				
5. Are events that aid in the accomplishment of this event from other T&R manuals listed as external supporting events?				
Event Simulations:	r	1	1	1
1. Has a simulator been identified that provides the capability of executing the goal and requirement of an event?				
2. Has the community determined the appropriate suitability and sequence codes?				
1. If MSPS apply to this event, are they identified?				
Support Requirements: A list of the external and interview will need to complete the event.	nal s	uppo	rt t	he unit
1. Ordnance: Has the required ammunition been identified to execute the event?				
2. Range/Training Area: Has the specific training area or range type required to execute the event been identified?				
3. Aircraft: Has the aircraft needed to accomplish training event been identified?				
4. Rooms/Buildings: Have rooms or building required for the event been identified?				
5. Equipment: Has relevant equipment required for training been determined?				
6. Material: Has relevant material items required for training been determined?				

Checklist Item	Yes	No	NA	Remarks
7. Learning Aids: Have the appropriate learning aids for the event been identified and linked?				
8. Units/Personnel: Have specific personnel or units required to accomplish the event been identified?				
9. Administrative Instructions: Is additional information required?				
10. Special Personnel Certs: Are there any special certifications required for the execution of the event?				

APPENDIX B

GROUND T&R RESOURCES

1. <u>Ground T&R Resources</u>. The TRMWG will review learning aids, simulation, ordnance, ranges, and training areas for inclusion in all ground T&R manuals to ensure training requirements and resources are accurately captured. These enable Marines to apply their warfighting skills in realistic scenarios and create greater learning efficiencies. Commanders and unit leaders must have the ability to augment, in real time, the traditional live training events with simulation, augmented and virtual reality, and enhanced wargaming in order to better train as they expect and intend to fight.

2. Learning Aids

a. Learning aids are intended to enhance learning and retention by the learner. They may include, but are not limited to background readings, visualizations such as videos, tactical decision games, simulations, models, or any other appropriate item. The goal of incorporating learning aids into the T&R event is to help learners make connections between knowledge and applying it to new situations. Whether at the individual or collective level, the learning aids focuses on the learners- individuals, teams, units, and MAGTFs-as the main focus of effort. However, learning aids can also enhance training design.

b. Learning aids support effective learning opportunities, from simple reading assignments to field exercises, wargaming, after action study, and simulation training exercises. Learning aids are critical to ensure that Marines experience realistic warfighting conditions, challenges, and complexity. Marine leaders shall recognize the importance of understanding learners' needs, interests, and abilities in order to inspire, challenge, and motivate their Marines.

c. The TRMWG identifies available and required learning aids for inclusion in T&R events. The intent is to not simply identify a list of available learning aids, but rather what components enhance the specific T&R event. For example, the Deployable Virtual Training Environment (DVTE) is a laptop PC based simulation system capable of emulating organic and supporting infantry battalion weapons systems and training scenarios to facilitate training and readiness based training. Instead of listing the DVTE, the intent would be to list the virtual battle space training application within the infantry tool kit program of the DVTE to train INF-MAN-4001: Conduct an Attack (L/S).

3. <u>Simulations</u>. Training simulation capabilities offer an opportunity to build and sustain proficiency while achieving and/or maintaining certain economies. Commanders should take into consideration simulation tools as a matter of course when designing training.

The list of available simulations can be found at the following URL: https://vce.tecom.usmc.mil/sites/directorates/mtesd/Simulation%20Resources/Fo rms/AllItems.aspx

a. Suitability and Sequence Codes

(1) Each event will be annotated with the appropriate "Suitability and Sequence" code to communicate those characteristics for employing simulations during training. Figure B-1 provides the Suitability and Sequence Codes.

(2) Each event that can be simulated will be annotated with the preferred simulator as well all other simulators available to train the event to standard and the amount of time necessary to complete training the event in each of the simulators indicated.

Code	Suitability and Sequence Codes
L	The event can only be trained to standard in a LIVE environment.
	Any event assessed as "NO" for simulatable should be coded "L."
Р	The event must be performed to standard in simulation as a
	PREREQUISITE to live fire qualification as per current policy, T&R
	manual, or doctrine.
S/L	Event must be trained to standard in SIMULATION then LIVE unless
	absolutely no simulation capacity is available, then live only
	training is appropriate.
L/S	Event must be trained to standard in a LIVE environment then in
	SIMULATION unless absolutely no simulation capacity is not
	available, then live only training is appropriate.
S	Event considered high risk and/or resource intensive that can ONLY
	be conducted to standard and qualification in SIMULATION.
	Figure B-1Suitability and Sequence Codes

b. Procedural Guidance

(1) TRMWGs are required to review ground training simulation capabilities during the development and revision of all T&R manuals and provide substantive guidance/recommendations on integrating simulation(s) that must be used during the conduct of training T&R events. The Commandant has directed the operational and T&E communities to focus on leveraging modern immersive training and simulation technologies.

(2) Events that are suitable for training in a simulator will be trained in the community-preferred simulator, or another locally available simulator with training capabilities and/or characteristics similar to the preferred simulator. Events that cannot be trained in a currently available simulator compatible with that event's training requirements will be designated as "live only."

(3) Community T&R manuals will identify simulation usage within ground T&Rs in the method identified below. Can the T&R event be simulated, identification of suitability and sequence code, identified simulator, unit of measure, hours required, and if it is the primary simulator. If an event can be accomplished with multiple simulators, identification of each equipment asset is required.

SIMULATED	SUITABILITY	SIMULATOR	UNIT OF MEASURE	HOURS	PM
Partial	L/S	MTWS	Unit Hours	6	Y

(4) Community T&R manuals will maintain a roll up of simulation events within an appendix of their ground T&R manuals, identified in the format below.

Event	SIMULATED	SUITABILITY	SIMULATOR	UNIT OF MEASURE	HOURS	PM
ORD-VREC- 8001	Partial	L/S	MTWS	Unit Hours	6	Y

4. Ammunition

a. All ground T&R manuals that require military munitions will identify resource requirements within respective collective and individual training events. Ammunition will only be identified for use within the FMF; ammunition usage within formal schools will be identified within the respective Program of Instruction.

b. Ammunition will be captured within each T&R event as identified below. Identifying the required DODIC and the quantity. The table below is an example of the ammunition required to train BTRY-OPS-6001 to standard.

Ordnance	Quantity				
D529 Projectile, 155mm High Explosive	48 projectiles per Battery				
M795					
DA12 Charge, Propellant 155mm MACS	48 charges per Battery				
M231					
DA13 Charge, Propellant 155mm MACS	48 charges per Battery				
M232					
N340 Fuze, Point Detonating	48 charges per Battery				
M739/M739A1					
N523 Primer, Percussion M82	48 primers per Battery				

c. The Class V ammunition requirements are identified within the ammo appendix of a ground community's T&R manual. The appendix contains two tables. One table lists ammo requirements for each T&R event and the other is an aggregated list of ammunition by DODIC.

d. The table listed below identifies ammunition requirements for each T&R event as they pertain to all identified DODIC's. The calculated totals are determined by analyzing the event quantities (QTY) of ammunition required to train one evolution of the T&R event; unit of measure (UOM) per Marine, section, battery etc.; unit of measure quantity (UOM QTY) determining the quantity issued per unit of measure; event ammunition requirement (EAR) multiplied by the yearly training occurrences per the sustainment interval; annual frequency interval (A-FRQ) defining how many times the event is trained each year; individual allocation (IA) ammunition expended within an individual event; table of organization (T/O) defines number of personnel within a specific MOS; annual authorized training requirements (AATR) equaling the total yearly amounts required to meet the standard; and the additive (ADT) training amounts, ammunition that would enhance training beyond meeting the measurable standard.

EVENT	E-	DODIC	QTY	UOM	UOM	EAR	A-	IA	т/о	AATR	ADT
CODE	CODED				QTY		FRQ				

	V	DE20	0	OFORTON	G	10	4	\cap	0	0	102
ODG-	T	Projectile	0	PECITON	U	40	4	U	U	U	エッム
6001		155mm High									
0001		Explosive									
		M795									
	Y	DA12 Charge,	8	SECTION	6	48	4	0	0	0	192
		Propellant									
		155mm MACS									
		M231									
	Y	N340 Fuze,	8	SECTION	6	48	4	0	0	0	192
		Point									
		Detonating									
		M739/M739A1									
	Y	N523 Primer,	8	SECTION	6	48	4	0	0	0	192
		Percussion									
		M82	0		6	10					1.0.0
BTRY-	Ν	D529	8	SECTION	6	48	4	0	0	0	192
OPS-		Projectile,									
6002		ISSMM HIGH									
		M705									
	N	DA12 Charge	8	SECTION	6	4.8	Δ	0	0	0	192
	IN	Propellant	0	DECITOR	0	10	-	U	0	0	172
		155mm MACS									
		M231									
	N	N340 Fuze,	8	SECTION	6	48	4	0	0	0	192
		Point									
		Detonating									
		M739/M739A1									
	Ν	N523 Primer,	8	SECTION	6	48	4	0	0	0	192
		Percussion									
		M82		1							

e. Additionally, the table below identifies the ammunition resources required to validate those tasks, core skills and Mission Essential Task Lists. These allowances do not represent strict literal interpretations of the individual training events for each DODIC.

DODIC	NOMENCLATURE	Total Annual
		QTY
A059	Cartridge, 5.56mm Ball M855 10/Clip Sub f/AA45	943678
A060	Cartridge, 5.56mm Dummy M199	500
A063	Cartridge, 5.56mm Tracer M856 Single Round	11256
A064	Cartridge, 5.56mm 4 Ball M855/1 Tracer M856	313632
	Linked	
A075	Cartridge, 5.56mm Blank M200 Linked	17280
A080	Cartridge, 5.56mm Blank M200 Single Round	17695
A112	Cartridge, 7.62mm Blank M82	168
A131	Cartridge, 7.62mm 4 Ball M80/1 Tracer M62 Linked	211108

5. RANGE/TRAINING AREAS

a. All ground ${\tt T\&R}$ manuals that require the use of ranges and training areas will identify resource requirements within each respective collective and individual training events.

b. Ranges and training areas will be captured within each T&R event as identified below. The identification of the facility code, number, and nomenclature will be captured.

c. The range codes listed below will be utilized to identify training resources requirements needed to complete a T&R event.

Code	Title	Description			
17136	Radar Simulator	No Change required until simulator review is			
	Facility	conducted.			
17230	Gas Chamber	A building for training personnel in the use of			
		protective masks and the effects of chemical			
		warfare.			
17310	Range	A building designed for direct support to range			
	Operations	operations. This building supports a variety of			
	Building	operations for a firing range, such as range			
		operations, administrative support, target			
		storage and issue, equipment storage and			
		maintenance, and ammunition breakdown and			
		distribution (not storage). This category			
		includes the buildings associated with range			
		operations such as range operations center,			
		operations/storage building, and ammo breakdown			
		building (not ammunition storage). This CATCODE			
		these purposes as 17220. Covered Training Area			
17211	Bango Gupport	huilding which houses support functions			
1/311	Range Support	a building which houses support functions			
	BUITUING	conducted at the range complex, but not covered			
		classroom space at a range buildings to conduct			
		after action reviews and all other range support			
		activities with the exception of activities			
		described in Range Operations Building (17310)			
		Weapons Range Observation Tower (17935), and			
		Public Toilet (73075) Structures used for this			
		purpose should be reported as 17330. Covered			
		Training Area.			
17320	Training Aids	A building which is used to fabricate, maintain,			
	Center	store, and issue training devices and materials			
		including Multiple Integrated Laser Equipment			
		System (MILES) and visual information (VI) aids;			
		it also provides the administrative space for the			
		training support division (TSD) management staff.			
17330	Covered	A structure which provides a covered area to			
	Training Area	support and conduct training or feeding personnel			
		on a training facility while providing protection			
		for equipment and personnel from the elements.			
		Typically, the sides of the structure are open			
		with a solid roof. Also includes structures in			
		support of range operations. These facilities			
		are usually located in ranges, training areas,			
		bivouac, or maneuver areas. Square footage is			
		measured as the area under the roof or cover.			
		Also this CCN is used to report covered physical			
		training and covered martial arts training areas.			

17410	Maneuver/Traini ng Area, Light Forces	Space for ground and air combat forces to practice movements and tactics. Different type units may support one another (combined arms), or a unit may operate independently. The light designation refers to areas where maneuver is restricted to only small units or units having only wheeled vehicles. Light maneuver/training areas are not typically used by heavy or mechanized forces other than assembly areas where movement is restricted to roads or trails. Included in this category are bivouac sites, base camps, and other miscellaneous training areas. Account for each area, typically managed and scheduled by a range name or code through the installation training or range control manager with a separate facility number and individual real property record. When training/maneuver areas can be used for multiple purposes, priority of assignment is Maneuver/Training Area, Amphibious; Maneuver /Training Area, Heavy;
17411	Maneuver/Traini ng Area, Amphibious Forces	Maneuver/Training Area, Light. Space for ground and air combat forces to practice movements and tactics during amphibious (ship-to-shore) operations. Different type units may work in support of one another (combined arms), or the unit may operate independently. Tasks can include both combat and logistics (especially logistics over the shore, LOTS). Included in these areas are bivouac sites, base camps, and other miscellaneous training areas. Account for each area, typically managed and scheduled by a range name or code through the installation training or range control manager, with a separate facility number and individual real property record. When training/maneuver areas can be used for multiple purposes, priority of assignment is Maneuver/Training Area, Amphibious; Maneuver/Training Area, Heavy; Maneuver/Training Area, Light
17412	Land Navigation Course	An area located within the training complex principally scheduled and used for map reading, terrain association, or navigational training.
17413	Field Training Area Maneuver/Traini	A specific area intended for the training of personnel or animals in a field environment, that cannot be categorized by the other CATCODES in the 174 basic series. Training conducted in such an area may include medical, K-9, or communications equipment. Maneuver land shall be not be included in this category; separately classify maneuver in other CATCODES within the 173 basic series. Space for ground and air combat forces to
	ng Area, Heavy Forces	practice movements and tactics. Different type units may support of one another (combined arms), or the unit may operate independently. The heavy designation refers to areas where maneuver is

		unrestricted and can consist of all types of
		vehicles and equipment, including tracked
		vehicles. Heavy maneuver/training areas can be
		used by light forces. This category includes
		bivouac sites, base camps, and other
		miscellaneous training areas Account for each
		area, typically managed and scheduled by a range
		name or code through the installation training or
		range control manager, with a constrate facility
		range control manager, with a separate facility
		number and individual real property record. When
		training/maneuver areas can be used for multiple
		purposes, priority of assignment is
		Maneuver/Training Area, Amphibious;
		Maneuver/Training Area, Heavy; Maneuver/Training
		Area, Light.
17430	Impact Area	An area having designated boundaries within which
	Dudded	all ordnance will detonate or impact. This area
		includes all impact areas that do not contain
		automated targets or targets classified as real
		property. Vehicle bodies are sometimes placed in
		the area to act as targets for artillery direct
		and indirect fire. The primary function of the
		impact area is to contain weapons effects as much
		as possible using earthen berms or natural
		terrain features. Assume impact areas contain
		unexploded ordnance and may not be used for
		maneuver Account for each area typically
		managed and scheduled by a range name or code
		through the installation training or range
		chrough the installation training of range
		control manager, with a separate facility number
1 - 4 - 1		and individual real property record.
1/431	Impact Area	An area having designated boundaries within which
	Non-Duadea	ordnance that does not produce duds will impact.
		This area is composed mostly of the safety fans
		for small arms ranges. This area includes all
		impact areas that do not contain automated
		targets or targets classified as real property.
		The primary function of the impact area is to
		contain weapons effects as much as possible using
		earthen berms or natural terrain features.
		Account for each area, typically managed and
		scheduled by a range name or code through the
		installation training or range control manager,
		with a separate facility number and individual
		real property record. Although these impact
		areas may be used for maneuver when the weapons
		ranges are not in use, they will remain
		categorized as impact areas.
17440	Personnel/Equip	A large, flat, cleared area for personnel and
	ment Drop Zone	equipment to land following a parachute jump
17501	Automatic Piflo	A range designed for training target engagement
1,201	Range	techniques with rifles and the squad automatic
	Nallye	Wooppon (SAW) This range is wood to train
		weapon (SAW). This faile is used to train
		personner on the skills necessary to employ
		automatic and semi-automatic firing techniques.
		Targets are not fully automated and/or the

		scenarios are not computer driven or scored.
		This CCN will not be used for ranges where the
		principal use is defined in other CCNs within the
		175 basic series.
17502	Non-Standard	A range designed for training requirements that
	Small Arms	are not associated with current published
	Range	doctrine, but fall within a commander's training
		requirements. This range includes all small arms
		ranges that do not fit into other categories.
		Targets are not fully automated and/or the
		scenarios are not computer driven or scored.
		This CCN includes dedicated dry fire areas
17510	Basic 10M-25M	A range designed for training shot-grouping and
	Firing Range	zeroing exercises with rifles and machine guns.
	(Zero)	This range is used to train individual personnel
		on the skills necessary to align the sights and
		practice basic marksmanship techniques against
		stationary targets. This range requires no
		automation.
17520	Automated Field	A range designed for training target engagement
	Fire (AFF)	techniques with rifles. This range is used to
	Range	train and familiarize personnel on the skills
		necessary to identify, engage, and hit stationary
		infantry targets. All targets are fully
		automated and the event specific target scenario
		is computer driven and scored from the range
		operations center.
17530	Record Fire	A range designed for training and day/night
	Range Non-	qualification requirements with rifles. This
	Automated	range is used to train and test personnel on the
		skills necessary to identify, engage, and hit
		stationary infantry targets. Targets are not
		fully automated and/or the scenarios are not
		computer driven or scored. This CCN will not be
		used for known-Distance (KD) ranges, which are
17501	Dut ometed	accounted under 1/550 and 1/570.
1/531	Automated	A range designed for training and day/night
	Record Fire	qualification requirements with rifles. This
	(ARF) Range	range is used to train and test personnel on the
		stationary infantry targets All targets are
		fully sutemated and the event specific target
		sconario is computer driven and scored from the
		range operations center This CCN will not be
		used for Known-Distance (KD) ranges which are
		accounted under 17550 and 17570
17532	Modified Record	A range designed for training and day/night
1,002	Fire Range	qualification requirements with rifles This
		range combines the capabilities of 1752X.
		Automated Field Fire (AFF) Range: and 1753V
		Automated Record Fire (ARF) Range to reduce land
		and maintenance requirements All targets are
		fully automated and the event specific target
		scenario is computer driven and scored from the
		range operations center. This CCN will not be
1		

		used for Known-Distance (KD) ranges, which are
17550	Difle Known	accounted under 17550 and 17570.
1/550	RIIIE KNOWN Distance (KD)	A range designed for training riffe marksmanship
	Pange	used to train personnel on the skills personny
	Kange	to identify engage and hit stationary targets
		in a static array from a known distance
17560	Sniper Field-	A range designed to meet training and
1,000	Fire Range	qualification requirements with the spiner rifle
	IIIC Range	This range is used to train and test sniper on
		the skills necessary to detect, identify, engage.
		and hit stationary and moving infantry targets in
		a tactical array in accordance with applicable
		field manuals. Targets are not fully automated
		and/or the scenarios are not computer driven or
		scored.
17561	Automated	A range designed to meet training and
	Sniper Field	qualification requirements with the sniper rifle.
	Fire Range	This range is used to train and test snipers on
		the skills necessary to detect, identify, engage,
		and hit stationary and moving infantry targets in
		a tactical array in accordance with applicable
		field manuals. All targets are fully automated
		and the event specific target scenario is
		computer driven and scored from the range
		operations center.
17570	Pistol Known	A range designed for training pistol and revolver
	Distance (KD)	marksmanship and target engagement techniques.
	Range	This range is used to train personnel on the
		skills necessary to identify, engage, and hit
		stationary targets in a static array from a known
17571	Combot	A range designed to meet training and
1/3/1	Distol/MP	qualification requirements with combat nistols
	Firearms	and revolvers. This range is used to train and
	Qualification	test personnel on the skills necessary to
	Course	identify, engage, and hit stationary infantry
		targets. Targets are not fully automated and/or
		the scenarios are not computer driven or scored.
17572	Automated	A range designed to meet training and
	Combat	qualification requirements with combat pistols
	Pistol/MP	and revolvers. This range is used to train and
	Firearms	test personnel on the skills necessary to
	Qualification	identify, engage, and hit stationary infantry
		targets. All CPQC targets are fully automated
		and the event specific target scenario is
		computer driven and scored from the range
17570	Qualanta a la l	operations center.
1/5/3	Submachinegun	A range designed for training target engagement
	Range	techniques with the submachine gun. This range
		is used to train personner on the skills
		infantry targets Targets are not fully
		automated and/or the scenarios are not computer
		driven or scored.

17580	Machine Gun	A range designed to meet the training
	Transition	requirements with machine guns. This range is
	Range	used to train personnel on the skills necessary
		to identify, engage, and hit stationary infantry
		targets at known distances. Targets are not
		fully automated and/or the scenarios are not
		computer driven or scored. Ranges that fulfill
		(17500) and Machine Cup Field Fine Dance (17501)
		(17580) and Machine Gun Fleid Fire Range (17581)
		(17581)
17010	Pood/Nirfiold	An area for training in the placement clearing
1/910	Construction	compaction, repair, and grading of fill and
	Training Site	construction of drainage structures for roads and
	11011119 0100	airfields. Steel mats or other non-bituminous
		mats may be utilized. If the road is an actual
		portion of the installation's network of training
		area roads, it should be inventoried in the 80000
		series instead. If the airfield is actually used
		by aircraft, it should be inventoried as an
		unpaved airfield facility using appropriate 10000
		series category codes.
17919	Timber Bridge	A cleared area beside a ditch or ravine for
	Area	engineer units to practice building timber
1.5.0.0		bridges.
17920	Panel Bridge	A cleared area beside a creek or ravine for
	Area	engineer units to practice building panel bridges.
17921	Armored Vehicle	A cleared area beside a creek or ravine used for
	Launch Bridge,	erection and retrieval of armored vehicle launch
	Raft, And Ford	bridges (AVLB) and scissor bridges.
17000	Area	
1/922	Floating Bridge	A cleared river bank area for engineer units to
	SILE	retrieval of floating bridging equipment
17924	Water Supply	A partially improved area for performing water
1,921	Training Area	purification and storage operations. It should
		be located on a flowing stream with firm banks
		and all-weather access roads.
17925	Airfield Site	A cleared area used to train Marines in the
	Selection	fundamentals of selecting and securing a site
	Training Area	suitable for takeoffs and parking of rotary-wing
		aircraft.
17926	Aerial Gunnery	A range designed to support the training and
	Kange	qualification requirements of helicopter gunnery.
		This range is used to train and test helicopter
		crews on the skills necessary to detect,
		infantry targets in a tactical array This range
		does not require automation but does require
		surveillance of the target area
17931	Medium/Heavy	An unimproved area for training in placement.
	Equipment	compaction, and grading of fill, and training in
	Training Area	construction of drainage structures.
17932	Decontamination	An area consisting of a pit filled with rock with
	Training Site	an attached rock-filled sump to a drain bed.

		This structure is used primarily for vehicle
1 7 0 0 0		decontamination training.
1/933	POL Training	A materials handling area for training personnel
	Area	in the proper handling of petroleum, oils, and
		lubricants. Also used for assembly and training
17025	Waanana Danaa	in various POL storage and distribution systems.
1/935	Weapons Range	No Change required
	Operations Tower	
17936	Close Air	A range designed to support the training and
	Support Range	qualification requirements of close air support
		aircraft crews on the skills necessary to provide
		air support to ground forces under varving
		conditions This range does not require
		automation but does require surveillance of the
		target area.
17937	Aerial Bombing	A range designed to support the training and
	Range	qualification requirements for fixed-wing
		aircraft dropping their ordnance. This range is
		used to train and test aircraft crews on the
		skills necessary to detect and suppress enemy
		targets in a tactical array This range does not
		require automation but does require surveillance
		of the target area.
17941	Air Defense	A range designed to meet training and
1,211	Missile Firing	qualification requirements of air defense
	Range	(LAAD/Stinger) units This range is used to
	nange	train and test crews on the skills necessary to
		employ ground to air anti-aircraft missiles
		against ballistic aerial target systems (BATS)
17951	Fire Fighting	A structure consisting of a mockup of a
	And Rescue	multistory building or an aircraft for training
	Training Area	in fire containment, ladder use, escape, and
		rescue from buildings.
17960	Parade And Drill Field	No change required.
17961	Combat In	A non-standard training facility that typically
	Cities Facility	includes the buildings, roads, and sidewalks
		normally found in an urban environment, and which
		is used to train and sustain unit proficiency in
		an urban environment. This facility is used to
		train urban-type operations when a standard CACTF
		is not available. No automation is required for
		this facility.
17962	MOUT Collective	A training range designed to meet the training
	Training	requirements of an infantry company-sized unit in
	Facility	an urban environment. This structure contains 24
	(Small)	buildings or less and is used to train unit
		collective tasks associated with urban terrain.
		Targets are not fully automated and/or the
		scenarios are not computer driven or scored.
17963	MOUT Collective	A training range designed to meet the training
	Training	requirements of an infantry battalion-sized unit.
	Facility	in an urban environment. This structure contains
	(Large)	more than 24 buildings and is used to train unit
		collective tasks associated with urban terrain.
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		Targets are not fully automated and/or the
		scenarios are not computer driven or scored.
17970	Radar-Bomb-	No change required
	Scoring	
10001	Facility	
1/9/1	Electronic-	No change required
	Wariare Ducining Dongo	
17072	Underwater	No change required
1/9/2	Tracking-	No change required
	Training Range	
17981	Infiltration	A range designed for training individual
1,001	Course	infiltration and combat movement techniques and
	0001200	then executing them while subject to live fire.
		No automation is required for this facility.
		Count each path or trail for a single Marine as
		one FP.
17991	Confidence	A structure designed for developing individual
	Course	Marine confidence and strength through a series
		of obstacles. No automation is required for this
		facility. Count each complete course as one EA.
17992	Obstacle Course	A facility containing numerous obstacles designed
		for developing and measuring individual Marine
		speed, agility, and coordination utilizing
		various obstacles in an effort to reach the
		objective. No automation is required for this
21100	⊅ : u a u a £ t	Tacility.
21109	Alrcrait Borogight Bongo	No change required
17753	Automated	A complex designed for the training and
1//00	Infantry	qualification requirements of infantry platoons.
	Platoon Battle	either mounted or dismounted, on movement
	Course	techniques and operations. This complex is used
		to train and test platoons on the skills
		necessary to conduct tactical movement
		techniques, detect, identify, engage, and defeat
		stationary and moving armor and infantry targets
		in a tactical array. All targets are fully
		automated and the event specific target scenario
		is computer driven and scored from the range
		operations center. EA is defined as a range area
		operations center. EA is defined as a range area to support training of squad and platoon sized
		operations center. EA is defined as a range area to support training of squad and platoon sized units.
17760	MOUT Assault	operations center. EA is defined as a range area to support training of squad and platoon sized units. A facility for low-level collective training
17760	MOUT Assault Course (MAC)	operations center. EA is defined as a range area to support training of squad and platoon sized units. A facility for low-level collective training using live fire or MILES. This facility is used
17760	MOUT Assault Course (MAC)	operations center. EA is defined as a range area to support training of squad and platoon sized units. A facility for low-level collective training using live fire or MILES. This facility is used for training specific tasks before training on
17760	MOUT Assault Course (MAC)	<pre>operations center. EA is defined as a range area to support training of squad and platoon sized units. A facility for low-level collective training using live fire or MILES. This facility is used for training specific tasks before training on unit proficiency MOUT sites or Battle in Cities ranges carried under CCN 177474 Targets are not</pre>
17760	MOUT Assault Course (MAC)	operations center. EA is defined as a range area to support training of squad and platoon sized units. A facility for low-level collective training using live fire or MILES. This facility is used for training specific tasks before training on unit proficiency MOUT sites or Battle in Cities ranges, carried under CCN 17XXX. Targets are not fully automated and/or the scenarios are not
17760	MOUT Assault Course (MAC)	operations center. EA is defined as a range area to support training of squad and platoon sized units. A facility for low-level collective training using live fire or MILES. This facility is used for training specific tasks before training on unit proficiency MOUT sites or Battle in Cities ranges, carried under CCN 17XXX. Targets are not fully automated and/or the scenarios are not
17760	MOUT Assault Course (MAC)	operations center. EA is defined as a range area to support training of squad and platoon sized units. A facility for low-level collective training using live fire or MILES. This facility is used for training specific tasks before training on unit proficiency MOUT sites or Battle in Cities ranges, carried under CCN 17XXX. Targets are not fully automated and/or the scenarios are not computer driven or scored. EA is defined as a range area to support training of platoon-sized
17760	MOUT Assault Course (MAC)	<pre>operations center. EA is defined as a range area to support training of squad and platoon sized units. A facility for low-level collective training using live fire or MILES. This facility is used for training specific tasks before training on unit proficiency MOUT sites or Battle in Cities ranges, carried under CCN 17XXX. Targets are not fully automated and/or the scenarios are not computer driven or scored. EA is defined as a range area to support training of platoon-sized units.</pre>
17760	MOUT Assault Course (MAC) Live Hand	<pre>operations center. EA is defined as a range area to support training of squad and platoon sized units. A facility for low-level collective training using live fire or MILES. This facility is used for training specific tasks before training on unit proficiency MOUT sites or Battle in Cities ranges, carried under CCN 17XXX. Targets are not fully automated and/or the scenarios are not computer driven or scored. EA is defined as a range area to support training of platoon-sized units. A range designed to satisfy the training</pre>
17760	MOUT Assault Course (MAC) Live Hand Grenade Range	<pre>operations center. EA is defined as a range area to support training of squad and platoon sized units. A facility for low-level collective training using live fire or MILES. This facility is used for training specific tasks before training on unit proficiency MOUT sites or Battle in Cities ranges, carried under CCN 17XXX. Targets are not fully automated and/or the scenarios are not computer driven or scored. EA is defined as a range area to support training of platoon-sized units. A range designed to satisfy the training requirement of throwing live fragmentation</pre>

automation is required for this facility. Count each throwing location as one FP.17820Engineer Qualification Range, Non- StandardizedA range designed to meet the training and qualification requirements for engineer and combat engineer crews. This range is used to train and test engineer crews on the skills necessary to zero and/or boresight weapons	t
each throwing location as one FP.17820Engineer Qualification Range, Non- StandardizedA range designed to meet the training and qualification requirements for engineer and combat engineer crews. This range is used to train and test engineer crews on the skills necessary to zero and/or boresight weapons	t
17820Engineer Qualification Range, Non- StandardizedA range designed to meet the training and qualification requirements for engineer and combat engineer crews. This range is used to train and test engineer crews on the skills necessary to zero and/or boresight weapons	t
Qualification Range, Non- StandardizedInfinite designed to meet the training und qualification requirements for engineer and combat engineer crews. This range is used to train and test engineer crews on the skills necessary to zero and/or boresight weapons	t
Range, Non- Standardized train and test engineer crews on the skills necessary to zero and/or boresight weapons	t
Standardized train and test engineer crews on the skills necessary to zero and/or boresight weapons	t
necessary to zero and/or boresight weapons	t
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	t
systems, identify, classify, and reduce	t
obstacles. Targets are not fully automated	t
and/or the scenarios are not computer driven or	t
scored. Count each firing position on the	t
stationary firing line as one FP. If a	t
stationary firing line does not exist, then coun	
each obstacle clearing station as one FP.	
17821 Engineer A range designed for the training and	
Qualification qualification requirements of engineer and comba	t
Range, engineer crews. This range is used to train and	
Automated/Stand test engineer Crews on the skills necessary to	
ardiz zero and/or boresight weapons systems, identify,	
classify, and reduce obstacles. All targets are	
fully automated and the event specific target	
scenario is computer driven and scored from the	
range operations center. Count each firing	
position on the stationary firing line as one FP	•
If a stationary firing line does not exist, then	
count each obstacle clearing station as one FP.	
17830 Light A range designed for the training and	
Demolition qualification of employing explosives and	
Range demolition charges. This range is used to train	
Marines on the proper techniques of wire,	
minefield and concrete obstacle breaching, timbe	r
and steel cutting, and road cratering. No	
automation is required for this facility. Count	
each prepared station as one FP.	
17901 Bayonet Assault A facility designed for training assault	
Course techniques with a rifle and bayonet. These	
techniques are applied through a series of	
obstacles. This facility requires no automation	
Report the number of FP as the number of prepare	d
paths or set of targets in a standard path to be	
used in training.	
17902 Target A non-firing range to teach Marines how to detect	t
Detection (TD) personnel on the battlefield under varving	
Range degrees of concealment and visibility. No	
(Nonfiring) automation is required for this range.	
17903 Hand To Hand A structure containing a circle of sand or	
Combat Pit sawdust for training in hand-to-hand fighting.	
17904 Prisoner Of War A structure typically fenced in with barbed wire	
Training Area and with guard towers used for the training of	
personnel in the handling of prisoners-of-war.	
The facility may also be used for the training o	f
personnel in a simulated POW environment.	
17905 Mine Warfare A cleared area for training in the placement.	
Area arming, disarming, and detection of vehicle and	

		anti-personnel mines using non-explosive training material.
17906	Wheeled Vehicle	An area for teaching basic driving skills, and
	Drivers Course	for practice in four-wheel drive situations,
		parking, and backing up.
17907	Tracked Vehicle	An area to teach the basic driving skills of
	Drivers Course	steering and gear shifting on a level course.
		The facility may also contain a hilly course for
		developing advanced tracked vehicle driving
		skills such as turning on slopes and negotiating
		steep grades
17908	Amphibious	An area containing sand or areas close to a beach
	Vehicle	for training military personnel on unique
	Training Area	driving, technical and tactical tasks associated
		with amphibious operations.
17909	Ship Loading	A mockup of a ship used for training personnel in
	And Unloading	ship loading and off-loading. Training area can
	Mockup	also include negotiating cargo nets used during
		amphibious operations and operations at dockside.
17911	Air Transport	A ramp and platform structure used to simulate
	Mockup	varying types of fixed- and rotary-wing aircraft.
		Structure allows loading, securing, and unloading
		of vehicles, equipment, and/or personnel.
17912	Parachute	A structure consisting of low platforms built
	Landing Fall	above a sandy landing area to practice parachute
	Platform	landing falls.
17913	Suspended	A structure that simulates the deceleration
	Harness Mockup	experienced during a parachute opening. It
		consists of a canopy area and a platform.
17914	Mockup Jump	A structure with a mockup of an aircraft door to
	Tower	train future paratroopers the proper exiting
1 5 0 1 5		techniques from an aircraft.
17915	Underwater	An area consisting of a fording site in which a
	Fording Site	venicle can be completely submerged under 10-12
		reet of water. Generally, the vehicles drive
		into slow moving water on steel or other hard
		surface mats, and are supported by telescoping
		site is used to test fording kits and train
		nerconnel in their use as well as established
		fording sites within training areas
17916	Combat Trail	A training site used for various types of
1,210		proficiency and sustainment training by rotation
		through different stations in a round-robin
		scenario Types of training can include nuclear.
		Biological, and Chemical (NBC) and common task
		training. This site is separate from other
		training areas and sites.
17917	Rappelling	A training area that includes at least one
	Training Area	structure used to practice rappelling (rope
		descent). The training area may also include
		modified towers for training in helicopter
		rappels.
17691	Scaled Gunnery	A range designed to meet training requirements of
	Range (1:5 And	armor and infantry crews. This range is used to
	1:10)	train armor and infantry crews on the skills

17710	Multipurpose Training Range (MPTR)	necessary to detect, identify, engage, and hit stationary and moving scaled targets in a tactical array using sub-caliber training devices and/or simulations. All targets are fully automated, computer driven, and scored from the range operations center. EA is defined as a range designed to handle 4 vehicles. A range designed to meet the training and qualification requirements for the crews, teams and sections of combat units. This range is used to train and test armor, infantry, and aviation crews and sections on the skills necessary to detect, identify, engage, and defeat stationary and moving armor and infantry targets in a tactical array. Targets are not fully automated
		and/or the scenarios are not computer driven or scored. LN is defined as a range to support training for 2 vehicles.
17711	Automated Multipurpose Training Range (MPTR)	A range specifically designed to satisfy the training and qualification requirements for the crews, teams and sections of combat units. This range supports dismounted infantry squad tactical live-fire operations either independently of, or simultaneously with supporting vehicles. This range is used to train and test armor, infantry, and aviation teams, crews and sections on the skills necessary to detect, identify, engage, and defeat stationary and moving armor and infantry targets in a tactical array. All targets are fully automated and the event specific targets scenario is computer driven and scored from the range operations center. LN is defined as a range to support training for 2 vehicles.
17720	Tank/Fighting Vehicle Platoon Battle Run	A range designed to meet the training and qualification requirements for platoons of armor and infantry units. This range is used to train and test armor and infantry platoons and sections on the skills necessary to detect, identify, engage, and defeat stationary and moving armor and infantry targets in a tactical array. Targets are not fully automated and/or the scenarios are not computer driven or scored. EA is defined as a range area to support training of platoon-sized units up to six vehicles.
17721	Tank/Fighting Vehicle Multipurpose Range Complex,	A range complex designed to meet the training and qualification requirements for platoons of light and mechanized infantry, armor, and aviation units. This complex is used to train and test infantry, armor, and aviation platoons, sections, teams and crews on the skills necessary to detect, identify, engage, and defeat stationary and moving armor and infantry targets in a tactical array. All targets are fully automated and the event specific target scenario is computer driven and scored from the range operations center. EA is defined as a range area

		to support training of platoon-sized units up to six vehicles.
17722	Tank/Fighting Vehicle Multipurpose Range Complex,	A range complex specifically designed to satisfy the training and qualification requirements for the crews and platoons of armor, infantry and aviation units. This complex supports dismounted infantry squad tactical live-fire operations either independently of, or simultaneously with supporting vehicles. This range is used to train and test armor, infantry, and aviation platoons, sections, teams and crews on the skills necessary to detect, identify, engage, and defeat stationary and moving armor and infantry targets in a tactical array. All targets are fully automated and the event specific targets scenario is computer driven and scored from the range operations center. When range can be used for both heavy and light purposes, it will be classified under this CCN. EA is defined as a range area to support training of platoon-sized units up to six vehicles.
17730	Fire And Movement Range	A range designed for training individual and buddy/team fire and movement techniques. The team negotiates maneuver utilizing cover and concealment techniques. Targets are not fully automated and/or the scenarios are not computer driven or scored. LN is defined as the path or trails to support training for two persons.
17740	Squad Defense Range	A range designed for training individuals and squads on defensive engagement techniques and mutually supporting fires. This range is used to train personnel on the skills necessary to designate sectors of fire, identify, and provide suppressive fire on stationary infantry targets. All targets are fully automated and the event specific target scenario is computer driven and scored from the range operations center. EA is defined as a range area to support training for a squad-sized unit.
17750	Infantry Squad Battle Course	A complex designed for the training and qualification requirements of teams and squads on individual and collective tactics, techniques, and procedures and employment in tactical situations. This complex is used to train and test teams and squads on the skills necessary to conduct tactical movement techniques, detect, identify, engage, and defeat stationary and moving armor and infantry targets in a tactical array. Targets are not fully automated and/or the scenarios are not computer driven or scored. EA is defined as a range area to support training of squad and platoon sized units.
17751	Automated Infantry Squad Battle Course	A complex designed for the training and qualification requirements of teams and squads on individual and collective tactics, techniques and procedures and employment in tactical situations.

		This complex is used to train and test teams and squads on the skills necessary to conduct tactical movement techniques, detect, identify, engage, and defeat stationary and moving armor and infantry targets in a tactical array. All targets are fully automated and the event specific target scenario is computer driven and scored from the range operations center. EA is defined as a range area to support training of squad and platoon sized units.
17752	Infantry Platoon Battle Course	A complex designed for the training and qualification requirements of infantry platoons, either mounted or dismounted, on movement techniques and operations. This complex is used to train and test platoons on the skills necessary to conduct tactical movement techniques, detect, identify, engage, and defeat stationary and moving armor and infantry targets in a tactical array. Targets are not fully automated and/or the scenarios are not computer driven or scored. EA is defined as a range area to support training of squad and platoon sized units.
17581	Machine Gun Field Fire Range	A range designed to train target engagement techniques with squad assault weapons and machine guns. This range is used to train personnel on the skills necessary to identify, engage, and hit stationary infantry, vehicle, and bunker type targets. Distance to targets is not predetermined. Targets are not fully automated and/or the scenarios are not computer driven or scored. Ranges that fulfill purpose of both Machine Gun Transition Range (17580) and Machine Gun Field Fire Range (17581) will be carried as Machine Gun Field Fire Range (17581).
17582	Automated Multipurpose Machine Gun Range (MPMG)	A range designed for zeroing, training, and qualification requirements with squad assault weapons (SAW) and machine guns This range is used to train personnel on the skills necessary to identify, engage, and hit stationary infantry targets. All targets are fully automated and the event specific target scenario is computer driven and scored from the range operations center.
17610	Grenade Launcher Range	A range designed to meet training and qualification requirements of the 40mm M203 Grenade Launcher. This range is used to train and test personnel on the skills necessary to engage and defeat stationary target emplacements with the 40mm Grenade Launcher. No automation is required for this facility. Count FP as the number of points or lanes that allow completion of all training objectives
17620	40MM (Grenade) Machine Gun	A range designed to conduct training qualification firing with the grenade machine gun (e.g., MK-19). This range is used to train personnel with the weapon either ground or

	Qualification	vehicle mounted. Targets may be either non-
	Range	automated or fully automated and the event
	1.01190	specific target scepario is computer driven and
		specific target scenario is computer driven and
		scored from the range operations center. A lane
		is derfined as the area for one gunner/weapon
		system to complete the training objectives
17630	Light	A range designed for training target engagement
	Antiarmor	techniques with light antiarmor weapons (e.g.,
	Weapons Range	LAW/AT-4). This range is used to train personnel
	Subcaliber	on the skills necessary to employ the weapon and
	Subcariber	bit stationary and maying targets using a sub
		The stationary and moving targets using a sub-
		caliber training device. Targets are not fully
		automated and/or the scenarios are not computer
		driven or scored. Ranges used for both live and
		subcaliber firing will be carried under the Light
		Antiarmor Weapons Range Live (17631)
17631	Light	A range designed for training target engagement
	Antiarmor	techniques with light antiarmor weapons (e q
	Weapong Pango	LAW/AT-4 This range is used to train personal
	Lizzo	on the skills necessary to employ the warman and
	77.76	bit stationary and maring targets using list
		nic stationary and moving targets using live
		rockets or a sub-caliber training device.
		Targets are not fully automated and/or the
		scenarios are not computer driven or scored.
		Ranges used for both live and subcaliber firing
		will be carried under this CCN
17640	Antiarmor	A range complex designed to meet training and
	Tracking And	gualification requirements with medium and heavy
	Live-Fire Range	antiarmor weapons systems (e.g. Javelin, TOW,
	is it	SMAW) This complex is used to train and test
		Marines on the skills necessary to employ the
		Marines on the skills necessary to employ the
		weapon, identify, track, engage, and dereat
		stationary and moving armor targets presented
		individually or as part of a tactical array.
		Targets are not fully automated and/or the
		scenarios are not computer driven or scored. One
		lane is designed to accomodate up to 10
		gunners/weapons
17641	Automated	A range complex designed to meet training and
	Antiarmor	qualification requirements with medium and heavy
	Tracking And	antiarmor weapons systems (e.g. Javelin, TOW
	Live-Fire Range	SMAW) This complex is used to train and test
	LIVE ITTE Mange	porconnol on the skills necessary to employ the
		personner on the skills necessary to employ the
		weapon, identity, track, engage, and defeat
		stationary and moving armor targets presented
		individually or as part of a tactical array. All
		targets are fully automated, computer driven, and
		scored from the range operations center. One
		lane is designed to accomodate up to 10
		gunners/weapons.
17650	Field Artillerv	A range designed to meet training requirements of
	Direct Fire	field artillery crews. This range is used to
	Range	train field artillery crews on the skills
	manyc	necessary to employ direct fire support
		hecessary to emproy direct fire emigrant entiret
		Lechniques with indirect fire equipment against
		stationary targets in a tactical array using live

		direct fire artillery. No automation is required for this facility. EA is defined as the range area to support up to one battery of artillery
17660	Tank/Fighting Vehicle Stationary Gunnery Range	A range designed for conducting weapons system bore sighting, screening, zeroing and / or harmonization. Armor, infantry and/or aviation crews use this range. Targets may be fully automated and/or scored from the range operations center. EA is defined as the range area to support up to 15 guns
17670	Mortar Range	A range designed to meet the training requirements of mortar crewmen. This range is used to train mortar crews on the skills necessary to apply fire mission data, engage, and hit stationary targets in a tactical array using live fire mortars. No automation is required for this facility. EA is defined as the range area to support up to the mortar section.
17671	Field Artillery Indirect Fire Range	A range designed to meet the training and qualification requirements of field artillery units. This range is used to train field artillery crews on the skills necessary to apply fire mission data, engage, and hit stationary targets in a tactical array with indirect fire. No automation is required for this facility. EA is defined as the range area to support up to one battery of artillery
17680	Mortar Scaled Range	A range designed to meet the training requirements of mortar crewmen. This range is used to train mortar crews on the skills necessary to apply fire mission data, engage, and hit stationary targets in a tactical array using sub-caliber training devices. No automation is required for this facility. EA is defined as the range area to support up to three mortars.
17681	Field Artillery Scaled Range	A range designed to meet training requirements of field artillery crews. This range is used to train field artillery crews on the skills necessary to apply fire mission data, engage, and hit stationary targets in a tactical array using sub-caliber training devices. No automation is required for this facility. EA is defined as the range area to support up to three artillery pieces
17690	Scaled Gunnery Range (1:30 And 1:60)	A range designed to meet training requirements of armor crews. This range is used to train armor crews on the skills necessary to detect, identify, engage, and hit stationary and moving scaled targets in a tactical array using sub- caliber training devices. No automation is required for this facility. No standard facilities are associated with this range. EA is defined as a range designed to handle 4 vehicles.

APPENDIX C









Figure C-4. Phase 2



Figure C-6. Phase 4

APPENDIX D

SYLLABUS COORDINATOR ASSIGNMENTS

Community	Organization
Ground Combat Element Communities	MCTOG
Logistic Combat Element Communities	MCLOG
Aviation Ground Support	MAWTS-1

*Table reflects currently identified syllabus coordinators. As the program matures, future syllabus coordinators will be identified and appointed.