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Encl: (1) T3 T&R Manual

1. Purpose. Per reference (a), this Training and Readiness (T&R) Manual, contained in enclosure (1), establishes training standards, regulations, and policies regarding the training of Marines and other assigned personnel in the unit readiness planning and formal school communities.

2. Cancellation. NAVMC 3500.37C.

3. Scope


a. Per reference (b), commanders will conduct an internal assessment of the unit's ability to execute its mission and develop long-, mid-, and short-range training plans to sustain proficiency and correct deficiencies. Training plans will incorporate these events to standardize training and provide objective assessment of progress toward attaining combat readiness. Commanders will keep records at the unit and individual levels to record training achievements, identify training gaps, and document objective assessments of readiness associated with training Marines and other assigned personnel. References (c) and (d) provide amplifying information for effective planning and management of training within the unit.

b. Formal school and training detachment commanders will use references (a) and (e) to ensure programs of instruction meet skill training requirements established in this Manual and provide career-progression training in the events designated for initial training in the formal school environment.

4. Information. Commanding General (CG), Training and Education Command (TECOM) will update this T&R Manual as necessary to provide current and relevant training standards to commanders. All questions pertaining to the Marine Corps Ground T&R Program and Unit Training Management should be directed to: CG, TECOM, Marine Air-Ground Task Force Training and Education Standards Division (C 466), 1019 Elliot Road, Quantico, Virginia 22134.

DISTRIBUTION STATEMENT A: Approved for public release; distribution is unlimited.

5. Command. This Manual is applicable to the Marine Corps Total Force.
6. Certification. Reviewed and approved this date.


W. F. MULLEN III
By direction

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T3 T&R MANUAL

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CHAPTER 1

OVERVIEW

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T3 T&R MANUAL

CHAPTER 1

OVERVIEW

1000. INTRODUCTION

1. The training and readiness (T&R) program is the Corps' primary tool for planning, conducting and evaluating training, and assessing training readiness. Subject matter experts (SME) from the operating forces (OPFOR) developed core capability mission essential task lists (METL) for ground communities derived from the Marine Corps task list. This T&R Manual is built around these METLs and other related Marine Corps tasks (MCT). All events contained in this Manual relate directly to these METLs and MCTs. This comprehensive T&R program will help to ensure the Marine Corps continues to improve its combat readiness by training more efficiently and effectively. Ultimately, this will enhance the Marine Corps' ability to accomplish real-world missions.

2. This T&R Manual contains the collective and individual training requirements to prepare units to accomplish their combat mission. This T&R Manual is not intended to be an encyclopedia that contains every minute detail of how to accomplish training. Instead, it identifies the minimum standards that Marines must be able to perform in combat. This T&R Manual is a fundamental tool for commanders to build and maintain unit combat readiness. Using this tool, leaders can construct and execute an effective training plan that supports the unit's METL. More detailed information on the Marine Corps ground T&R program is found in reference (a).

3. This T&R Manual is designed for use by unit commanders to determine pre-deployment training requirements in preparation for training and for formal schools and training detachments to create programs of instruction. This manual focuses on individual and collective tasks performed by OPFOR units and supervised by personnel in the performance of unit mission essential task(s) (MET).

1001. UNIT TRAINING

1. The training of Marines to perform as an integrated unit in combat lies at the heart of the T&R program. Unit and individual readiness are directly related. Individual training and the mastery of individual core skills serve as the building blocks for unit combat readiness. A Marine's ability to perform critical skills required in combat is essential.

2. Commanders will ensure that all training is focused on their combat mission. Unit training should focus on achieving proficiency in the unit METL. This T&R Manual is a tool to help develop the unit's training plan based on the unit METL, as approved by their higher commander and reported in the Defense Readiness Reporting System (DRRS). Training will support the unit METL and be designed to meet T&R standards. Commanders at all levels are responsible for effective combat training. The conduct of standards based training consistent with Marine Corps T&R standards cannot be over emphasized.

1002. UNIT TRAINING MANAGEMENT

1. Effective unit training management (UTM) focuses the overall organization on development of training plans based on the unit METL and standards-based community T&R events. This is accomplished in a manner that maximizes training results and focuses the training priorities of the unit in preparation for the conduct of its mission.

2. Unit training management techniques, described in reference (b), (c), and (d) provide commanders with the requisite tools and techniques to analyze, design, develop, implement, and evaluate the training of their unit. To maintain an efficient and effective training program, leaders at every level must understand and implement UTM.

1003. SUSTAINMENT AND EVALUATION OF TRAINING

1. Marines are expected to maintain proficiency in the training events for their military occupational specialty (MOS) at the appropriate grade or billet to which assigned. Leaders are responsible for recording the training achievements of their Marines. For collective or individual training events not executed and evaluated as part of the daily routine, leaders must ensure proficiency is sustained by requiring retraining of each event at or before expiration of the designated sustainment interval.

2. The evaluation of training is necessary to properly prepare Marines for combat. Evaluations are either formal or informal, and performed by members of the unit (internal evaluation) or from an external command (external evaluation). The purpose of formal and informal evaluation is to provide commanders with a process to determine a unit's/Marine's proficiency in the tasks that must be performed in combat. Informal evaluations are conducted during every training evolution. Formal evaluations are often scenario-based, focused on the unit's METs, based on collective training standards, and usually conducted during higher-level collective events.

3. Evaluation is a continuous process that is integral to training management and is conducted by leaders at every level and during all phases of planning and the conduct of training. To ensure training is efficient and effective, evaluation is an integral part of the training plan. Ultimately, leaders remain responsible for determining if the training was effective.

1004. ORGANIZATION. This Train the Trainer T&R Manual is comprised of 8 chapters and 5 appendices. Chapter 1 is an overview of the ground T&R program. Chapter 2 lists the core METs/MCTs supported by the Community, which are used as part of DRRS. Chapters 3 through 8 contain individual events specific to a particular MOS and/or billet, as noted. Appendix A contains acronyms; Appendix B contains terms and definitions; Appendix C contains references; and Appendix D contains unit readiness planning by rank T&R matrix.

1005. T&R EVENT CODING

1. Event Code. The event code is an up to 4-4-4 alphanumeric character set:

- a. First up to 4 characters indicate MOS or community (e.g., 0321, 1812 or INTL)
- b. Second up to 4 characters indicate functional or duty area (e.g. DEF, FSPT, MVMT, etc.)
- c. Third 4 characters indicate the unit size and supported unit, if applicable (1000 through 9000), and sequence. Figure 1-1 shows the relationship of unit size to event code. NOTE: 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 as noted, but also for squad-level events.

Collective Training Command Element	Collective Training Regiment/Group	Collective Training Battalion/Squadron
9000-level	8000-level	7000-level
Collective Training Company	Collective Training Platoon	Collective Training Squad
6000-level	5000-level	4000-level
Collective Training Team/Section/Crew	Individual Training Skills Progression MOJT, Advanced Level Schools (Core Plus Skills)	Individual Training Entry-Level Formal School Training (Core Skills)
3000-level	2000-level	1000-level

Figure. 1-1 T&R Event Levels

2. Grouping. Categorizing events with the use of a recognizable code makes the type of skill or capability being referenced fairly obvious. Examples include: PAT for patrolling events, DEF for events in the defense, FSPT for events related to fire support, etc. There is no special significance to the functional areas, but they should be intuitive to make it as easy as possible for the T&R user to find events. When organizing this T&R Manual, functional areas are alphabetized then the associated events are numbered. 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 4431 occupational field (OccFld), then the events should start 4431-ADMN-1001 and run through 1007. Next, the bulk fuel events, BUFL should start at 4431-BUFL-1001.

3. Sequencing. A numerical code is assigned to each collective (3000-9000 level) or individual (1000-2000 level) training event. The first number identifies the size of the unit performing the event, as depicted in figure 1-1. Exception: Events that relate to staff planning, to 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-PLAN-7001 even though the entire battalion is not actively involved in the planning of the operation. T&R event sequence numbers that begin with "9" are reserved for Marine air-ground

task force (MAGTF) command element events. An example of event coding is displayed in figure 1-2.

<p style="text-align: center;">Functional Area</p> <p>MOS/Community-----> <u>####-####-###</u> <-1st event in sequence</p> <p style="text-align: center;"><u>Event level</u></p>
--

Figure 1-2. T&R Event Coding

1006. T&R EVENT COMPOSITION

1. An event contained within a T&R manual is a collective or individual training standard. This section explains each of the components that make up the T&R event. These items will be included in all of the events in each T&R manual. Community-based T&R manuals may have several additional components not found in unit-based T&R manuals. The event condition, event title (behavior) and event standard should be read together as a grammatical sentence.

2. An example of a collective T&R event is provided in figure 1-3 and an example of an individual T&R event is provided in figure 1-4. Events shown in figures are for illustrative purposes only and are not actual T&R events.

<u>XXXX-XXXX-####</u> : Provide interior guard	
<u>SUPPORTED MET(S)</u> : MCT #.#.#	
<u>EVALUATION CODED</u> : YES/NO	<u>SUSTAINMENT INTERVAL</u> : 12 months
<u>DESCRIPTION</u> : Text	
<u>CONDITION</u> : Text	
<u>STANDARD</u> : Text	
<u>EVENT COMPONENTS</u> :	
1. Event component.	
2. Event component.	
3. Event component.	
<u>REFERENCES</u> :	
1. Reference	
2. Reference	
3. Reference	
<u>PREREQUISITE EVENTS</u> :	
<u>XXXX-XXXX-####</u>	<u>XXXX-XXXX-####</u>
<u>INTERNAL SUPPORTED</u> :	
<u>XXXX-XXXX-####</u>	<u>XXXX-XXXX-####</u>
<u>INTERNAL SUPPORTING</u> :	
<u>XXXX-XXXX-####</u>	<u>XXXX-XXXX-####</u>

SUPPORT REQUIREMENTS:

EQUIPMENT: XXX

MISCELLANEOUS: XXX

ADMINISTRATIVE INSTRUCTIONS: XXX

Figure 1-3. Example of a Collective T&R Event

XXXX-XXXX-####: Stand a sentry post

EVALUATION CODED: NO

SUSTAINMENT INTERVAL: 12 months

DESCRIPTION: Text

MOS PERFORMING: ####, ####

INITIAL TRAINING SETTING: XXX

CONDITION: Text

STANDARD: Text

PERFORMANCE STEPS:

1. Event component.
2. Event component.
3. Event component.

REFERENCES:

1. Reference
2. Reference
3. Reference

PREREQUISITE EVENTS:

XXXX-XXXX-#### XXXX-XXXX-####

INTERNAL SUPPORTED:

XXXX-XXXX-#### XXXX-XXXX-####

INTERNAL SUPPORTING:

XXXX-XXXX-#### XXXX-XXXX-####

SUPPORT REQUIREMENTS:

EQUIPMENT: XXX

MISCELLANEOUS: XXX

ADMINISTRATIVE INSTRUCTIONS: XXX

Figure 1-4. Example of an Individual Event

1. Event Code. The event code is explained in paragraph 1005.

2. Title. The name of the event. The event title contains one action verb and one object.

3. Evaluation-Coded (E-Coded). Collective events categorize the capabilities that a given unit may be expected to perform. There are some collective events that the Marine Corps has determined that a unit MUST be able to perform, if that unit is to be considered fully ready for operations. These E-Coded events represent the irreducible minimum or the floor of readiness for a unit. These E-Coded events are derived from the training measures of effectiveness (MOE) for the METs for units that must report readiness in DRRS. It would seem intuitive that most E-Coded events would be for battalion sized units and higher since those are the units that report in DRRS. However, if the Marine Corps has determined that the readiness of a subordinate, supporting unit to accomplish a particular collective event is vital to the accomplishment of the supported unit's MET, then that lower echelon collective event is E-Coded.

4. Supported MET(s). List all METs that are supported by the training event in the judgment of the OccFld drafting the T&R manual, even if those events are not listed as MOE in a MET.

5. Sustainment Interval. It is critical to understand the intent of the sustainment interval so training time is not wasted with duplicated training. Sustainment interval is expressed in number of months. Most individual T&R events and many lower level collective events are never out of sustainment because they are either part of a Marine's daily routine, or are frequently executed within the sustainment interval. Sustainment interval is relevant when an individual or collective event is not observed and evaluated within the sustainment period, has atrophied, and therefore retraining and evaluation is required.

6. Billet/MOS. Each individual training event will contain a billet code and/or MOS that designates who is responsible for performing that event and any corresponding formal course required for that billet. Each commander has the flexibility to shift responsibilities based on the organization of his command. These codes are based on recommendations from the collective subject matter expertise that developed this manual and are listed for each event.

7. Grade. The grade field indicates the rank at which Marines are required to complete the event.

8. Description. This field allows T&R developers to include an explanation of event purpose, objectives, goals, and requirements. It is a general description of an action requiring learned skills and knowledge, i.e., engage fixed target with crew-served weapons. This is an optional field for individual events but is required for collective events. This field can be of great value guiding a formal school or OPFOR unit trying to discern the intent behind an event that might not be readily apparent.

9. Condition. Condition refers to the constraints that may affect event performance in a real-world environment. It indicates what is provided (equipment, tools, materials, manuals, aids, etc.), environmental constraints or conditions under which the task is to be performed, and any specific cues or indicators to which the performer must respond. Commanders can modify the conditions of the event to best prepare their Marines to accomplish the assigned mission (e.g. in a desert environment; in a mountain environment;

etc.). When resources or safety requirements limit the conditions, this should be stated. The content of the condition should be included in the event on a "by exception" basis. If there exists an assumption regarding the conditions under which all or most of the events in the manual will be performed, then only those additional or exceptional items required should be listed in the condition. The common conditions under which all the events in a chapter will be executed will be listed as a separate paragraph at the beginning of the chapter.

10. Standard. The performance standard indicates the basis for judging the effectiveness of the performance. It consists of a carefully worded statement that identifies the proficiency level expected when the task is performed. The standard provides the minimum acceptable performance parameters and must be strictly adhered to. The standard for collective events will likely be general, describing the desired end-state or purpose of the event. The standard for individual events will be objective, quantifiable, and readily observable. Standards will more specifically describe to what proficiency level, specified in terms of accuracy, completeness, time required, and sequencing the event is to be accomplished.

These guidelines can be summarized in the acronym "ACTS" (Accuracy Completeness Time Sequence). In no cases will "per the reference" or "per/in accordance with commander's intent" be used as a stand-alone standard.

11. Event Components/Performance Steps. Description of the actions that the event is composed of, or a list of subordinate, included T&R event and event descriptions. The event components help the user determine what must be accomplished and the proper sequence of execution of subordinate events.

Event components are used for collective events; performance steps are used for individual events.

a. The event components and performance steps will be consciously written so that they may be employed as performance evaluation check lists by the OPFORs. They must be sequenced to demonstrate the building block approach to training.

b. Event components may be events one individual in the unit performs, events that small groups in the unit perform, or events involving the entire unit.

12. Chained Events. Enables unit leaders to effectively identify prerequisite, supporting, and supported events that ultimately support MCTs/METs. Supported events are chained to supporting events to enable the accomplishment of the supported event to standard and therefore are considered "chained". The completion of identified supported events can be utilized to update sustainment interval credit for supporting events, based on the assessment of the commander.

13. Prerequisite Events. Prerequisites are academic training or other T&R events that must be completed prior to attempting the task. They are lower-level events or tasks that give the individual/unit the skills required to accomplish the event. They can also be planning steps, administrative requirements, or specific parameters that build toward mission accomplishment.

14. Supported Event. An event whose performance is inherently supported by the performance of one or more supporting events. A supported event will be classified as internal supported if it has been developed specifically for

the community. A supported event that has been chained to an event from an external community T&R will be classified as external supported.

15. Supporting Event. An event whose performance inherently supports the performance of a supported event. A supporting event will be classified as internal supporting if it has been developed specifically for the community.

A supporting event that has been chained to a community event from an external community T&R will be classified as external supporting.

16. Initial Training Setting. All individual events will designate the setting at which the skill is first taught, either formally, Marine on the Job Training (MOJT) within the OPFOR, or via a distance learning product (DL).

17. References. The training references shall be utilized to determine task performance steps. They assist the trainee in satisfying the performance standards, or the trainer 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 lesson plans, determining grading criteria, and ensuring standardization of training. For individual events only one authoritative reference is required.

18. Distance Learning Products. Distance learning products include:

Individual multimedia instruction, computer-based training, MarineNet, etc.

This notation is included when, in the opinion of the T&R manual group charter in consultation with the Marine Air-Ground Task Force T&R Standards Division representative, the event can be taught via one of these media vice attending a formal course of instruction or receiving MOJT.

19. Support Requirements. This is a list of the external and internal support the unit and Marines will need to complete the event. This is a key section in the overall T&R effort, as resources will eventually be tied directly to the training towards METS. Future efforts to attain and allocate resources will be based on the requirements outlined in the T&R manual. The list includes, but is not limited to:

- Range(s)/Training Area
- Ordnance
- Equipment
- Materials
- Other Units/Personnel

The ordnance requirements for one year of training for the events in the T&R will be aggregated into a table contained in an appendix to the T&R. The task analyst and the OccFld representatives will be careful not to "double count" ammunition that might be employed in the performance of collective and individual events that are chained.

20. Suitability of Simulation/Simulators/DL products. The following "Suitability and Sequence" codes listed in figure 1-5 have been developed to communicate characteristics for employing simulations during training. Units of measure have been assigned based on the amount of time it takes a Marine or unit to train to task utilizing a particular simulator. Suitability and sequence codes are captured in the event title in a parenthetical remark, as well as within the simulation field of the T&R event. The simulation field

also identifies the type of simulation, units of measure, and any other pertinent information.

Code	Requirement
L	The event can only be trained to standard in a Live environment. Any event assessed as "NO" for Simulatable was coded "L."
P	The event must be performed to standard in simulator as a PREREQUISITE to live fire qualification as per current doctrine, policy, or T&R manual.
S/L	Event must be trained to standard in simulation then live unless simulation capacity is not available, then live only training is appropriate.
L/S	Event must be trained to standard in a live environment then simulation unless simulation capacity is not available, then live only training is appropriate.
S	Event can ONLY be conducted to standard and qualification in simulator.

Figure 1-5. Suitability and sequence codes

a. 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.

b. Simulation Terms:

(1) Simulation: A model of a system animated discretely or continuously over a period of time. A simulation may be closed-loop (i.e., it executes based in initial inputs without human intervention), or it may be open-loop (i.e., human input to alter the variables in the system during execution is allowed). A simulation is an approximation of how the modeled system will behave over time. Simulations are constructed based on verified and validated mathematical models of actual systems. Simulations can be very simple or complex depending on the degree of fidelity and resolution needed to understand the behavior of a system.

(2) Simulator: A simulator is the physical apparatus employed as the interface for humans to interact with a model or observe its output. A simulator has input controls and outputs in the form of human sensory stimuli (visual, auditory, olfactory, tactile/haptic, and taste). For instance, some of the features of the vehicle cab (the seat, steering wheel, turn signals, accelerator pedal, brakes, and windshield) and projection screen. Both the vehicle cab and projection screen are the interface by which a human being interacts with the simulated environment of a driving a vehicle and observe the outputs of the mathematical models of vehicle dynamics.

(3) Model: A mathematical representation of the behavior (i.e., shows the behavior of projectiles, combat simulations, etc.) of a system at a distinct point in time.

(4) Live: Real people operates real systems to include both live people operating real platforms or systems on a training range and battle staffs from joint, component or service tactical headquarters using real world command and control systems.

(5) Virtual: Real people operating simulated systems. Virtual simulations inject humans-in-the-loop in a central role by exercising motor control skills (e.g., flying an air platform simulator, engaging targets in indoor simulated marksmanship trainer), decision skills, and/or communication skills.

(6) Constructive: Models and simulations that involve simulated people operating simulated systems (i.e., MAGTF Tactical Warfare Simulation). Real people make inputs to such simulations, but are not involved in determining the outcomes.

(7) Live, Virtual and Constructive (LVC) Training Environment: Defined by combining any of the three training domains LVC to create a common operational environment, by which units can interact across LVC domains as though they are physically located in the same operational environment.

(8) Distance Learning: Any instruction and evaluation provided through a variety of DL delivery systems (i.e., MarineNet) where the students and instructors are separated by time and/or location.

c. Figure 1-6 depicts an event title with simulation code and simulation and/or simulators that can be used, as displayed within a T&R event.

<u>XXXX-XXX-XXXX</u> : Call for indirect fire using the grid method (L/S)					
<u>SUPPORT REQUIREMENTS:</u>					
<u>SIMULATION EVALUATION:</u>					
<u>SIMULATED</u>	<u>SUITABILITY</u>	<u>SIMULATOR</u>	<u>UNIT OF MEASURE</u>	<u>HOURS</u>	<u>PM</u>
Yes	L/S	ODS	Marine Hours	12	Y

Figure 1-6. Example of simulation/simulators displayed within a T&R event

21. Miscellaneous

a. This field provides space for any additional information that will assist in the planning and execution of the event. Units and formal learning centers are cautioned not to disregard this information or to consider the information of lesser importance than what is contained in other parts of the T&R event. Miscellaneous fields provide an opportunity for the drafters of the T&R event to communicate vital information that might not fit neatly into any other available field. The list may include, but is not limited to:

- Admin Instructions
- Special Personnel Certifications
- Equipment Operating Hours
- Road Miles

1007. COMBAT READINESS PERCENTAGE (CRP)

1. The Marine Corps ground T&R program includes processes to assess readiness of units and individual Marines. Every unit in the Marine Corps maintains a basic level of readiness based on the training and experience of the Marines in the unit. Even units that never trained together are capable

of accomplishing some portion of their missions. Combat readiness assessment does not associate a quantitative value for this baseline of readiness, but uses a "Combat Readiness Percentage" as a method to provide a concise descriptor of the recent training accomplishments of units and Marines.

2. Combat readiness percentage is the percentage of required training events that a unit or Marine accomplishes within specified sustainment intervals.

3. Unit combat readiness is assessed as a percentage of the successfully completed and current (within sustainment interval) key training events called E-Coded Events. E-Coded events and unit CRP calculation are described in follow-on paragraphs. The CRP achieved through the completion of E-Coded Events is directly relevant to readiness assessment in DRRS.

1008. CRP CALCULATION

1. Collective training begins at the 3000-level (team, crew, or equivalent). Unit training plans are designed to accomplish the events that support the unit METL while simultaneously sustaining proficiency in individual core skills. E-Coded collective events are the only events that contribute to unit CRP. This is done to assist commanders in prioritizing the training toward the METL, taking into account resource, time, and personnel constraints.

2. Unit CRP increases after the completion of E-Coded events. The number of E-Coded events for the MET determines the value of each E-Coded event. For example, if there are 4 E-Coded events for a MET, each is worth 25% of MET CRP. The MET CRP is calculated by adding the percentage of each completed and current (within sustainment interval) E-Coded training event. The percentage for each MET is calculated the same way and all are added together and divided by the number of METS to determine unit CRP. For ease of calculation, we will say that each MET has four E-Coded events, each contributing 25% towards the completion of the MET. If the unit has completed and is current on three of the four E-Coded events for a given MET, then they have completed 75% of the MET. The CRP for each MET is added together and divided by the number of METS to get unit CRP; unit CRP is the average of MET CRP.

For Example:

MET 1: 75% complete (3 of 4 E-Coded events trained)
MET 2: 100% complete (6 of 6 E-Coded events trained)
MET 3: 25% complete (1 of 4 E-Coded events trained)
MET 4: 50% complete (2 of 4 E-Coded events trained)
MET 5: 75% complete (3 of 4 E-Coded events trained)

To get unit CRP, simply add the CRP for each MET and divide by the number of METS:

MET CRP: $75 + 100 + 25 + 50 + 75 = 325$

Unit CRP: $325 \text{ (total MET CRP)} / 5 \text{ (total number of METS)} = 65\%$

3. Combat readiness percentage is a valuable tool to assist commanders in readiness reporting by providing objective data to support and inform their subjective assessment.

1009. CHEMICAL BIOLOGICAL RADIOLOGICAL NUCLEAR TRAINING

1. All personnel assigned to the OPFOR must be trained in chemical, biological, radiological, and nuclear (CBRN) defense in order to survive and continue their mission in this environment. Individual proficiency standards are defined as survival and basic operating standards. Survival standards are those that the individual must master in order to survive CBRN attacks.

Basic operating standards are those that the individual, and collectively the unit, must perform to continue operations in a CBRN environment.

2. In order to develop and maintain the ability to operate in a CBRN environment, CBRN training is an integral part of the training plan and events in this T&R Manual. Units should train under CBRN conditions whenever possible. Per reference (c), all units must be capable of accomplishing their assigned mission in a contaminated environment.

1010. NIGHT TRAINING

1. While it is understood that all personnel and units of the OPFOR are capable of performing their assigned mission in "every clime and place," current doctrine emphasizes the requirement to perform assigned missions at night and during periods of limited visibility. Basic skills are significantly more difficult when visibility is limited.

2. To ensure units are capable of accomplishing their mission they must train under the conditions of limited visibility. Units should strive to conduct all events in this T&R Manual during both day and night/limited visibility conditions. When there is limited training time available, night training should take precedence over daylight training, contingent on the availability of equipment and personnel.

1011. RISK MANAGEMENT (RM)

1. Risk management is a process that enables commanders to plan for and minimize risk while still accomplishing the mission. It is a tool to aid decision making used by Marines at all levels to increase effectiveness by anticipating hazards and reducing the potential for loss, thereby increasing the probability of success. Risk management minimizes risks to acceptable levels, commensurate with mission accomplishment.

2. All leaders and Marines will integrate RM in the planning process and implement hazard controls to reduce risk to acceptable levels. Applying the RM process will reduce mishaps, injuries, and damage they cause, thereby increasing both individual performance and unit readiness. Risk management assists the commander in avoiding unnecessary risk, determining the balance between training realism and unnecessary risks in training, making an informed decision to implement a course of action, identifying feasible and effective control measures, adjusting training plans to fit the level of proficiency and experience of Marines/Sailors, and providing reasonable alternatives for mission accomplishment.

3. Specifically, commanders are required to implement and document deliberate RM in the planning and execution of all training evolutions and activities. Furthermore, the authority to approve or accept risk assessment

code (RAC) 1 or 2 hazards will not be delegated below lieutenant colonel (O5). Further guidance for RM is found in Marine Corps Order 3500.27_.

1012. IMPROVISED EXPLOSIVE TRAINING

1. Improvised explosive device (IED) threat impacts all elements of the MAGTF and all Marines regardless of MOS, location, or operational environment. The ability to effectively operate and survive in environments with an IED threat is critical to force protection, maintaining combat effectiveness, and mission accomplishment.

2. Per Marine Corps policy on organizing, training, and equipping for operations in an IED environment (MCO 3502.9), Marines must be capable of not only accomplishing their assigned mission, but also accomplishing their mission in environments with an IED threat. Counter-improvised explosive device (C-IED) training must be integrated into the unit training plan in order-to ensure personnel assigned to the OPFOR train and maintain proficiency in C-IED tactics, techniques, and procedures.

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CHAPTER 2

MARINE CORPS TASK

	<u>PARAGRAPH</u>	<u>PAGE</u>
MARINE CORPS TASK (MCT)	2000	2-2
TRAIN THE TRAINER CORE MARINE CORPS TASKS	2001	2-2
DELETE.	2002	2-2
DELETE.	2003	2-2
DELETE.	2004	2-2

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CHAPTER 2

MARINE CORPS TASK

2000. MARINE CORPS TASK (MCT).. The T3 T&R manual does not contain any Defense Readiness Reporting System (DRRS) reportable Mission Essential Task (MET). Although the individual events contained in this manual are not directly linked to reportable METs, they directly support the Marine Corps' ability to meet capabilities identified in the Marine Corps Task List (MCTL) within MCO 3500.26_. The MCT table lists the MCTL tasks supported by the T3 community.

2001. TRAIN THE TRAINER CORE MARINE CORPS TASKS. The T3 community supports the following MCTs:

MCT 4.7 Train Forces and Personnel
MCT 4.7.1 Conduct Individual and Unit Training
MCT 4.7.1.1 Train Individual Marines
MCT 4.7.1.2 Conduct Unit Training
MCT 4.7.2 Provide Training Services
MCT 4.7.2.1 Provide Mobile Training Teams (MTT)
MCT 4.7.2.2 Develop Training Plans and Programs
MCT 4.7.2.3 Assess Training
MCT 4.7.2.5 Provide General Training and Education

2002. DELETE

2003. DELETE

2004. DELETE

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CHAPTER 3

FORMAL SCHOOL INSTRUCTION

	<u>PARAGRAPH</u>	<u>PAGE</u>
PURPOSE	3000	3-2
EVENT CODING.	3001	3-2
COLLECTIVE DESCRIPTION / CORE CAPABILITY.	3002	3-2
INDEX OF INSTRUCTOR EVENTS.	3003	3-2
2000-LEVEL EVENTS	3004	3-3

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CHAPTER 3

FORMAL SCHOOL INSTRUCTION

3000. PURPOSE. This chapter details the individual events that pertain to formal school instruction. Each individual event provides an event title, along with the conditions events will be performed under, and the standard to which the event must be performed to be successful. The individual performance steps are listed in sequence under the event.

3001. EVENT CODING. Events in this T&R Manual are depicted with an up to 12-character, 3-field alphanumeric system, i.e. XXXX-XXXX-XXXX. This chapter utilizes the following methodology:

a. Field one. This field represents the community. This chapter contains the following community codes:

<u>Code</u>	<u>Description</u>
FS	Formal School

b. Field two. This field represents the functional/duty area. This chapter contains the following functional/duty areas:

<u>Code</u>	<u>Description</u>
INST	Instructor

c. Field three. This field provides the level at which the event is accomplished and numerical sequencing of events. This chapter contains the following event levels:

<u>Code</u>	<u>Description</u>
2000	Core Plus Skills

3002. COLLECTIVE DESCRIPTION/CORE CAPABILITY. The 2000-level events contained in this chapter are to be used as basic, foundational behaviors required for Formal School Instructors. Individual formal schools are responsible for determining their own instructional needs above and beyond these minimum requirements.

3003. INDEX OF INSTRUCTOR EVENTS

Event Code	Event
2000 Level Events	
FS-INST-2001	Prepare for facilitation
FS-INST-2002	Cultivate an active learning environment
FS-INST-2003	Facilitate learning
FS-INST-2004	Apply instructional techniques
FS-INST-2005	Assess effectiveness of the learning experience

3004. 2000-LEVEL EVENTS

FS-INST-2001: Prepare for facilitation

EVALUATION-CODED: NO

SUSTAINMENT INTERVAL: 6 months

DESCRIPTION: Instruction is both an art and science towards observable learning objectives and inferred learning outcomes. The instructor must understand learner needs and focus facilitation of learning to address those needs.

BILLETS: Formal School Instructor

INITIAL TRAINING SETTING: FORMAL

CONDITION: Given a master lesson file and target population description.

STANDARD: Ensuring rehearsals have been completed and instructor is prepared to provide instruction in accordance with master lesson files that meets the needs of all learners.

PERFORMANCE STEPS:

1. Analyze master lesson files
2. Assess student characteristics
3. Incorporate learning objective(s) into planning
4. Prepare lesson materials
5. Adapt teaching materials
6. Conduct rehearsals
7. Plan the administration and logistics of course delivery
8. Anticipate student questions
9. Correlate lesson within the course structure

REFERENCES:

1. CPG Marine Corps Instructor Mastery Model
2. NAVMC 1553.1A Marine Corps Instructional Systems Design/Systems Approach to Training and Education Handbook

MISCELLANEOUS:

ADMINISTRATIVE INSTRUCTIONS:

Integrated and/or supplemental training is available via Distance Learning Product (i.e. Additional information pertaining to this T&R event and/or its performance steps can be found in the Marine Corps Instructor Mastery Model report 2015. This document is available on the TECOM MTF website at <https://vcepub.tecom.usmc.mil/sites/directorates/mtesd/gsb/TRManual/Supporting%20Documents>

FS-INST-2002: Cultivate an active learning environment

EVALUATION-CODED: NO

SUSTAINMENT INTERVAL: 6 months

DESCRIPTION: Setting and maintaining the conditions for a positive, respectful, engaging, and motivating atmosphere that encourages active collaboration by managing time, the physical space, and student behavior.

BILLETS: Formal School Instructor

INITIAL TRAINING SETTING: FORMAL

CONDITION: Given lesson materials, learners, and a learning setting

STANDARD: That promotes engagement and collaboration within the learning environment.

PERFORMANCE STEPS:

1. Establish inclusion
2. Develop favorable attitudes towards learning
3. Foster meaningful learner connections
4. Mitigate barriers to learning
5. Engender competence and capacity
6. Manage time

REFERENCES:

1. 1553.1A Marine Corps Instructional Systems Design/Systems Approach to Training and Education Handbook
2. CPG Marine Corps Instructor Mastery Model

MISCELLANEOUS:

ADMINISTRATIVE INSTRUCTIONS:

Integrated and/or supplemental training is available via Distance Learning Product (i.e. Additional information pertaining to this T&R event and/or its performance steps can be found in the Marine Corps Instructor Mastery Model report 2015. This document is available on the TECOM MTEC website at <https://vcepub.tecom.usmc.mil/sites/directorates/mted/gsb/TRManual/Supporting%20Documents>

FS-INST-2003: Facilitate learning

EVALUATION-CODED: NO

SUSTAINMENT INTERVAL: 6 months

DESCRIPTION: Learning is a dynamic process of action and reflection that is a shared responsibility between instructor and student. Facilitating learning is an interactive exchange of information and ideas based on the learner's ability to develop knowledge, skills, and attitudes, as well as promote understanding via verbal and nonverbal communication. Learning is most profound when learners are presented with a dilemma or need to understand something relevant to them.

BILLETS: Formal School Instructor

INITIAL TRAINING SETTING: FORMAL

CONDITION: Given lesson materials, learners, and a learning setting

STANDARD: Creating a measurable change in knowledge, skills, and/or attitudes in the cognitive, affective, or psychomotor domains.

PERFORMANCE STEPS:

1. Link to prior experience/background
2. Manage conditions of the learning experience
3. Cultivate learner attention
4. Facilitate active engagement
5. Assess learners needs
6. Adapt instruction
7. Foster peer interaction
8. Facilitate reflection
9. Provide closure
10. Relate to upcoming learning experiences

REFERENCES:

1. 1553.1A Marine Corps Instructional Systems Design/Systems Approach to Training and Education Handbook
2. CPG Marine Corps Instructor Mastery Model

MISCELLANEOUS:

ADMINISTRATIVE INSTRUCTIONS:

Integrated and/or supplemental training is available via Distance Learning Product (i.e. Marine Net).

Additional information pertaining to this T&R event and/or its performance steps can be found in the Marine Corps Instructor Mastery Model report 2015. This document is available on the TECOM MTESD VCE located at:
<https://vcepub.tecom.usmc.mil/sites/directorates/mtesd/gsb/TRManual/Supporting%20Documents/Forms/AllItems.aspx>.

FS-INST-2004: Apply instructional techniques

EVALUATION-CODED: NO

SUSTAINMENT INTERVAL: 6 months

DESCRIPTION: Knowing and applying a combination of methods and strategies to sustain student attention, enhance student engagement, facilitate learning, and the ability to select and adapt approaches based on learning goals and the student population.

BILLETS: Formal School Instructor

INITIAL TRAINING SETTING: FORMAL

CONDITION: Given a learning environment, learners, and a learner setting

STANDARD: Creating a measurable change in knowledge, skills, and/or attitudes in the cognitive, affective, or psychomotor domains.

PERFORMANCE STEPS:

1. Apply learning methods
2. Apply educational strategies
3. Enhance student engagement

4. Adapt to learner needs
5. Adapt to changes in learning environment

REFERENCES:

1. 1553.1A Marine Corps Instructional Systems Design/Systems Approach to Training and Education Handbook
2. CPG Marine Corps Instructor Mastery Model

MISCELLANEOUS:

ADMINISTRATIVE INSTRUCTIONS:

Integrated and/or supplemental training is available via Distance Learning Product (i.e. Marine Net).

Additional information pertaining to this T&R event and/or its performance steps can be found in the Marine Corps Instructor Mastery Model report 2015. This document is available on the TECOM MTESD VCE located at: <https://vcepub.tecom.usmc.mil/sites/directorates/mtesd/gsb/TRManual/Supporting%20Documents/Forms/AllItems.aspx>.

FS-INST-2005: Assess effectiveness of the learning experience

EVALUATION-CODED: NO

SUSTAINMENT INTERVAL: 6 months

DESCRIPTION: Knowing and applying formal and informal assessment techniques to gauge the effectiveness of facilitation, student learning, feedback, and attainment of program objectives and outcomes.

BILLETS: Curriculum Developer, Formal School Advisor, Formal School Instructor

INITIAL TRAINING SETTING: FORMAL

CONDITION: Given assessment tools and techniques, learner, and learner setting

STANDARD: By verifying a measurable change in knowledge, skills, and/or attitudes in the cognitive, psychomotor, or affective domains and providing feedback.

PERFORMANCE STEPS:

1. Apply formal assessment techniques and tools
2. Apply informal assessment techniques and tools
3. Analyze assessment results
4. Provide feedback

REFERENCES:

1. 1553.1A Marine Corps Instructional Systems Design/Systems Approach to Training and Education Handbook
2. CPG Marine Corps Instructor Mastery Model

MISCELLANEOUS:

ADMINISTRATIVE INSTRUCTIONS:

Integrated and/or supplemental training is available via Distance Learning

Product (i.e. Marine Net).

Additional information pertaining to this T&R event and/or its performance steps can be found in the Marine Corps Instructor Mastery Model report 2015. This document is available on the TECOM MTESD VCE located at: <https://vcepub.tecom.usmc.mil/sites/directorates/mtesd/gsb/TRManual/Supporting%20Documents/Forms/AllItems.aspx>.

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CHAPTER 4

FORMAL SCHOOL CURRICULUM DEVELOPMENT

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PURPOSE	4000	4-2
EVENT CODING.	4001	4-2
COLLECTIVE DESCRIPTION / CORE CAPABILITY.	4002	4-2
INDEX OF CURRICULUM DEVELOPER EVENTS.	4003	4-2
2000-LEVEL EVENTS	4004	4-3

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CHAPTER 4

FORMAL SCHOOL CURRICULUM DEVELOPMENT

4000. PURPOSE. This chapter details the individual events that pertain to formal school curriculum development. Each individual event provides an event title, along with the conditions events will be performed under, and the standard to which the event must be performed to be successful. The individual performance steps are listed in sequence under the event.

4001. EVENT CODING. Events in this T&R Manual are depicted with an up to 12-character, 3-field alphanumeric system, i.e. XXXX-XXXX-XXXX. This chapter utilizes the following methodology:

a. Field one. This field represents the community. This chapter contains the following community codes:

<u>Code</u>	<u>Description</u>
FS	Formal School

b. Field two. This field represents the functional/duty area. This chapter contains the following functional/duty areas:

<u>Code</u>	<u>Description</u>
CDEV	Curriculum Development

c. Field three. This field provides the level at which the event is accomplished and numerical sequencing of events. This chapter contains the following event levels:

<u>Code</u>	<u>Description</u>
2000	Core Plus Skills

4002. COLLECTIVE DESCRIPTION/CORE CAPABILITY. The 2000-level events contained in this chapter are to be used as basic, foundational behaviors required for curriculum developers. Individual formal schools are responsible for determining their own instructional needs above and beyond these minimum requirements.

4003. INDEX OF CURRICULUM DEVELOPER EVENTS

Event Code	Event
2000 Level Events	
FS-CDEV-2001	Conduct a learning analysis
FS-CDEV-2002	Design curriculum
FS-CDEV-2003	Develop curriculum

4004. 2000-LEVEL EVENTS

FS-CDEV-2001: Conduct a learning analysis

EVALUATION-CODED: NO

SUSTAINMENT INTERVAL: 12 months

DESCRIPTION: Learning analysis is not intended to be completed as an individual. The following performance steps are to be used as a guide. The purpose of a learning analysis is to examine, but not limited to, the real world behavior that the Marine performs in the OPFOR and transform it into the learning setting. A learning analysis must be performed for every T&R event taught at a Formal School and must be validated with every POI submission. The learning analysis allows for adjustments to be made to accommodate for resource constraints at the Formal School.

BILLETS: Academics Chief, Academics Officer, Academics SNCOIC, Course Chief, Course Director, Curriculum Developer, Formal School Advisor, Formal School Instructor, Formal School Manager (FSM), Task Analyst, Training Officers

INITIAL TRAINING SETTING: FORMAL

CONDITION: Given materials and references as a member of a group,

STANDARD: Generating sequenced groups of Knowledge, Skills, and Attitudes (KSAs) to convert operating force job related tasks into draft behavior statements.

PERFORMANCE STEPS:

1. Gather materials
2. Analyze course mission statement
3. Analyze course end state/course learning outcome(s)
4. Determine T&R event requirements
5. Model real-world conditions
6. Generate KSAs for each performance step
7. Group KSAs for each performance step
8. Sequence groupings
9. Analyze the target population
10. Analyze needs of the learner
11. Document learning analysis

REFERENCES:

1. MCO 1200.17_ Military Occupational Specialty Manual (MOS Manual)
2. MCO 1553.10 Marine Corps Training Information Management System (MCTIMS) Standing Operating Procedures (SOP)
3. MCO P3500.72_ Marine Corps Ground Training and Readiness (T&R) Program
4. NAVMC 1553.1A Marine Corps Instructional Systems Design/Systems Approach to Training and Education Handbook
5. NAVMC 1553.2_ Marine Corps Formal School Management Policy Guidance

MISCELLANEOUS:

ADMINISTRATIVE INSTRUCTIONS: Integrated and/or supplemental training is available via Distance Learning Product (i.e. Marine Net).

FS-CDEV-2002: Design curriculum

EVALUATION-CODED: NO

SUSTAINMENT INTERVAL: 36 months

DESCRIPTION: Instructional design is a collaborative process involving curriculum developers, instructors, and subject matter experts. Instructional design is a process of critical questioning to frame learning and teaching. Design thinking involves a set of related activities that together stimulate innovation and inspiration. Activities such as brainstorming, mind mapping of high-level concepts, integrative thinking, storytelling and eloquent communication help develop frames of thinking to articulate what is essential for all students by the end of their learning experiences. Curriculum design is the practice of creating active learning experiences in achievement of knowledge, skills, and attitudes that simulate as closely as possible real world job conditions within the learning environment. Learning is most profound when learners are presented with a dilemma or need to understand something relevant to them. Design is a continual process of refinement based on feedback. The fundamental purpose of curriculum design is to ensure alignment between the planned curriculum and experienced curriculum.

BILLETS: Academics Chief, Academics Officer, Course Chief, Curriculum Developer, Formal School Advisor, Formal School Instructor, Task Analyst

INITIAL TRAINING SETTING: FORMAL

CONDITION: Given course mission and end state, subject matter experts, and T&R manual(s) as a member of a group

STANDARD: Producing draft behavior statements that connect T&R events to student learning experience(s).

PERFORMANCE STEPS:

1. Determine members of curriculum design team
2. Determine endstate/course learning outcome(s)
3. Analyze Target Population
4. Integrate adult learning methodologies
5. Facilitate a Learning Analysis
6. Develop Learning Objectives
7. Group Learning Objectives
8. Sequence Learning Objectives
9. Develop subordinate Learning Outcomes, if applicable
10. Outline initial course/learning framework
11. Design assessment items
12. Determine instructional strategies/methods
13. Determine instructional media

REFERENCES:

1. MCO 1200.17_ Military Occupational Specialty Manual (MOS Manual)
2. MCO 1553.10 Marine Corps Training Information Management System (MCTIMS) Standing Operating Procedures (SOP)
3. MCO 3500.72A Training and Readiness Manual
4. NAVMC 1553.1A Marine Corps Instructional Systems Design/Systems Approach to Training and Education Handbook
5. NAVMC 1553.2_ Marine Corps Formal School Management Policy Guidance

MISCELLANEOUS:

ADMINISTRATIVE INSTRUCTIONS: Integrated and/or supplemental training is available via Distance Learning Product (i.e. Marine Net).

FS-CDEV-2003: Develop curriculum

EVALUATION-CODED: NO

SUSTAINMENT INTERVAL: 36 months

DESCRIPTION: Curriculum development is a process that encompasses the: (1) design and development of integrated plans for learning; (2) design of implementation of the plans; (3) evaluation of the plans and implementation; and (4) outcomes of the learning experience. Curriculum development artfully brings the desired end-state across all instructional activities. The fundamental purpose of curriculum development is to ensure our students receive integrated and coherent learning experiences that align with maneuver warfare principles and their overall professional development.

BILLETS: Academics Chief, Academics Officer, Course Chief, Curriculum Developer, Formal School Advisor, Formal School Instructor, Task Analyst

INITIAL TRAINING SETTING: FORMAL

CONDITION: Given sequenced learning objectives with or without related learning outcomes, preliminary course framework, assessment items, and instructional strategies/methods and media as a member of a group,

STANDARD: To ensure alignment between the planned curriculum and experienced curriculum to bring about the desired end state/course learning outcome(s) across all learning activities.

PERFORMANCE STEPS:

1. Provide for bounded adaptive space in curriculum
2. Integrate information processing and cognitive load into curriculum
3. Develop a course structure
4. Balance learning structures against available resource
5. Develop concept cards
6. Conduct in-depth risk assessment
7. Construct assessment measures
8. Construct lesson materials
9. Produce Course Descriptive Data (CDD)/Program of Instruction (POI)
10. Transition curriculum to instructor(s) with appropriate degree of instructional latitude
11. Ensure transition of course structure to class schedules, as needed

REFERENCES:

1. MCO 1553.10 Marine Corps Training Information Management System (MCTIMS) Standing Operating Procedures (SOP)
2. NAVMC 1553.1A Marine Corps Instructional Systems Design/Systems Approach to Training and Education Handbook
3. NAVMC 1553.2_ Marine Corps Formal School Management Policy Guidance

MISCELLANEOUS:

ADMINISTRATIVE INSTRUCTIONS:

Note: Bounded Adaptive Space is creating flexibility within the learning

environment for the instructor to adapt facilitation within the guidance of concept cards and intent of course learning outcomes, to meet the needs of the learners. Finite time and identified learning objectives bound the adaptive space within lessons and across curriculum. Adaptivity emerges within lessons towards the long term endstate of course learning outcomes as part of the instructional relationship between instructors and learners. This is accomplished by curriculum developers who link/relate learning objectives to learning outcomes and ensuring freedom of maneuver for instructors to adapt within lessons. This concept is a balance of both order and disorder or centralized command and decentralized control within curriculum. The balance of order and disorder is unique to each formal school setting, there is no one size fits all approach, rather it is a continuum. As a concept, it is consistent with mission tactics from MCDP-1 and command and control from MCDP-6. Integrated and/or supplemental training is available via Distance Learning Product (i.e. Marine Net).

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CHAPTER 5

FORMAL SCHOOL MANAGEMENT

	<u>PARAGRAPH</u>	<u>PAGE</u>
PURPOSE	5000	5-2
EVENT CODING.	5001	5-2
COLLECTIVE DESCRIPTION / CORE CAPABILITY.	5002	5-2
INDEX OF FORMAL SCHOOL MANAGEMENT/ADVISOR EVENTS.	5003	5-2
2000-LEVEL EVENT.	5004	5-2

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CHAPTER 5

FORMAL SCHOOL MANAGEMENT

5000. PURPOSE. This chapter details the individual events that pertain to formal school management. Each individual event provides an event title, along with the conditions events will be performed under, and the standard to which the event must be performed to be successful. The individual performance steps are listed in sequence under the event.

5001. EVENT CODING. Events in this T&R Manual are depicted with an up to 12-character, 3-field alphanumeric system, i.e. XXXX-XXXX-XXXX. This chapter utilizes the following methodology:

a. Field one. This field represents the community. This chapter contains the following community codes:

<u>Code</u>	<u>Description</u>
FS	Formal School

b. Field two. This field represents the functional/duty area. This chapter contains the following functional/duty areas:

<u>Code</u>	<u>Description</u>
MGMT	Formal School Manager/Advisor

c. Field three. This field provides the level at which the event is accomplished and numerical sequencing of events. This chapter contains the following event levels:

<u>Code</u>	<u>Description</u>
2000	Core Plus Skills

5002. COLLECTIVE DESCRIPTION / CORE CAPABILITY. The 2000-level events contained in this chapter are to be used as basic, foundational behaviors required for formal school managers/advisors. Individual formal schools are responsible for determining their own instructional needs above and beyond these minimum requirements.

5003. INDEX OF FORMAL SCHOOL MANAGEMENT/ADVISOR EVENTS

Event Code	Event
2000 Level Events	
FS-MGMT-2001	Manage formal school processes

5004. 2000-LEVEL EVENT

FS-MGMT-2001: Manage formal school processes

EVALUATION-CODED: NO

SUSTAINMENT INTERVAL: 24 months

BILLETS: Academics Officer, Academics SNCOIC, Chief Instructor, Commanders, Course Director, Deputy Director, Executive Officers, Formal School Advisor, Operations Officers, Task Analyst

INITIAL TRAINING SETTING: FORMAL

CONDITION: Given all academic references, policies, and directives

STANDARD: Integrate academic functions into operations.

PERFORMANCE STEPS:

1. Advise school leadership
2. Provide direct support to the T&R development process
3. Manage Formal School academic standing operating procedure
4. Manage a staff and faculty development plan
5. Manage Risk Management
6. Manage a formal school evaluation plan
7. Assist in a Course Content Review Board (CCRB)
8. Manage course material validation
9. Manage use of MCTIMS
10. Participate in a Community of Practice
11. Assess resource requirements
12. Manage Program of Instruction submission process

REFERENCES:

1. MCO 1553.10 Marine Corps Training Information Management System (MCTIMS) Standing Operating Procedures (SOP)
2. MCO 3500.72A Training and Readiness Manual
3. NAVMC 1553.1_ Marine Corps Instructional Systems Design/Systems Approach to Training and Education Handbook
4. NAVMC 1553.2_ Marine Corps Formal School Management Policy Guidance

MISCELLANEOUS:

ADMINISTRATIVE INSTRUCTIONS: Integrated and/or supplemental training is available via Distance Learning Product (i.e. Marine Net).

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CHAPTER 6

UNIT READINESS PLANNING

	<u>PARAGRAPH</u>	<u>PAGE</u>
PURPOSE	6000	6-2
EVENT CODING.	6001	6-2
COLLECTIVE DESCRIPTION / CORE CAPABILITY.	6002	6-2
INDEX OF INDIVIDUAL EVENTS.	6003	6-2
2000-LEVEL EVENTS	6004	6-3

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CHAPTER 6

UNIT READINESS PLANNING

6000. PURPOSE. This chapter details the individual events that pertain to formal school instruction. Each individual event provides an event title, along with the conditions events will be performed under, and the standard to which the event must be performed to be successful.

6001. EVENT CODING. Events in this T&R Manual are depicted with an up to 12-character, 3-field alphanumeric system, i.e. XXXX-XXXX-XXXX. This chapter utilizes the following methodology:

a. Field one. This field represents the community. This chapter contains the following community codes:

<u>Code</u>	<u>Description</u>
URP	Unit Readiness Planning

b. Field two. This field represents the functional/duty area. This chapter contains the following functional/duty areas:

<u>Code</u>	<u>Description</u>
ANLZ	Analyze
DESI	Design
DEVL	Develop
IMPL	Implement
EVAL	Evaluate

c. Field three. This field provides the level at which the event is accomplished and numerical sequencing of events. This chapter contains the following event levels:

<u>Code</u>	<u>Description</u>
2000	Career Progression Skills

6002. COLLECTIVE DESCRIPTION/CORE CAPABILITY. The 2000-level events contained in this chapter are to be used as basic, foundational behaviors required for unit readiness planning. Individual units are responsible for determining their unit's specific and unique training needs above and beyond these minimum requirements.

6003. INDEX OF INDIVIDUAL EVENTS

Event Code	Event
2000 Level Events	
URP-ANLZ-2001	Analyze a Mission Essential Task List / Commanders Training Guidance
URP-ANLZ-2002	Conduct Unit Training Assessment

URP-DESI-2001	Establish Commander's Training Guidance
URP-DESI-2002	Design a Training Strategy
URP-DESI-2003	Develop Training Plans
URP-DESI-2004	Design Training
URP-DESI-2005	Develop an Assessment Plan
URP-DEVL-2001	Direct Training Management Efforts
URP-EVAL-2001	Conduct Training Evaluation
URP-EVAL-2002	Facilitate an After Action Review
URP-EVAL-2003	Develop Readiness Assessment
URP-EVAL-2004	Validate Unit Readiness
URP-IMPL-2001	Direct Unit Training
URP-IMPL-2002	Facilitate training

6004. 2000-LEVEL EVENTS

URP-ANLZ-2001: Analyze a Mission Essential Task List / Commanders Training Guidance

EVALUATION-CODED: NO **SUSTAINMENT INTERVAL:** 12 months

DESCRIPTION: The primary and special staff will review approved mission, METL and CTG to establish a shared understanding of the Commander's requirements and the vision to reach the desired endstate. The analysis will establish the foundation for the unit training program to achieve a cohesive combat ready unit.

BILLETS: Operations Chiefs, Operations Officers, Primary and Special Staff/Subordinate, Training Chief, Training Officers

INITIAL TRAINING SETTING: FORMAL

CONDITION: Given a mission, Mission Essential Task List (METL), Commander's Training guidance (CTG), doctrine, access to automated training systems, T&R Manual(s) and references.

STANDARD: Identifying E-coded and supporting collective training event requirements that are the measures of effectiveness for each MET.

PERFORMANCE STEPS:

1. Review T/O&E
2. Review and understand Commander's training guidance
3. Review METL
4. Relate collective training events to Mission Essential Tasks (METs)
5. Validate or make recommendations to the METL

REFERENCES:

1. MCO 1553.3_ Unit Training Management (UTM) Program
2. MCO 3000.13A Marine Corps Readiness Reporting
3. MCO 3500.110 Policy and Guidance for Mission Essential Task List (METL) Development, Review, Approval, Publication and Maintenance
4. MCTP 8-10B How to Conduct Training

MISCELLANEOUS:

ADMINISTRATIVE INSTRUCTIONS:

1. Additional essential tasks may come from Operational/Contingency Plans, Named Operations, War Plans, METL Template tool etc.
 2. Company Staff may be required to develop Unit METLs in accordance with MCO 3000.13_ Marine Corps Readiness Reporting Standard Operating Procedures (SOP)
 3. Annually, within 30 days of a unit change of command, or within 15 days of a change of mission that is approved by Higher Headquarters and validated within DRRS-MC.
-

URP-ANLZ-2002: Conduct Unit Training Assessment

EVALUATION-CODED: NO

SUSTAINMENT INTERVAL: 12 months

DESCRIPTION: Unit training assessment compares the organization's current level of training proficiency with the desired level of combat proficiency. What must the unit be able to do? What can the unit do now? How can shortfalls be corrected and strengths maintained? In order to develop an accurate assessment of an organization's overall capability, leadership should evaluate; past and current training proficiency levels, projected personnel turnover, possible changes to mission requirements and all data available from after action reviews.

BILLETS: Commanding Officers, Company Commanders, Executive Officers, Officer in Charge (OIC), Operations Chiefs, Operations Officers, Platoon Commanders, Platoon Sergeant, Primary and Special Staff/Subordinate, Section Leaders, Senior Enlisted Advisor, Training Chief, Training Officers

INITIAL TRAINING SETTING: FORMAL

CONDITION: Given a Mission Essential Task List (METL), mission statement, HHQs METL, Commander's guidance, T&R manual(s), references, evaluation/assessment data and access to automated training systems.

STANDARD: Analyzing evaluation data to determine the organization's current level of training proficiency compared to the desired level of combat proficiency to inform the commander's training strategy and guidance.

PERFORMANCE STEPS:

1. Analyze evaluation data
2. Assess unit training strengths
3. Assess unit training shortfalls
4. Compile training assessment findings

REFERENCES:

1. MCO 1553.3_ Unit Training Management (UTM) Program
2. MCTP 8-10A Unit Training Management Guide

MISCELLANEOUS:

ADMINISTRATIVE INSTRUCTIONS:

1. Evaluation data can include After Action Reports, leadership inputs, training records, and previous Commanders turnover.
2. Subordinate unit leaders should be involved in the execution of this task

whenever possible.

3. Not all units have METs; this does not preclude them from conducting unit training assessments.

URP-DESI-2001: Establish Commander's Training Guidance

EVALUATION-CODED: NO

SUSTAINMENT INTERVAL: 12 months

DESCRIPTION: The Commander or Unit Leader is responsible for establishing the environment that should serve as the driver behind combat effectiveness, unit cohesion, morale, competitiveness and esprit de corps. The accomplishment of unit combat proficiency is not singularly focused on the unit's ability to accomplish individual and collective tasks to standard. Performance and effectiveness in combat are two linked outputs of actions taken and must be incorporated into all unit training.

BILLETS: Commanding Officers, Officer in Charge (OIC), Operations Chiefs, Operations Officers, Primary and Special Staff/Subordinate

INITIAL TRAINING SETTING: FORMAL

CONDITION: Given a Mission Essential Task List (METL), mission statement, HHQ Commander's guidance, doctrine, access to automated training systems, T&R Manual(s), a training strategy and references.

STANDARD: That focuses unit training on eliminating deficiencies while sustaining proficiencies, ensures all required individual training is prioritized and conducted, ensures evaluation is properly executed and documented, and ensures all training is adequately resourced.

PERFORMANCE STEPS:

1. Review HHQ guidance
2. Provide Commander's training philosophy
3. Provide Commanders guidance on METL.
4. Provide Commanders assessment of METL proficiency.
5. Provide guidance on training priorities
6. Provide guidance on combined-arms training
7. Provide time frame on major training events and exercises
8. Provide guidance on associated METL training standards
9. Provide guidance on leader training
10. Provide guidance on Value Based Training/Leadership
11. Provide guidance on individual training
12. Provide guidance on annual/ancillary requirements
13. Provide guidance on standardization
14. Provide guidance on training evaluation and feedback
15. Provide guidance on equipment training
16. Provide guidance on New Doctrine, T&R, and MCCLL reports
17. Provide guidance on preparation of trainers and evaluators
18. Provide guidance on resource allocation and guidance
19. Provide guidance on risk management
20. Specify end-state for incorporation into training the training strategy
21. Publish Commanders Training Guidance

REFERENCES:

1. MCBul 1500 Annual Training and Education Requirements
2. MCO 1510.121A MARINE CORPS COMMON SKILLS PROGRAM
3. MCO 1553.3_ Unit Training Management (UTM) Program
4. MCTIMS USER MANUAL
5. MCTP 8-10B How to Conduct Training

MISCELLANEOUS:

ADMINISTRATIVE INSTRUCTIONS:

1. Battalion/Squadron and higher level units create and publish the Commanders Training Guidance. Smaller unit leaders also provide training guidance.
 2. The CTG shall be updated as required.
-

URP-DESI-2002: Design a Training Strategy

EVALUATION-CODED: NO

SUSTAINMENT INTERVAL: 12 months

DESCRIPTION: The commander utilizes after action reports, leadership inputs, training records and previous Commander turnover to determine the unit's current status and past performance in order to design their training strategy. Commander's compare assigned missions with current unit proficiency and then determine the relative training emphasis each MET should receive. By prioritizing training, Commanders ensure limited time and resources are focused where they will most benefit the units effort to become mission capable.

BILLETS: Commanding Officers, Officer in Charge (OIC), Operations Chiefs, Operations Officers, Primary and Special Staff/Subordinate, Training Chief, Training Officers

INITIAL TRAINING SETTING: FORMAL

CONDITION: Given HHQ Mission Essential Task List (METL) and guidance, approved METL, mission statement, current unit assessments, access to automated training systems, and T&R Manual(s).

STANDARD: That establishes training priorities that determine measures of effectiveness and measures of performance, and provides linkages between the METL and upcoming exercises and events.

PERFORMANCE STEPS:

1. Review HHQ guidance
2. Analyze unit METL
3. Plan for adaptability
4. Select training events/activities in support of the METL
5. Identify internal and external supporting /supported events
6. Identify manpower turnover/shortfalls
7. Analyze training assessments
8. Specify training frequencies
9. Specify timelines and deadlines
10. Determine other training requirements
11. Plan for remediation of tasks not performed to standard
12. Determine resource requirements

13. Establish training priorities

REFERENCES:

1. ADRP 5-0 The Operations Process (US Army)
2. MCDP-1 Warfighting
3. MCO 1553.3_ Unit Training Management (UTM) Program
4. MCTP 8-10A Unit Training Management Guide
5. MCTP 8-10B How to Conduct Training

MISCELLANEOUS:

ADMINISTRATIVE INSTRUCTIONS: Evaluation data can include After Action Reports, leadership inputs, training records, and previous Commanders turnover.

URP-DESI-2003: Develop Training Plans

EVALUATION-CODED: NO **SUSTAINMENT INTERVAL:** 24 months

DESCRIPTION: Deliberate training plans incorporate mission oriented, formal and ancillary training that is focused on achieving a cohesive combat ready unit. Utilizing long-range (12-24 months), mid-range (4-12 months) or short-range (1-4 months) training plans ensures unit training is nested within and supports HHQ training objectives. Staff actions are synchronized to ensure the proper planning, coordination and allocation of resources.

BILLETS: Commanding Officers, Company Commanders, Officer in Charge (OIC), Operations Chiefs, Operations Officers, Platoon Commanders, Platoon Sergeant, Primary and Special Staff/Subordinate, Training Chief, Training Officers

INITIAL TRAINING SETTING: FORMAL

CONDITION: Given a HHQs Training Plan with corresponding training calendar, access to automated training systems, an approved mission statement, and Mission Essential Task List (METL), T&R manual(s), unit assessments, and the Commander's Training Guidance (CTG).

STANDARD: That strictly adhere to the CTG, capitalize upon all available time, allocate resources efficiently and effectively, and tailor training to ensure it is relevant to the unit's specific mission requirements and METL.

PERFORMANCE STEPS:

1. Incorporate Commander's Training Guidance
2. Review previous training plans
3. Review previous training assessments
4. Integrate staff input
5. Incorporate Trends Reinforcement and Reversal Program information (TRRP)
6. Determine collective training events and E-Coded events that support major training events and exercises
7. Graphically display directed major unit activities (Training calendar)
8. Identify available prime time for training (white space)
9. Associate collective training events and E-Coded events that support unit training events and exercises
10. Graphically display major unit training events and exercises

11. Graphically display Annual, Ancillary and Pre-Deployment Training Plan (PTP) training requirements
12. Allocate sufficient prime time for training (white space) for subordinate unit training schedules/plans
13. Incorporate plan for remediation
14. Allocate Resources
15. Publish training plans

REFERENCES:

1. MCO 1553.3_ Unit Training Management (UTM) Program
2. MCTP 8-10A Unit Training Management Guide
3. MCTP 8-10B How to Conduct Training

MISCELLANEOUS:

ADMINISTRATIVE INSTRUCTIONS: Long Range Plans cover a 12-24 month period and are updated annually. Mid-Range Plans cover a 4-12 month period and are updated quarterly. Short-Range Plans cover a 1-4 month period. The output is a quarterly update of the mid-range plan and the preparation and publication of training schedules. The purpose of white space training time is to ensure all units have an opportunity to accomplish requisite training; training towards the proficiency of the METL must be the primary focus.

URP-DESI-2004: Design Training

EVALUATION-CODED: NO **SUSTAINMENT INTERVAL:** 12 months

DESCRIPTION: Training design is a deliberate, comprehensive approach used to create an optimal environment that can introduce, reinforce, sustain or evaluate essential behaviors vital to mission success. The Commander meets HHQ requirements by articulating a desired endstate that will achieve proficiency and effectiveness by integrating training areas and facilities, OPFORs, controllers, evaluators, and other resources that create realistic and combat-focused training essential to the success of the unit and its individuals.

BILLETS: Commanding Officers, Officer in Charge (OIC), Operations Chiefs, Operations Officers, Primary and Special Staff/Subordinate, Training Chief, Training Officers

INITIAL TRAINING SETTING: FORMAL

CONDITION: Given T&R Manual(s), Commander's training guidance (CTG), training plan, access to automated training systems and references.

STANDARD: That provides a logical progression of individual/collective training events, creates an environment that maximizes available resources and enablers, and optimizes the introduction, reinforcement and sustainment of behaviors that support the unit Mission Essential Task List (METL).

PERFORMANCE STEPS:

1. Analyze commanders intent and designated training objectives
2. Analyze applicable Training and Readiness (T&R)

3. Determine exercise or events Communicate the commanders vision for the individual or unit to create training that develops adaptive Marines to think, act and decide
4. Determine training event requirements
5. Determine training participants (trainers, evaluators, safety, trainees, OPFOR, role players)
6. Develop the method (live, virtual or constructive)
7. Identify resources available for training
8. Integrate training support (personnel, facility, resources)
9. Determine supported/supporting events
10. Sequence events
11. Group events
12. Determine evaluation criteria (PECL/MSEL)
13. Plan for remediation
14. Create required training support documents
15. Publish required training support documents
16. Conduct a confirmation brief (per unit Standard Operations Procedures)

REFERENCES:

1. FM 7-0 Train to Win in a Complex World
 2. FM 7-1 Battle Focused Training (Sept 2003)
 3. MCDP 1-0 Marine Corps Operations
 4. MCDP 5 Planning
 5. MCO 3500.11F MAGTF Training Program (MAGTF-TP)
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URP-DESI-2005: Develop an Assessment Plan

EVALUATION-CODED: NO

SUSTAINMENT INTERVAL: 24 months

DESCRIPTION: Assessment aids commanders in understanding to what degree the unit is meeting its training objectives and desired end state through a standardized process which evaluates proficiency and effectiveness. The plan is implemented through the assessment process, which is a continuous activity that encompasses the following four tasks: monitoring, evaluating, recommending, and directing. When following a complete assessment plan, this allows for the adaption of the training plan to reinforce proficiencies and improve deficiencies.

BILLETS: Commanding Officers, Officer in Charge (OIC), Operations Chiefs, Operations Officers, Primary and Special Staff/Subordinate, Training Chief, Training Officers

INITIAL TRAINING SETTING: FORMAL

CONDITION: Given a Mission Essential Task List (METL) and mission statement, access to automated systems, unit Table of Organization and Equipment (T/O&E), evaluation/assessment inputs, Training & Readiness (T&R) Manuals, and references.

STANDARD: That adequately evaluates all collective and individual training, evaluates adequacy of resources for training, provides valuable data for lessons learned, and ensures remediation requirements are properly identified and executed.

PERFORMANCE STEPS:

1. Identify training objectives from training strategy
2. Establish a unit baseline
3. Identify key resources that have a direct effect on training objectives
4. Utilize MOPs and MOEs to evaluate training objectives and desired effects
5. Identify the indicators required to evaluate MOPs and MOEs
6. Establish the frequency of assessments (sustainment intervals, reporting requirements)
7. Identify information requirements
8. Develop a collection plan
9. Evaluate information collected (qualitative/quantitative analysis)
10. Leverage applied critical thinking and incorporate staff recommendations to adjust training objectives and improve desired effects
11. Institute assessment results
12. Re-establish the unit baseline
13. Utilize the assessment plan to guide decision making
14. Evaluate the assessment plan

REFERENCES:

1. MCO 1553.3_ Unit Training Management (UTM) Program
2. MCTP 8-10B How to Conduct Training

URP-DEVL-2001: Direct Training Management Efforts

EVALUATION-CODED: NO **SUSTAINMENT INTERVAL:** 12 months

DESCRIPTION: Unit training management efforts set the conditions for effective training and are synchronized through weekly training meetings which become the primary forum to coordinate unit training and operations in support of the unit METL. This in combination with the Commanders Training Guidance, will foster unity of effort and a cohesive command climate.

BILLETS: Operations Chiefs, Operations Officers, Primary and Special Staff/Subordinate, Training Chief, Training Officers

INITIAL TRAINING SETTING: FORMAL

CONDITION: Given a Mission Essential Task List (METL), Commander's Training Guidance (CTG), T&R manuals, training plans, training schedules, access to automated training systems and references.

STANDARD: Demonstrating compliance with Marine Corps unit training management orders and directives, coordinating safe effective training, de-conflicting ranges/training areas and resources, and implementing internal evaluation measures to ensure the unit is continually prepared for IG inspections.

PERFORMANCE STEPS:

1. Conduct training meeting
2. Validate subordinate unit training requirements IAW CTG
3. Coordinate unit training; LOI/TSR/RMW
4. Coordinate with HASS units and appropriate personnel
5. Allocate resources
6. Resolve training conflicts and shortfalls

7. Supervise mission oriented, formal and ancillary training
8. Manage the training plan and calendar
9. Manage Commanding General's Inspection Program

REFERENCES:

1. MCO 1553.10 Marine Corps Training Information Management System (MCTIMS) Standing Operating Procedures (SOP)
 2. MCO 1553.3_ Unit Training Management (UTM) Program
 3. MCRP 3-30.7 Commander's Tactical Handbook
 4. MCTP 8-10B How to Conduct Training
 5. SECNAV M-5216.5 Department of the Navy Correspondence Manual
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URP-EVAL-2001: Conduct Training Evaluation

EVALUATION-CODED: NO **SUSTAINMENT INTERVAL:** 12 months

DESCRIPTION: Proficiencies and deficiencies observed through T&R tasks, are delivered through a variety of methods including written and oral feedback. The evaluation is the assessment of individual or collective tasks from training design which informs the debrief, AAR and feedback to the trainee(s). Feedback allows individuals/units to reflect and gain a deeper understanding of the purpose behind training.

BILLETS: Commanding Officers, Officer in Charge (OIC), Operations Chiefs, Operations Officers, Primary and Special Staff/Subordinate, Training Chief, Training Officers

INITIAL TRAINING SETTING: FORMAL

CONDITION: Given Commander's Training Guidance (CTG), a Training & Readiness Manual (T&R), Performance Evaluation Checklist (PECL), and references.

STANDARD: That will effectively measure performance against unit and individual T&R events, demonstrate use of Risk Management to ensure safe training, maximize use of evaluation tools, document positive and negative trends and provide the unit commander with T&R sustainment data to inform readiness reporting.

PERFORMANCE STEPS:

1. Review designated T&R events and applicable unit SOPs
2. Assess Operational Risk Management control measures
3. Prepare evaluators
4. Utilize evaluation tools (PECL, ATF, RUBRIC)
5. Observe training
6. Teach, coach and mentor to improve on satisfactory/unsatisfactory performance
7. Conduct time critical Operational Risk Assessment (on-going)
8. Document observed satisfactory and unsatisfactory performances
9. Record negative and positive trends
10. Analyze evaluation results per unit evaluation plan
11. Provide results to unit
12. Contribute written/oral evaluation feedback to the AAR de-briefer
13. Attend AAR to provide oral feedback as required

REFERENCES:

1. MCO 1553.3_ Unit Training Management (UTM) Program
2. MCTP 8-10B How to Conduct Training
3. MSTP PAM 6-9 Assessment

MISCELLANEOUS:

ADMINISTRATIVE INSTRUCTIONS:

1. Evaluation techniques utilized in the execution of this event will vary depending upon which evaluation methodology has been dictated by the training units HHQ, or Theater requirements.
 2. Utilizing performance checklists, observing performance of designated events, providing written and oral feedback to the evaluated unit on proficiencies and deficiencies in relation to observed events.
-

URP-EVAL-2002: Facilitate an After Action Review

EVALUATION-CODED: NO

SUSTAINMENT INTERVAL: 12 months

DESCRIPTION: To facilitate a discussion on the training, the assessment in obtaining the training objectives and the inputs of the evaluators with the individuals and unit. The discussion should be centered on creating shared understanding and deeper meaning of what happened and why with the goal of creating an appropriate mental model for reference to be used when confronted with similar situations. This will allow the adjustment of the training plan to address identified deficiencies (if required).

BILLETS: Commanding Officers, Officer in Charge (OIC), Operations Chiefs, Operations Officers, Primary and Special Staff/Subordinate, Training Chief, Training Officers

INITIAL TRAINING SETTING: FORMAL

CONDITION: Given a training event, designated participants, access to automated training systems, evaluation data and references.

STANDARD: Creating an environment that ensures all critical unit personnel are available, ensures subordinate unit participation, facilitates thinking to gain a deeper understanding of individual/collective training event proficiencies and deficiencies, and identifies tasks requiring immediate remediation.

PERFORMANCE STEPS:

1. Review the Mission and Mission Essential Task List (METL), training scenario and evaluation plan, T&R standards, training objectives, orders, and doctrine
2. Validate after action review time and date
3. Validate after action review participants
4. Coordinate location and resources
5. Create the after action review agenda
6. Collect and review observations from observers/controllers
7. Collaborate with unit leader to determine key learning points
8. Prepare products

9. Develop probing questions
10. Initiate the AAR
11. Record key points and feedback
12. Identify tasks requiring remediation
13. Submit after action report

REFERENCES:

1. MCO 1553.3_ Unit Training Management (UTM) Program
2. MCTP 8-10B How to Conduct Training

MISCELLANEOUS:

ADMINISTRATIVE INSTRUCTIONS:

1. Performance Step 11, Record key points and feedback, may be done informally or formally as directed by the commander. Formal documents produced from an after action review are known as an After Action Report, and typically are provided to the commander and/or some external agency(ies) for consideration or certification purposes.
 2. Some teams/detachments report at the company level, and may need to conduct this event, though their billets are not addressed specifically above.
 3. After the review is conducted, Chief Controller conducts private discussion with unit leader(s)
-

URP-EVAL-2003: Develop Readiness Assessment

EVALUATION-CODED: NO **SUSTAINMENT INTERVAL:** 12 months

DESCRIPTION: The unit assessment is compiled by primary and special staff, comparing the organizations current manning, training and equipping levels with the desired level of combat proficiency and effectiveness. When done correctly, the unit assessment enables the Commander to identify unit shortfalls and assists to address and mitigate them.

BILLETS: Commanding Officers, Officer in Charge (OIC), Operations Chiefs, Operations Officers, Primary and Special Staff/Subordinate, Training Chief, Training Officers

INITIAL TRAINING SETTING: FORMAL

CONDITION: Given a Mission Essential Task List (METL) and mission statement, , access to automated systems, unit Table of Organization and Equipment (T/O&E), evaluation/assessment data, Training & Readiness (T&R) Manuals, and references.

STANDARD: Identifying current proficiencies and deficiencies in training and capabilities of the unit against resources required to execute the unit METL.

PERFORMANCE STEPS:

1. Review METL
2. Determine the security classification of the METL assessment
3. Determine waiver/deferment requirement for each evaluation coded T&R event.
4. Verify condition and standard for each MET

5. Verify standard type performance (Training, Personnel, Equipment, & Output)
6. Review T/O&E
7. Interpret evaluation/assessment inputs
8. Determine personnel readiness levels
9. Determine equipment readiness and supply levels
10. Determine training readiness levels
11. Assess core mission capability
12. Assess assigned mission capability if applicable
13. Determine forecasted increases or decreases in future readiness levels

REFERENCES:

1. MCO 1553.3_ Unit Training Management (UTM) Program
2. MCO 3500.110 Policy and Guidance for Mission Essential Task List (METL) Development, Review, Approval, Publication and Maintenance
3. MCO 3500.26_ Universal Naval Task List (UNTL)
4. MCTP 8-10B How to Conduct Training

MISCELLANEOUS:

ADMINISTRATIVE INSTRUCTIONS:

1. Evaluation data can include After Action Reports (AAR), leadership inputs, training records and previous Commander turnover.
2. Subordinate unit leaders should be involved in the execution of this task whenever possible.
3. Not all units have METs; this does not preclude them from conducting unit training assessments.
4. The purpose of assessing unit readiness is to provide higher headquarters with the unit's ability to provide forces and capabilities required by the combatant commander to execute their assigned mission. Readiness information supports crisis response planning, deliberate or peacetime planning, and management responsibilities to organize, train, and equip combat-ready forces.

URP-EVAL-2004: Validate Unit Readiness

EVALUATION-CODED: NO

SUSTAINMENT INTERVAL: 12 months

DESCRIPTION: Commanders, with staff assistance, must ensure the submission of complete, accurate, and timely readiness assessments. When done correctly, readiness reporting will enable higher headquarters to identify and understand unit shortfalls and move to mitigate or address them. The Commander reviews and approves readiness assessments prior to the submission of all required reporting occasions. Readiness reporting is not a report card; it is the ground truth of the units' personnel, equipment readiness, equipment supply and training.

BILLETS: Commanding Officers, Officer in Charge (OIC), Operations Chiefs, Operations Officers

INITIAL TRAINING SETTING: FORMAL

CONDITION: Given an approved Mission Essential Task List (METL), table of organization and equipment (T/O&E), access to automated systems, primary and special staff inputs and the current draft Defense Readiness Reporting System-Marine Corps (DRRS-MC) report.

STANDARD: Consolidating and validating all critical training, manpower, and equipment data to inform assessments, reviewing recommendations from primary and special staff, and providing commander's assessment and remarks per DRRS-MC reporting policy.

PERFORMANCE STEPS:

1. Verify reporting occasions
2. Review T/O and T/E
3. Review training data within the automated systems
4. Validate personnel reporting levels
5. Validate equipment readiness and supply reporting levels
6. Validate CBRN reporting levels
7. Validate training levels
8. Validate MET assessment
9. Review inputs and recommendations from primary/special staff
10. Determine forecasted increases or decreases in future readiness levels
11. Verify the mission assessment(s)
12. Provide the Commander's assessment and remarks
13. Submit evaluation report via DRRS-MC

REFERENCES:

1. MCO 1553.3_ Unit Training Management (UTM) Program
 2. MCO 3000.11_ Ground Equipment Condition and Supply Materiel Readiness Reporting (MRR) Policy
 3. MCO 3500.110 Policy and Guidance for Mission Essential Task List (METL) Development, Review, Approval, Publication and Maintenance
 4. MCO 3502.6 _ Marine Corps Force Generation Process (FGP)
 5. MCTP 8-10B How to Conduct Training
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URP-IMPL-2001: Direct Unit Training

EVALUATION-CODED: NO

SUSTAINMENT INTERVAL: 6 months

DESCRIPTION: Commanders at all levels are responsible for developing cohesive, combat ready units. To meet specific training objectives, commanders must develop overall unit training programs based upon the best combination of available resources, materials, guidance and time.

BILLETS: Battalion Commanders, Commanding Officers, Company Commanders, Officer in Charge (OIC), Operations Officers, Platoon Commanders, Primary and Special Staff/Subordinate

INITIAL TRAINING SETTING: FORMAL

CONDITION: Given T&R Manual(s), HHQ Commander's training guidance (CTG), training plan, access to automated training systems and references.

STANDARD: That attains and sustains combat ready and effective individuals/units capable of accomplishing assigned missions in the current and future operating environments.

PERFORMANCE STEPS:

1. Submit Draft METL and mission statement to next HHQs commander for approval
2. Publish Commander's Training Guidance (CTG)
3. Supervise the planning of training events/activities
4. Arrange for capable trainers and evaluators to support activities
5. Ensure training resources are available
6. Supervise and assess the effectiveness of training design
7. Supervise and evaluate individual/unit proficiency and effectiveness
8. Supervise and evaluate training evolutions, instructional quality and UTM procedures
9. Teach, coach and mentor subordinate commanders/unit leaders to assist in achieving training objectives
10. Provide clear training intent, guidance and feedback throughout the process
11. Publish Mission Essential Task List (METL)

REFERENCES:

1. MCO 1553.3_ Unit Training Management (UTM) Program
 2. MCO 3500.27_ Risk Management
 3. MCRP 3-30.7 Commander's Tactical Handbook
 4. MCTP 8-10B How to Conduct Training
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URP-IMPL-2002: Facilitate training

EVALUATION-CODED: NO

SUSTAINMENT INTERVAL: 12 months

DESCRIPTION: Unit trainers will set the conditions for a motivating atmosphere that encourages active collaboration through studying, resourcing, and adapting materials to change behaviors in the training environment. The trainer will utilize a combination of verbal, nonverbal, and visual communication approaches to manage time, physical space and trainee(s) behavior. This will build a competent pool of trainers who will teach, coach and mentor individuals and units to increase proficiency and effectiveness in current and future operating environments.

BILLETS: Commanding Officers, Officer in Charge (OIC), Operations Chiefs, Operations Officers, Primary and Special Staff/Subordinate, Training Chief, Training Officers

INITIAL TRAINING SETTING: FORMAL

CONDITION: Given individual/group of trainees, Mission Essential Task List (METL), Commander's training guidance (CTG), training plans, training schedules, T&R Manual(s), training resources, access to automated training systems, leadership traits and principles, training experience, and references.

STANDARD: That sustains individual and collective T&R requirements per the CTG and unit training plan, guides the training and education associated with T&R tasks, ensures safe training, evaluates the effectiveness of training, and facilitates the education of future trainers.

PERFORMANCE STEPS:

1. Review training design and requirement(s)
2. Review training materials
3. Cultivate maneuver warfare mindset in training
4. Assess Risk Management control measures
5. Manage training environment
6. Pass on proficiency and currency
7. Execute planned training Conduct a rehearsal
8. Execute planned training
9. Conduct time critical Operational Risk Assessment (on-going)
10. Evaluate training effectiveness / retention
11. Assess/collect training data
12. Conduct debrief
13. Provide training results
14. Prepare for follow-on/remedial training
15. Modify or adapt training design

REFERENCES:

1. MCO 1553.3_ Unit Training Management (UTM) Program
2. MCO 3500.27_ Risk Management
3. MCTP 8-10B How to Conduct Training

MISCELLANEOUS:

ADMINISTRATIVE INSTRUCTIONS:

1. Due to the broad spectrum of performance steps covered in this event, the above listed references may be expounded upon as necessary
2. Time critical operational risk assessments conducted throughout training in a continuous cycle in order to address unexpected hazards that may arise.
3. The performance step "Collect training data," includes trainer observations, completion of performance checklists, completion of written tests (e.g. Marine Corps Common Skills) and other quantitative and qualitative data points, as required.

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CHAPTER 7

VALUES BASED TRAINING/LEADERSHIP

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CHAPTER 7

VALUES BASED TRAINING/LEADERSHIP

7000. PURPOSE. This chapter details the individual events that pertain to Values Based Training/Leadership (VBT/L). VBT/L are training requirements directed by CMC and will be integrated in all Programs of Instruction (POI) as appropriate for the Target Population Description (TPD). CG TECOM has determined that in order to satisfy the requirement, the most appropriate means of delivering VBT/L instruction is by facilitating a guided discussion and should be interwoven into the POI. It is understood that there are other ways this can be accomplished; however, leaders are expected to deliver VBT/L instruction in this manner across the Training and Education continuum.

a. Initial Entry Training (Phase I). Every Marine, enlisted and officer, will be formally instructed in Marine Corps Values during entry level training. The preponderance of the training will occur at the Marine Corps Recruit Depots for enlisted Marines, at Officer Candidates School (OCS) and The Basic School (TBS) for officers.

b. Reinforcement Education (Phase II). The lessons of entry level training will be reinforced in Marine Combat Training (MCT) at the School of Infantry (SOI) for all enlisted Marines and in military occupational specialty (MOS) schools for both enlisted Marines and officers. Marine Corps Core Values education will continue at every Professional Military Education (PME) school which a Marine attends from the Sergeant's Course through the Marine Corps War College. Additionally, gatherings of Marine leaders, such as the General Officers Symposium, Commanders' Call, and Sergeants Major Symposium will include discussions concerning values.

c. Sustainment Education (Phase III). Sustainment education will involve not only formal presentation of course material, but will encompass awareness of the importance that practicing Marine Corps Core Values has in each Marine's day-to-day life. Sustainment is the key to the success of the Marine Corps Values Program.

7001. EVENT CODING. Events in this T&R Manual are depicted with an up to 12-character, 3-field alphanumeric system, i.e. XXXX-XXXX-XXXX. This chapter utilizes the following methodology:

a. Field one. This field represents the community. This chapter contains the following community codes:

<u>Code</u>	<u>Description</u>
VALU	Values Based Training/Leadership

b. Field two. This field represents the functional/duty area. This chapter contains the following functional/duty areas:

<u>Code</u>	<u>Description</u>
EDUC	Education

c. Field three. This field provides the level at which the event is accomplished and numerical sequencing of events. This chapter contains the following event levels:

<u>Code</u>	<u>Description</u>
2000	Core Plus Skills

7002. COLLECTIVE DESCRIPTION/CORE CAPABILITY. The 2000-level event contained in this chapter are to be used as basic, foundational behaviors required for all Marine Leaders. Individual formal schools/units are responsible for determining their own VBT/L needs above and beyond these minimum requirements.

7003. INDEX OF VALUES BASED TRAINING/LEADERSHIP EVENTS

Event Code	Event
2000 Level Events	
VALU-EDUC-2001	Facilitate a guided discussion

7004. VALUES BASED TRAINING/LEADERSHIP EVENT

VALU-EDUC-2001: Facilitate a guided discussion

EVALUATION-CODED: NO **SUSTAINMENT INTERVAL:** 3 months

GRADES: CPL, SGT, SSGT, GYSGT, 1STSGT, MSGT, MGYSGT, SGTMAJ, WO-1, CWO-2, CWO-3, CWO-4, CWO-5, 2NDLT, 1STLT, CAPT, MAJ, LTCOL

INITIAL TRAINING SETTING: FORMAL

CONDITION: Given instructional materials and references

STANDARD: To address the learning goals that are conducive to student interaction, open communication, and discourse.

PERFORMANCE STEPS:

1. Identify guided discussion characteristics
2. Identify TPD
3. Setup physical environment
4. Determine subject matter
5. Review discussion guide
6. Prepare for facilitation
7. Employ facilitation techniques
8. Evaluate the learning outcome

REFERENCES:

1. ISBN 0-618-11649-4 McKeachie's Teaching Tips: McKeachie
2. ISBN 0-7879-5225-7 Planning Programs for Adult Learners: Caffarella
3. ISBN 0-7879-7623-7 Active Training: Silberman
4. MCTP 6-10B Marine Corps Values: A User's Guide for Discussion Leaders
5. MCTP 8-10B How to Conduct Training
6. NAVMC 1553.1_ Marine Corps Instructional Systems Design/Systems Approach

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CHAPTER 8

MARINE CORPS TRAINING INFORMATION MANAGEMENT SYSTEM (MCTIMS)

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CHAPTER 8

MARINE CORPS TRAINING INFORMATION MANAGEMENT SYSTEM (MCTIMS)

8000. PURPOSE. This chapter details the individual events that pertain to formal school MCTIMS inputs. Each individual event provides an event title, along with the conditions events will be performed under, and the standard to which the event must be performed to be successful. The individual performance steps are listed in sequence under the event.

8001. EVENT CODING. Events in this T&R Manual are depicted with an up to 12-character, 3-field alphanumeric system, i.e. XXXX-XXXX-XXXX. This chapter utilizes the following methodology:

a. Field one. This field represents the community. This chapter contains the following community codes:

<u>Code</u>	<u>Description</u>
FS	Formal School

b. Field two. This field represents the functional/duty area. This chapter contains the following functional/duty areas:

<u>Code</u>	<u>Description</u>
TIMS	MCTIMS data entry skills/inputs

c. Field three. This field provides the level at which the event is accomplished and numerical sequencing of events. This chapter contains the following event levels:

<u>Code</u>	<u>Description</u>
2000	Core Plus Skills

8002. COLLECTIVE DESCRIPTION / CORE CAPABILITY. The 2000-level events contained in this chapter are to be used as basic, foundational behaviors required for curriculum developers and other formal school personnel. Individual formal schools are responsible for determining their own instructional needs and minimum requirements.

8003. INDEX OF MCTIMS FORMAL SCHOOL ADMINISTRATION EVENTS

Event Code	Event
2000 Level Events	
FS-TIMS-2001	Utilize MCTIMS applications

8004. 2000-LEVEL EVENTS

FS-TIMS-2001: Utilize MCTIMS applications

EVALUATION-CODED: NO

SUSTAINMENT INTERVAL: 24 months

DESCRIPTION: MCTIMS serves numerous functions related to Marine Corps training. MCTIMS field support representative can provide specific individualized instruction to meet organizational needs, as requested.

BILLETS: Academics Chief, Academics Officer, Academics SNCOIC, Chief Instructor, Course Chief, Course Director, Curriculum Developer, Formal School Advisor, Formal School Instructor

INITIAL TRAINING SETTING: MOJT

CONDITION: Given MCTIMS access, developed course data, materials, and references.

STANDARD: registering students for courses, developing programs of instruction, developing and managing schedules, developing test items for TLO/ELOs, managing students and recording and tracking service level training for formal schools staff and faculty.

PERFORMANCE STEPS:

1. Manage access rights
2. Coach users
3. Administrate student registrar functions
4. Administrate student Evaluation Module functions
5. Administrate school unit training management (UTM) module functions
6. Administrate formal school personnel module functions
7. Administrate curriculum management module functions

REFERENCES:

1. MCO 1553.10 Marine Corps Training Information Management System (MCTIMS) Standing Operating Procedures (SOP)
2. MCO 1553.2_ Marine Corps Formal School Management Policy

MISCELLANEOUS:

SIMULATION:

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APPENDIX A

ACRONYMS

AAV - amphibious assault vehicle
ACP - automated commissioning package
ACT - accuracy completeness time sequence
ACTS - Assignment, Classification, and Travel Systems
AIRS - Automated Inspection Reporting System
AO - area of operations
APTS - advanced presentation and training skills
AR - Active Reserve
ASTB-E - Aviation Selection Test Battery Series-E
AT4C - advanced tool for coaching
BIC - billet information code
CAPT - Captain
CAR - commander's attainment report
CBRN - chemical, biological, radiological, and nuclear
CBT - computer-based training
CG - commanding general
CMC - Commandant of the Marine Corps
CMR - consolidated memorandum receipt
CO - commanding officer
COA - course of action
CONPLAN - contingency plan
CONUS - continental United States
COT - consecutive overseas tours
CPL - Corporal
CRP - combat readiness percentage; command recruiting program
CSR - consolidated strength report
CWO - chief warrant officer
DEP - delayed entry program
DL - distance learning
DOD - Department of Defense
DoDFMR - Department of Defense Financial Management Regulation
DON - Department of the Navy
DRRS - Defense Readiness Reporting System
EAD - extended active duty
ECFC - enlisted career force controls
ECS - effective communication skills
EFMP - Exceptional Family Member Program
ENLPROM - enlisted promotions
EPM - enlistment processing manual
1STLT - First Lieutenant
FAI - functional area inspection
FLC - formal learning center
FMF - fleet Marine force
FY - fiscal year
GOV - government owned vehicle
GSA - Government Services Administration
GYSGT - Gunnery Sergeant
HOTAS - hands-on throttle and stick
HQMC - Headquarters, Marine Corps
IAW - in accordance with

IGMC - Inspector General of the Marine Corps
IIADT - incremental initial active duty training
IMI - individual multimedia instruction
IPOCT - in place consecutive overseas tours
IRAM - Individual Records Administration Manual
IRR - Individual Ready Reserve
IRT - Itinerant Recruiting Trip
JPIC - Joint Package Inspection Checklist
LATMOV - lateral move
LCPL - Lance Corporal
LDO - limited duty officer; line of duty
LOI - letter of instruction
LSL - lump sum leave
MAJ - Major
MARADMIN - Marine Administrative Message
MARCORPROMMAN - Marine Corps Promotion Manual
MARCORSEPMAN - Marine Corps Separation and Retirement Manual
MARFORRES - Marine Corps Forces Reserve
MASP - military academic skills program
MC2 - Marine Corps Communication and Consulting
MC3 - Marine Corps Communication, Coaching, and Counseling
MC4 - Marine Corps Communication, Consulting, Coaching, and Counseling
MCC - monitored command code
MCEOB - Marine Corps Enlisted Opportunities Book
MCI - Marine Corps Institute
MCMEDS - Marine Corps Medical Entitlements Data System
MCMP - Marine Corps mentoring program
MCO - Marine Corps order
MCOOB - Marine Corps Officer Opportunity Book
MCP3 - Marine Corps Performance, Programming and Philosophy
MCPS - Marine Corps Presentation Skills
MCRAMM - Marine Corps Reserve Administrative Management Manual
MCRC - Marine Corps Recruiting Command
MCRD - Marine Corps Recruit Depot
MCRISS - Marine Corps Recruiting Information Support System
MCRISS-OSS - Marine Corps Recruiting Information Support System-Officer
Selection Station
MCRISS-PSRS - Marine Corps Recruiting Information Support System-Prior
Service Recruiting Station
MCRISS-PSRSS - Marine Corps Recruiting Information Support System-Prior
Service Recruiting Substation
MCRISS-RS - Marine Corps Recruiting Information Support System-Recruiting
Station
MCROB - Marine Corps Reserve Opportunity Book
MCT - Marine Corps Task
MCTFSPRIM - Marine Corps Total Force Reporting Instructions Manual
MCTIMS - Marine Corps Training Information Management System
MCTL - Marine Corps Task List
MECEP - Marine Corps Enlisted Commissioning Education Program
MEPCOM - Military Entrance Processing Command
MEPS - Military Entrance Processing Station
MET - mission essential task
METL - mission essential task list
MGIB-R - Montgomery GI Bill-Reserve
MGYSGT - Master Gunnery Sergeant
MIRS - USMEPCOM Integrated Resource System
MISSO - Manpower Information Systems Support Officer

MOJT - Marine on-the-job training
MOL - Marine online
MOS - military occupational specialty
MSC - major subordinate command
MSGT - Master Sergeant
MUD - Merkel Unit Designator
NAMI - Naval Aerial Medical Institute
NAVMC - Navy Marine Corps
NIDT - Non-Instrumented Drug Test
NMCI - Navy Marine Corps Communication Information
NWA - new working applicant
OCHF - Operations Chief
OCM - Officer Commissioning Manual
OCONUS - outside the continental United States
OIC - officer in charge
OPFOR - operating forces; opposing force; opposition force
OPLAN - operational plan
OPNAV - Office of the Chief of Naval Operations
OPNAVINST Chief of Naval Operations instruction
OPS - operations
OPSO - operations officer
ORM - operational risk management
OSO - officer selection officer
OSS - officer selection station
OST - officer selection team
PAC - prospect applicant card
PADD - projected active duty date
PAR - Performance and Review
PFC - Private First Class
PSEP - prior service enlistment program
PSF - public speaking forum
PSR - prior service recruiter
PSRS - prior service recruiting station
PSRSS - prior service recruiting substation
PTAD - permissive temporary additional duty
PVT - Private
QC - quality control
QCIS - quality control SITREP
QSN - quota serial number
RAV - Retention Assist Visit
RECLP - Reserve Enlisted Commissioning Program
RELM - Reenlistment Extension Lateral Move
RI - Recruiter Instructor
ROEP - Reserve Option Enlistment Program
RS - Recruiting Station
RSCE - Recruiting Station Command Element
RSS - Recruiting Substation
RTF - recruiter training file
RUC - reporting unit code
S&R - Schedule and Results
SAT - Systems Approach to Training
SAV - staff assist visit
SDA - special duty assignment
SECNAVINST - Secretary of the Navy instruction
SGT - Sergeant
SGTMAJ - Sergeant Major
SITREP situation report

SMB - SNCOIC Management Book
SMCR - select Marine Corps reserve
SME - subject matter expert
SMOS - supplementary MOS
SNCO - staff noncommissioned officer
SNCOIC - staff noncommissioned officer in charge
SOP - standing operating procedure
SOS - statement of service
SOU - statement of understanding
SRB - selective reenlistment bonus
SRI - Systematic Recruiting Inspection
SRIP - Selected Reserve Incentive Program
SSGT - Staff Sergeant
T&R - training and readiness
T/O - table of organization
TECOM - Training and Education Command
TIP - training input plan
TMS - Training Management System
UMIS - Unit Manpower Information Sheet
UTM - unit training management
WO - Warrant Officer
XO - executive officer

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APPENDIX B

TERMS AND DEFINITIONS

Terms in this glossary are subject to change as applicable orders and directives are revised. Terms established by Marine Corps orders or directives take precedence after definitions found in Joint Publication 1-02, DOD Dictionary of Military and Associated Terms.

A

After Action Review. A professional discussion of training events conducted after all training to promote learning among training participants. The formality and scope increase with the command level and size of the training evolution. For longer exercises, they should be planned for at predetermined times during an exercise. The results of the AAR shall be recorded on an after action report and forwarded to higher headquarters. The commander and higher headquarters use the results of an AAR to reallocate resources, reprioritize their training plan, and plan for future training.

Assessment. An informal judgment of the unit's proficiency and resources made by a commander or trainer to gain insight into the unit's overall condition. It serves as the basis for the midrange plan. Commanders make frequent use of these determinations during the course of the combat readiness cycle in order to adjust, prioritize or modify training events and plans.

C

Chaining. A process that enables unit leaders to effectively identify subordinate collective events and individual events that support a specific collective event. For example, collective training events at the 4000-Level are directly supported by collective events at the 3000-Level. When a higher level event by its nature requires the completion of lower level events, they are "chained"; Sustainment credit is given for all lower level events chained to a higher event.

Collective Event. 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. A collective task is derived from unit missions or higher-level collective tasks. Task accomplishment requires performance of procedures composed of supporting collective or individual tasks. A collective task describes the exact performance a group must perform in the field under actual operational conditions. The term "collective" does not necessarily infer that a 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 an individual to accomplish a unit mission, such as a battalion supply officer completing a reconciliation of the battalion's CMR. Thus, 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.

Collective Training Standards (CTS). Criteria that specify mission and functional area unit proficiency standards for combat, combat support, and combat service support units. They include tasks, conditions, standards, evaluator instruction, and key indicators. CTS are found within collective training events in T&R Manuals.

Combat Readiness Cycle. The combat readiness cycle depicts the relationships within the building block approach to training. The combat readiness cycle progresses from T&R Manual individual core skills training, to the accomplishment of collective training events, and finally, to a unit's participation in a contingency or actual combat. The combat readiness cycle demonstrates the relationship of core capabilities to unit combat readiness.

Individual core skills training and the training of collective events lead to unit proficiency and the ability to accomplish the unit's stated mission.

Combat Readiness Percentage (CRP). The CRP is a quantitative numerical value used in calculating collective training readiness based on the E-Coded events that support the unit METL. CRP is a concise measure of unit training accomplishments. This numerical value is only a snapshot of training readiness at a specific time. As training is conducted, unit CRP will continuously change.

Condition. The condition describes the training situation or environment under which the training event or task will take place. Expands on the information in the title by identifying when, where and why the event or task will occur and what materials, personnel, equipment, environmental provisions, and safety constraints must be present to perform the event or task in a real-world environment. Commanders can modify the conditions of the event to best prepare their Marines to accomplish the assigned mission (e.g. in a desert environment; in a mountain environment; etc.).

Core Competency. Core competency is the comprehensive measure of a unit's ability to accomplish its assigned MET. It serves as the foundation of the T&R Program. Core competencies are those unit core capabilities and individual core skills that support the commander's METL and T/O mission statement. Individual competency is exhibited through demonstration of proficiency in specified core tasks and core plus tasks. Unit proficiency is measured through collective tasks.

Core Capabilities. Core capabilities are the essential functions a unit must be capable of performing during extended contingency/combat operations. Core unit capabilities are based upon mission essential tasks derived from operational plans; doctrine and established tactics; techniques and procedures.

Core Plus Capabilities. Core plus capabilities are advanced 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.

Core Plus Skills. Core plus skills are those advanced skills that are environment, mission, rank, or billet specific. 2000-Level training is designed to make Marines proficient in core skills in a specific billet or at a specified rank at the Combat Ready level. 3000-8000-Level training produces combat leaders and fully qualified section members at the Combat Qualified level. Marines trained at the Combat Qualified level are those the commanding officer feels are capable of accomplishing unit-level missions and

of directing the actions of subordinates. Many core plus tasks are learned via MOJT, while others form the base for curriculum in career level MOS courses taught by the formal school.

D

Defense Readiness Reporting System (DRRS). A comprehensive readiness reporting system that evaluates readiness on the basis of the actual missions and capabilities assigned to the forces. It is a capabilities-based, adaptive, near real-time reporting system for the entire Department of Defense.

Deferred Event. A T&R event that a commanding officer may postpone when in his or her judgment, a lack of logistic support, ammo, ranges, or other training assets requires a temporary exemption. CRP cannot be accrued for deferred "E-Coded" events.

Delinquent Event. An event becomes delinquent when a unit exceeds the sustainment interval for that particular event. The individual or unit must update the delinquent event by first performing all prerequisite events. When the unit commander deems that performing all prerequisite is unattainable, then the delinquent event will be re-demonstrated under the supervision of the appropriate evaluation authority.

E

E-Coded Event. An "E-Coded" event is a collective T&R event that is a noted indicator of capability or, a noted collective skill that contributes to the unit's ability to perform the supported MET. As such, only "E-Coded" events are assigned a CRP value and used to calculate a unit's CRP.

Evaluation. Evaluation is a continuous process that occurs at all echelons, during every phase of training and can be both formal and informal.

Evaluations ensure that Marines and units are capable of conducting their combat mission. Evaluation results are used to reallocate resources, reprioritize the training plan, and plan for future training.

Event (Training). 1) An event is a significant training occurrence that is identified, expanded and used as a building block and potential milestone for a unit's training. An event may include formal evaluations. 2) An event within the T&R Program can be an individual training evolution, a collective training evolution or both. Through T&R events, the unit commander ensures that individual Marines and the unit progress from a combat capable status to a Fully Combat Qualified (FCQ) status.

Event Component. The major procedures (i.e., actions) that must occur to perform a Collective Event to standard.

Exercise Commander (EC). The Commanding General, Marine Expeditionary Force or his appointee will fill this role, unless authority is delegated to the respective commander of the Division, Wing, or FSSG. Responsibilities and functions of the EC include: 1) designate unit(s) to be evaluated, 2) may designate an exercise director, 3) prescribe exercise objectives and T&R events to be evaluated, 4) coordinate with commands or agencies external to the Marine Corps and adjacent Marine Corps commands, when required.

Exercise Director (ED). Designated by the EC to prepare, conduct, and report all evaluation results. Responsibilities and functions of the ED include:

1) Publish a letter of instruction (LOI) that: delineates the T&R events to be evaluated, establishes timeframe of the exercise, lists responsibilities of various elements participating in the exercise, establishes safety requirements/guidelines, and lists coordinating instructions. 2) Designate the TEC and TECG to operate as the central control agency for the exercise.

3) Assign evaluators, to include the senior evaluator, and ensure that those evaluators are properly trained. 4) Develop the general exercise scenario taking into account any objectives/events prescribed by the EC. 5) Arrange for all resources to include: training areas, airspace, aggressor forces, and other required support.

M

Marine Corps Ground Training and Readiness (T&R) Program. The T&R Program is the Marine Corps' primary tool for planning and conducting training, for planning and conducting training evaluation, and for assessing training readiness. The program will provide the commander with standardized programs of instruction for units within the ground combat, combat support, and combat service support communities. It consolidates the ITS, CTS, METL and other individual and unit training management tools. T&R is a program of standards that systematizes commonly accepted skills, is open to innovative change, and above all, tailors the training effort to the unit's mission. Further, T&R serves as a training guide and provides commanders an immediate assessment of unit combat readiness by assigning a CRP to key training events. In short, the T&R Program is a building block approach to training that maximizes flexibility and produces the best-trained Marines possible.

Mission Essential Task(s) MET(s). A MET is a collective task in which an organization must be proficient in order to accomplish an appropriate portion of its wartime mission(s). MET listings are the foundation for the T&R Manual; all events in the T&R Manual support a MET.

Mission Essential Task List (METL). Descriptive training document that provides units a clear, war fighting focused description of collective actions necessary to achieve wartime mission proficiency. The service-level METL, that which is used as the foundation of the T&R Manual, is developed using Marine Corps doctrine, operational plans, T/Os, UJTL, UNTL, and MCTL. For community based T&R Manuals, an occupational field METL is developed to focus the community's collective training standards. Commanders develop their unit METL from the service-level METL, operational plans, contingency plans, and SOPs.

O

Operational Readiness (DOD, NATO). OR is the capability of a unit/formation, ship, weapon system, or equipment to perform the missions or functions for which it is organized or designed. May be used in a general sense or to express a level or degree of readiness.

P

Prerequisite Event. Prerequisites are the academic training and/or T&R events that must be completed prior to attempting the event.

R

Readiness (DOD). Readiness is the ability of U.S. military forces to fight and meet the demands of the national military strategy. Readiness is the synthesis of two distinct but interrelated levels: a) Unit readiness--The ability to provide capabilities required by combatant commanders to execute assigned missions. This is derived from the ability of each unit to deliver the outputs for which it was designed. b) Joint readiness--The combatant commander's ability to integrate and synchronize ready combat and support forces to execute assigned missions.

S

Section Skill Tasks. Section skills are those competencies directly related to unit functioning. They are group rather than individual in nature, and require participation by a section (S-1, S-2, S-3, etc).

Simulation Training. Simulators provide the additional capability to develop and hone core and core plus skills. Accordingly, the development of simulator training events for appropriate T&R syllabi can help maintain valuable combat resources while reducing training time and cost. Therefore, in cases where simulator fidelity and capabilities are such that simulator training closely matches that of actual training events, T&R Manual developers may include the option of using simulators to accomplish the training. CRP credit will be earned for E-Coded simulator events based on assessment of relative training event performance.

Standard. A standard is a statement that establishes criteria for how well a task or learning objective must be performed. The standard specifies how well, completely, or accurately a process must be performed or product produced. For higher-level collective events, it describes why the event is being done and the desired end-state of the event. Standards become more specific for lower-level events and outline the accuracy, time limits, sequencing, quality, product, process, restrictions, etc., that indicate the minimum acceptable level of performance required of the event. At a minimum, both collective and individual training standards consist of a task, the condition under which the task is to be performed, and the evaluation criteria that will be used to verify that the task has been performed to a satisfactory level.

Sustainment Training. Periodic retraining or demonstration of an event required maintaining the minimum acceptable level of proficiency or capability required to accomplish a training objective. Sustainment training goes beyond the entry-level and is designed to maintain or further develop proficiency in a given set of skills.

Systems Approach to Training (SAT). An orderly process for analyzing, designing, developing, implementing, and evaluating a unit's training program to ensure the unit, and the Marines of that unit acquire the knowledge and skills essential for the successful conduct of the unit's wartime missions.

T

Training Task. This describes a direct training activity that pertains to an individual Marine. A task is composed of 3 major components: a description of what is to be done, a condition, and a standard.

Technical Exercise Controller (TEC). The TEC is appointed by the ED, and usually comes from his staff or a subordinate command. The TEC is the senior evaluator within the TEGC and should be of equal or higher grade than the commander(s) of the unit(s) being evaluated. The TEC is responsible for ensuring that the evaluation is conducted following the instructions contained in this order and MCO 1553.3A. Specific T&R Manuals are used as the source for evaluation criteria.

Tactical Exercise Control Group (TECG). A TECG is formed to provide subject matter experts in the functional areas being evaluated. The benefit of establishing a permanent TECG is to have resident, dedicated evaluation authority experience, and knowledgeable in evaluation technique. The responsibilities and functions of the TECG include: 1) developing a detailed exercise scenario to include the objectives and events prescribed by the EC/ED in the exercise LOI; 2) conducting detailed evaluator training prior to the exercise; 3) coordinating and controlling role players and aggressors; 4) compiling the evaluation data submitted by the evaluators and submitting required results to the ED; 5) preparing and conducting a detailed exercise debrief for the evaluated unit(s).

Training Plan. Training document that outlines the general plan for the conduct of individual and collective training in an organization for specified periods of time.

U

Unit CRP. Unit CRP is a percentage of the E-Coded collective events that support the unit METL accomplished by the unit. Unit CRP is the average of all MET CRP.

Unit Evaluation. All units in the Marine Corps must be evaluated, either formally or informally, to ensure they are capable of conducting their combat mission. Informal evaluations should take place during all training events.

The timing of formal evaluations is critical and should, when appropriate, be directly related to the units' operational deployment cycle. Formal evaluations should take place after the unit has been staffed with the majority of its personnel, has had sufficient time to train to individual and collective standards, and early enough in the training cycle so there is sufficient time to correctly identified weaknesses prior to deployment. All combat units and units' task organized for combat require formal evaluations prior to operational deployments.

Unit Training Management (UTM). Unit training management is the use of the SAT and Marine Corps training principles in a manner that maximizes training results and focuses the training priorities of the unit on its wartime mission. UTM governs the major peacetime training activity of the Marine Corps and applies to all echelons of the Total Force.

W

Waived Event. An event that is waived by a commanding officer when in his or her judgment, previous experience or related performance satisfies the requirement of a particular event.

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APPENDIX C

REFERENCES

MCO 1553.1_ Marine Corps Training and Education System

MCO 1553.2_ Marine Corps Formal School Management Policy

MCO 3500.27C Risk Management

MCO 3500.72_ Marine Corps Ground Training and Readiness (T&R) Program

NAVMC 1553.1_ Marine Corps Instructional Systems Design/Systems Approach to Training and Education Handbook

NAVMC 1553.2_ Marine Corps Formal School Management Policy Guidance

NAVMC 3500.106_ Marine Corps Ground Training and Readiness Guidance and Procedures

ISBN 0-7879-5225-7 Planning Programs for Adult Learners: Caffarella

ISBN 978-0-07-148499-2 Influencer: The Power to Change Anything: Patterson, Greeny, Maxfield, McMillan, Switzler

ISBN 0-675-20632-4 Effective Strategies for Teaching Adults: Seaman & Fellenz

ISBN 0-7879-7623-7 Active Training: Silberman

ISBN 0-7879-0360-4 Enhancing Adult Motivation to Learn: Wlodkowski

Marine Corps Instructor Mastery Model (2015), Cognitive Performance Group

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APPENDIX D

UNIT READINESS PLANNING BY RANK T&R MATRIX

URP-ANLZ-2001	Analyze a Mission Essential Task List / CTG	E7 & Above
URP-ANLZ-2002	Conduct Unit Training Assessment	E7 & Above
URP-DESI-2001	Establish Commander's Training Guidance	E7 & Above
URP-DESI-2002	Design a Training Strategy	E7 & Above
URP-DESI-2003	Develop Training Plans	E5 & Above
URP-DESI-2004	Design Training	E4 & Above
URP-DESI-2005	Develop an Assessment Plan	E5 & Above
URP-DEVL-2001	Direct Training Management Efforts	E7 & Above
URP-IMPL-2001	Direct Unit Training	E6 & Above
URP-IMPL-2002	Facilitate training	E6 & Above
URP-EVAL-2001	Conduct Training Evaluation	E5 & Above
URP-EVAL-2002	Facilitate an After Action Review	E6 & Above
URP-EVAL-2003	Develop Readiness Assessment	E7 & Above
URP-EVAL-2004	Validate Unit Readiness	E7-& Above

Corporal's Course / E4 requirements

URP-DESI-2004	Design Training	E4 & Above
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Sergeant's Course / E5 requirements

URP-DESI-2003	Develop Training Plans	E5 & Above
URP-DESI-2005	Develop an Assessment Plan	E5 & Above
URP-EVAL-2001	Conduct Training Evaluation	E5 & Above

Career Course / E6 requirements

URP-IMPL-2001	Direct Unit Training	E6 & Above
URP-IMPL-2002	Facilitate training	E6 & Above
URP-EVAL-2002	Facilitate an After Action Review	E6 & Above

Advanced Course / E7 requirements

URP-ANLZ-2001	Analyze a Mission Essential Task List / CTG	E7 & Above
URP-ANLZ-2002	Conduct Unit Training Assessment	E7 & Above
URP-DESI-2001	Establish Commander's Training Guidance	E7 & Above
URP-DESI-2002	Design a Training Strategy	E7 & Above
URP-DEVL-2001	Direct Training Management Efforts	E7 & Above
URP-EVAL-2003	Develop Readiness Assessment	E7 & Above
URP-EVAL-2004	Validate Unit Readiness	E7-& Above