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Subj: TRAIN THE TRAINER TRAINING AND READINESS MANUAL

Ref: (a) MCO P3500.72A
(b) MCO 1553.3B
(c) MCRP 3-0A
(d) MCRP 3-0B
(e) MCO 1553.2B

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 in the Train the Trainer (T3) community.

2. Cancellation. NAVMC 3500.37B

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. References (c) thru (d) provide amplifying information for effective planning and management of training within the unit.

b. Formal school and training detachment commanding officers will use references (a) and (e) to ensure programs of instruction meet skill training requirements established in this manual and provides 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.

J. W. LUKEMAN
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**. The T&R program is the Corps' primary tool for planning, conducting, evaluating training and assessing training readiness. T&R manuals are designed for use by unit commanders to determine performance requirements in preparation for training; for unit leaders to develop and execute training and to assess individual and unit proficiency; and for formal schools and training detachments to create programs of instruction. More detailed information on the Marine Corps Ground T&R Program is found in reference (a).

## 1001. UNIT TRAINING MANAGEMENT

1. Effective Unit Training Management (UTM) focuses the overall organization on development of training plans based on standards-based community T&R events that support unit's selected Marine Corps Tasks (MCTs) or Mission Essential Tasks (METs). 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. UTM techniques, described in references (b) and (c), 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. Guidance for UTM and the process for establishing effective programs are contained in references (b), (c), and (d).

## 1002. SUSTAINMENT AND EVALUATION OF TRAINING

1. 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 training events.

2. 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. References (b) and (d) provide further guidance on the conduct of informal and formal evaluations using the Marine Corps Ground T&R Program.

**1003. ORGANIZATION.** The T3 T&R Manual is comprised of 7 chapters and 3 appendices. Chapter 1 is an overview of the Ground T&R Program. Chapter 2 lists the Marine Corps Task supported by T3 because there are no METs approved by the Community as part of the Defense Readiness Reporting System (DRRS). Chapter 3 contains individual events associated to formal school instruction. Chapters 4 to 6 contain individual events associated to curriculum development, formal school management, and unit readiness planning. Chapter 7 contains individual event associated to Values Based Training/Leadership (VBT/L). Appendix A contains learning outcomes associated to formal school instruction; Appendix B contains acronyms and abbreviations; Appendix C contains terms and definitions.

**1004. T&R EVENT COMPOSITION**

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

**XXXX-XXXX-####**: Provide interior guard.

**SUPPORTED MET(S)**: MCT #.#.#

**EVALUATION CODED**: YES/NO **SUSTAINMENT INTERVAL**: 12 months

**DESCRIPTION**: Text

**CONDITION**: Text

**STANDARD**: Text

**EVENT COMPONENTS**:
1. Event component.
2. Event component.

**PREREQUISITE EVENTS**:
XXXX-XXXX–#### XXXX-XXXX–####

**CHAINED EVENTS**:
XXXX-XXXX–#### XXXX-XXXX–####

**RELATED EVENTS**:
XXXX-XXXX–#### XXXX-XXXX–####

**REFERENCES**:
1. Reference
2. Reference

**SUPPORT REQUIREMENTS**:

**EQUIPMENT**: XXX

**MISCELLANEOUS**: XXX

**ADMINISTRATIVE INSTRUCTIONS**: XXX

Figure 1-1: Example of a Collective T&R Event

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

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

**DESCRIPTION**: Text

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

**GRADES**: XXX, XXX

**BILLETS**: XXX, XXX

**INITIAL TRAINING SETTING**: XXX

**CONDITION**: Text

**STANDARD**: Text

**PERFORMANCE STEPS**:
1. Event component.
2. Event component.

**PREREQUISITE EVENTS**:
XXXX-XXXX–#### XXXX-XXXX–####

**RELATED EVENTS**:
XXXX-XXXX–#### XXXX-XXXX–####

**REFERENCES**:
1. Reference
2. Reference

**SUPPORT REQUIREMENTS**:

**EQUIPMENT**: XXX

**MISCELLANEOUS**: XXX

**ADMINISTRATIVE INSTRUCTIONS**: XXX

Figure 1-2: Example of an Individual T&R Event

2. Event Code. The event code consists of three sets of characters as shown in Figure 1-3:

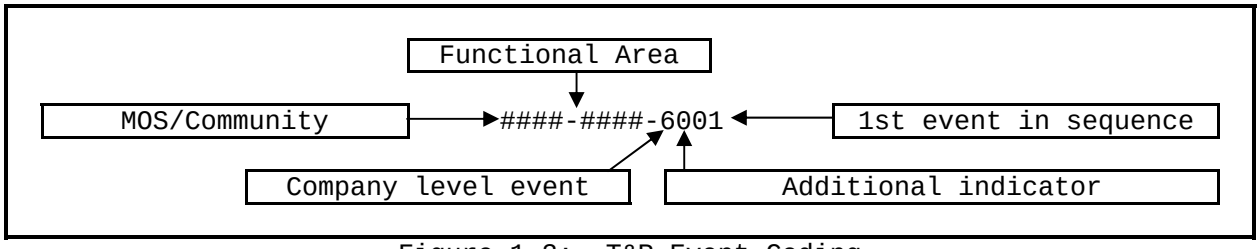


Figure 1-3: T&R Event Coding

a. The first set of characters indicates the main MOS or community (e.g., 0321, 1812, or INTL) that performs the event.

b. The second set of characters indicates functional or duty area (e.g., DEF, FSPT, MVMT, etc.). Categorizing events with the use of a recognizable code makes the type of skill or capability being referenced fairly obvious.

c. The third set of characters is broken down further into the event level, additional indicator (if applicable), and sequence.

(1) Event levels. The character in the thousands digit indicates the level and defines whether the event is performed by an individual (1000- and 2000-level) or by a collective unit, with the relative size of the unit performing the event indicated by the number (3000- through 9000-level). Note that the titles for the various echelons are examples only and are not exclusive. Some collective events levels may not apply to all T&R manuals. Event levels are shown in Figure 1-4.

| | | |
|---|---|---|
| **Individual Training**<br>**entry-level formal school training (Core Skills)**<br>1000-level | **Individual Training**<br>**skills progression (MOJT, advanced formal school) (Core Plus Skills)**<br>2000-level | **Collective Training**<br>**CREW/TEAM**<br>3000-level |
| **Collective Training**<br>**SQUAD/SECTION**<br>4000-level | **Collective Training**<br>**PLATOON**<br>5000-level | **Collective Training**<br>**COMPANY**<br>6000-level |
| **Collective Training**<br>**BATTALION/SQUADRON**<br>7000-level | **Collective Training**<br>**REGIMENT/GROUP)**<br>8000-level | **Collective Training**<br>**MAGTF**<br>9000-level |

Figure 1-4: T&R Event Levels

(2) Additional indicator. The usage of a number used in the hundreds digit varies. When used in a T&R manual, the additional indicator methodology will be described in the relevant chapter(s).

(3) Sequence. The last two numbers indicate the sequence of the event. All events with the same MOS/community, functional area, and level codes will be grouped together.

3. Title. The name of the event. The event title contains one action verb and ideally, one object noun.

4. Evaluation Coded. A “Yes” indicates that a collective event is something that the Marine Corps has determined that a unit must be able to perform in order or that unit to be considered fully ready for operations. These evaluation-coded (E-coded) events represent the basic level of readiness for a unit. E-coded events are derived from the training measures of effectiveness for the METs assessed as a percentage of the successfully completed and current (within sustainment interval) E-coded events. Most E-coded events will 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 lower echelon unit is vital to the accomplishment of the supported unit’s MET, then that lower echelon collective event may also be E-coded. Other collective events and all individual events will have a “No” to indicate that they are not evaluation-coded.

5. Supported MCT(s). List all MCTs that are supported by the collective training event, even if those events are not listed as a measure of effectiveness (MOE) in a MET.

6. Sustainment Interval. This is the period, expressed as a number of months, between demonstration of performance mastery and the requirement for retraining if mastery is not demonstrated during that period.

7. Billet/MOS. These fields designate who is responsible for performing the event. When formal training is associated with event, individuals in the associated billet(s)/MOS(s).

8. Grade. This field indicates the rank at which Marines are required to perform the event.

9. Description. This field allows an explanation of the 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). Event descriptions are required for collective events, but optional for individual events.

10. Condition. Condition refers to the environment in which the task must be performed. It must also identify the limitations that may affect event performance in a real-world environment. It indicates what is provided (equipment, tools, materials, manuals, aids, etc.), environmental factors 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 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.

11. Standard. The performance standard indicates the basis for judging the effectiveness of the performance. It identifies the proficiency level

expected when the task is performed. The standard provides the minimum acceptable performance parameters. 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 the proficiency level, specified in terms of accuracy, completeness, time required, and sequencing to which the event is to be accomplished.

12. Event Components/Performance Steps. This is a list of the actions that the event is composed of, or a list of subordinate T&R event descriptions. These help the user determine what must be accomplished and to properly plan for the event. Event components are used for collective events; performance steps are used for individual events.

a. The event components and performance steps will be employed as the basis for performance evaluation check lists by the operating forces.

b. Event components may be either lower level collective events or individual events, indicating aspects of the event that are performed by the entire unit and individuals within the unit. Event components will correspond with the task titles of the related events, allowing for chaining of the events (see below).

13. Chained Events. Enables unit leaders to effectively identify prerequisite, supporting, and supported events that ultimately support MCTs and or 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 supported events can be utilized to update sustainment interval credit for supporting events.

a. 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.

b. Supported Event. An event whose performance is inherently supported by the performance of one or more supporting events.

c. Supporting Event. An event whose performance inherently supports the performance of a supported event.

14. Related ITEs. A list of all of the individual training events (1000-2000-level events) that directly support the accomplishment of another event of the same level.

15. Initial Training Setting. All individual events will designate the setting at which the skill is first taught, either through formal training (Formal), managed on the job training (MOJT), or distance learning (DL). Formal training is conducted at a formal school. MOJT occurs within the operating forces and is the responsibility of leaders. DL products include correspondence courses and training conducted via computer applications.

16. References. The training references 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 references. References are key to developing detailed lesson plans, determining grading criteria, and ensuring standardization of training. The references listing for each event is representative of those that are most commonly used and are not encyclopedic.

17. Distance Learning Products (DL). Distance learning products include: individual multimedia instruction (IMI), computer-based training (CBT), Marine Corps Institute (MCI), etc. This notation is included when the event can be taught via one of these media vice attending a formal course of instruction or receiving MOJT.

18. 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 and 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

Where applicable, the ordnance requirements for one year of training for the events in the T&R manual will be aggregated into a table contained in an appendix to the T&R.

19. Suitability of Models and Simulation for Sustainment. If the occupational advocate determines that an event can be trained to standard by use of modeling or simulation, this will be noted in the event title in a parenthetical remark. Figure 1-5 contains all acceptable codes for inclusion in this parenthetical remark. Each T&R event will list the specific simulator/simulation within the simulation section.

| Code | Requirement |
|---|---|
| L | Event able to be performed to standard only live environment |
| S | Event performed only with simulator |
| L/S | Event performed live preferred/simulator optional |
| S/L | Event performed in simulator preferred/live optional |
| P | Event is performed in simulator as a prerequisite to live training |

Figure 1-5: Acceptable 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 C2 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 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 distance learning 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.

XXXX-XXX-XXXX: Call for indirect fire using the grid method (L/S)

**SUPPORT REQUIREMENTS**:

**SIMULATION**:

| System | Environment | Degree |
|---|---|---|
| 1. Forward Observer PC Simulator/DVTE | Virtual | Can train-to-standard |
| 2. Indoor Simulated Marksmanship Trainer | Virtual | Can support training |
| 3. CACCTUS | Constructive | Can support training |

Figure 1-6: Simulations/Simulators

20. Miscellaneous. This field provides space for any additional information that will assist in the planning and execution of the event. Units and formal schools 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

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# CHAPTER 2

# MARINE CORPS TASK

| | PARAGRAPH | PAGE |
|---|---|---|
| MARINE CORPS TASK (MCT). . . . . | 2000 | 2-2 |
| T3 CORE MCT. . . . . | 2001 | 2-2 |

# CHAPTER 2

# MARINE CORPS TASK

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

**2001. T3 CORE MCT**

a. T3 supports the following MCT:

| MARINE CORPS TASK | DESCRIPTION |
|---|---|
| MCT 4.7 | Train Forces and Personnel |

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# CHAPTER 3

# FORMAL SCHOOL INSTRUCTION INDIVIDUAL EVENTS

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| INDEX OF INDIVIDUAL EVENTS . . . . . | 3002 | 3-2 |
| 2000-LEVEL EVENTS. . . . . | 3003 | 3-2 |

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CHAPTER 3

FORMAL SCHOOL INSTRUCTION INDIVIDUAL EVENTS

**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 COMPOSITION.** 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:

| Code | Description |
|---|---|
| INST | Instruction |

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

| Code | Description |
|---|---|
| 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 level:

| Code | Description |
|---|---|
| 2000 | Instruction events |

**3002. INDEX OF INDIVIDUAL EVENTS**

| EVENT | TITLE | PAGE |
|---|---|---|
| INST-EDUC-2001 | Prepare for facilitation (L/S) | 3-2 |
| INST-EDUC-2002 | Establish a learning environment (L/S) | 3-3 |
| INST-EDUC-2003 | Deliver instruction (L/S) | 3-4 |
| INST-EDUC-2004 | Apply instructional techniques (L/S) | 3-5 |
| INST-EDUC-2005 | Assess effectiveness of the instruction (L/S) | 3-5 |

**3003. 2000-LEVEL EVENTS**

**INST-EDUC-2001**: Prepare for facilitation (L/S)

**EVALUATION CODED**: NO **SUSTAINMENT INTERVAL**: 6 months

**DESCRIPTION**: Studying, generating, and adapting teaching materials, rehearsing for delivery, and proactively planning the administration and logistics of course delivery based on learning objectives, the role of the course within the institution's progression of instruction, and anticipated student characteristics and questions.

**BILLETS**: Instructor

**INITIAL TRAINING SETTING**: FORMAL

**CONDITION**: Given a Concept Card, LAWS, and LOWS and in accordance with the POI.

**STANDARD**: To present the learning objectives in a manner that meets the needs of all learners.

**PERFORMANCE STEPS**:
1. Generate lesson materials
2. Review teaching materials
3. Adapt teaching materials
4. Analyze student characteristics
5. Identify student population
6. Conduct rehearsals
7. Plan the administration and logistics of course delivery
8. Incorporate learning objectives into planning
9. Anticipate student questions
10. Correlate curriculum within institution's progression

**REFERENCES**:
1. NAVMC 1553.1_ Systems Approach to Training (SAT) Users Guide
2. Instructor Mastery Model, Cognitive Performance Group

**SUPPORT REQUIREMENTS**:

SIMULATION:

| | System | Environment | Degree |
|---|---|---|---|
| 1. | Blackboard | Distance Learning | Can support training |

---

**INST-EDUC-2002**: Establish a learning environment (L/S)

**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**: Instructor

**INITIAL TRAINING SETTING**: FORMAL

**CONDITION**: Given lesson materials.

**STANDARD**: That encourages active collaboration by managing time, physical space, and student behavior.

**PERFORMANCE STEPS**:
1. Set conditions for learning environment
2. Maintain conditions for learning
3. Encourage active collaboration
4. Manage time
5. Manage student behavior
6. Manage the environment

**REFERENCES**:
1. NAVMC 1553.1_ Systems Approach to Training (SAT) Users Guide
2. Instructor Mastery Model, Cognitive Performance Group

**SUPPORT REQUIREMENTS**:
SIMULATION:

| | System | Environment | Degree |
|---|---|---|---|
| 1. | Blackboard | Distance Learning | Can support training |

---

**INST-EDUC-2003**: Deliver instruction (L/S)

**EVALUATION CODED**: NO **SUSTAINMENT INTERVAL**: 6 months

**BILLETS**: Instructor

**DESCRIPTION**: Clearly, concisely, dynamically, and interactively exchange information to develop student's knowledge and promote understanding, using a combination of verbal, nonverbal, and visual communication approaches.

**INITIAL TRAINING SETTING**: FORMAL

**CONDITION**: Given lesson materials.

**STANDARD**: Using a combination of verbal, nonverbal, and visual communication approaches to enhance the transference of knowledge.

**PERFORMANCE STEPS**:
1. Provide content
2. Facilitate knowledge transfer
3. Integrate combinations of communication approaches
4. Solicit student participation
5. Address student questions
6. Check for comprehension

**REFERENCES**:
1. NAVMC 1553.1_ Systems Approach to Training (SAT) Users Guide
2. Instructor Mastery Model, Cognitive Performance Group

**SUPPORT REQUIREMENTS**:
SIMULATION:

| | System | Environment | Degree |
|---|---|---|---|
| 1. | Blackboard | Distance Learning | Can support training |

**MISCELLANEOUS**: Assessment Tool will be provided for Instructors

---

**INST-EDUC-2004**: Apply instructional techniques (L/S)

**EVALUATION CODED**: NO **SUSTAINMENT INTERVAL**: 6 months

**BILLETS**: Instructor

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

**INITIAL TRAINING SETTING**: FORMAL

**CONDITION**: Given a learning environment.

**STANDARD**: To secure student attention, enhance student participation, and facilitate learning.

**PERFORMANCE STEPS**:
1. Apply varying learning methods
2. Apply educational strategies
3. Enhance student participation
4. Identify learning goals
5. Adapt instruction to student audience
6. Adapt instruction to student response

**REFERENCES**:
1. NAVMC 1553.1_ Systems Approach to Training (SAT) Users Guide
2. T3EXTRef ISBN 0-675-20632-4 Effective Strategies for Teaching Adults: Seaman & Fellenz
3. T3EXTRef ISBN 0-7879-5225-7 Planning Programs for Adult Learners: Caffarella
4. T3EXTRef ISBN 0-618-11649-4 McKeachie's Teaching Tips: McKeachie
5. Instructor Mastery Model, Cognitive Performance Group

**SUPPORT REQUIREMENTS**:
SIMULATION:

| | System | Environment | Degree |
|---|---|---|---|
| 1. | Blackboard | Distance Learning | Can support training |

**MISCELLANEOUS**: Assessment Tool will be provided for Instructors

---

**INST-EDUC-2005**: Assess effectiveness of the instruction (L/S)

**EVALUATION CODED**: No **SUSTAINMENT INTERVAL**: 6 months

**BILLETS**: Instructor, Curriculum Developer, Formal School Manager

**DESCRIPTION**: Knowing and applying formal and informal assessment techniques to gauge the effectiveness of the instruction, verify student learning, provide performance feedback, and verify attainment of program objectives and outcomes

**INITIAL TRAINING SETTING**: FORMAL

**CONDITION**: Given assessment tools and techniques.

**STANDARD**: To verify student learning, provide performance feedback, and verify attainment of program objectives and outcomes.

**PERFORMANCE STEPS**:
1. Apply assessment techniques and tools
2. Apply informal assessment techniques and tools
3. Measure the effectiveness of the instruction
4. Verify student learning
5. Provide performance feedback

**REFERENCES**:
1. NAVMC 1553.1_ Systems Approach to Training (SAT) Users Guide
2. Instructor Mastery Model, Cognitive Performance Group

**SUPPORT REQUIREMENTS**:

SIMULATION:

| | System | Environment | Degree |
|---|---|---|---|
| 1. | Blackboard | Distance Learning | Can support training |

**MISCELLANEOUS**: Assessment Tool will be provided for Instructors. When we talk about instruction, we are talking about instruction as a whole, not limited to the class. Feedback will be provided for the consortium, looking at all aspects of the program.

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# CHAPTER 4

## FORMAL SCHOOL CURRICULUM DEVELOPMENT INDIVIDUAL EVENTS

| | PARAGRAPH | PAGE |
|---|---|---|
| PURPOSE. . . . . | 4000 | 4-2 |
| EVENT COMPOSITION. . . . . | 4001 | 4-2 |
| INDEX OF INDIVIDUAL EVENTS . . . . . | 4002 | 4-2 |
| 2000-LEVEL EVENTS. . . . . | 4003 | 4-2 |

# CHAPTER 4

# FORMAL SCHOOL CURRICULUM DEVELOPMENT INDIVIDUAL EVENTS

**4000. PURPOSE**. This chapter details the individual events that pertain to 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.

**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:

| Code | Description |
|---|---|
| CURR | Curriculum |

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

| Code | Description |
|---|---|
| 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:

| Code | Description |
|---|---|
| 2000 | Career Progression Skills |

## 4002. INDEX OF INDIVIDUAL EVENTS


| EVENT | TITLE | PAGE |
|---|---|---|
| | **2000-LEVEL EVENTS** | |
| CURR-EDUC-2001 | Design curriculum (L/S) | 4-2 |
| CURR-EDUC-2002 | Develop curriculum (L/S) | 4-3 |


## 4003. 2000-LEVEL EVENTS

**CURR-EDUC-2001**: Design curriculum (L/S)

**EVALUATION-CODED**: NO **SUSTAINMENT INTERVAL**: 36 months

**BILLETS**: Course Chief, Curriculum Developer, Instructor, Course Director, Associate Dean of Academics, Dean of Academics, Academics Chief, Academics Officer, Formal School Advisor, Task Analyst

**INITIAL TRAINING SETTING**: FORMAL

**CONDITION**: Given Subject Matter Experts and Training & Readiness events/learning outcomes.

**STANDARD**: To produce sequenced learning objectives, assessment items, instructional methods and media, and faculty development products.

**PERFORMANCE STEPS**:
1. Write a Target Population Description (TPD)
2. Integrate adult learning methodologies
3. Conduct a Learning Analysis
4. Develop Learning Objectives
5. Develop Learning Outcomes, if applicable
6. Sequence learning objectives/outcomes
7. Design assessment items
8. Select instructional methods
9. Select instructional media
10. Input Design products into MCTIMS

**REFERENCES**:
1. MCO 1553.2B Management of Marine Corps Formal Schools and Training Detachments
2. NAVMC 1553.1 Systems Approach to Training (SAT) Users Guide
3. MCO 1553.10 MCTIMS SOP
4. MCO 1200.17E MOS Manual
5. MCO 3500.72 Marine Corps Ground Training and Readiness (T&R) Program

**SUPPORT REQUIREMENTS**:

SIMULATION:

| | System | Environment | Degree |
|---|---|---|---|
| 1. | Blackboard | Distance Learning | Can support training |

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**CURR-EDUC-2002**: Develop Curriculum (L/S)

**EVALUATION-CODED**: NO **SUSTAINMENT INTERVAL**: 36 months

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

**INITIAL TRAINING SETTING**: FORMAL

**CONDITION**: Given sequenced learning objectives, test items, and instructional methods and media

**STANDARD**: To produce a completed program of instruction and associated lesson materials

**PERFORMANCE STEPS**:

1. Develop a course structure
2. Develop concept cards
3. Conduct in-depth operational risk assessment
4. Construct assessment measures
5. Construct lesson materials
6. Develop Course Descriptive Data (CDD)/Program of Instruction (POI)
7. Input Development products into MCTIMS

**REFERENCES**:
1. MCO 1553.2B Management of Marine Corps Formal Schools and Training Detachments
2. NAVMC 1553.1 Systems Approach to Training (SAT) Users Guide
3. MCO 1553.10 MCTIMS SOP

**SUPPORT REQUIREMENTS**:
SIMULATION:

| | System | Environment | Degree |
|---|---|---|---|
| 1. | Blackboard | Distance Learning | Can support training |

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# CHAPTER 5

# FORMAL SCHOOL MANAGEMENT INDIVIDUAL EVENTS

| | PARAGRAPH | PAGE |
|---|---|---|
| PURPOSE. . . . . | 5000 | 5-2 |
| EVENT COMPOSITION. . . . . | 5001 | 5-2 |
| INDEX OF INDIVIDUAL EVENTS . . . . . | 5002 | 5-2 |
| 2000-LEVEL EVENTS. . . . . | 5003 | 5-2 |

# CHAPTER 5

# FORMAL SCHOOL MANAGEMENT INDIVIDUAL EVENTS

**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.

**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:

| Code | Description |
|---|---|
| MGMT | Management |

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

| Code | Description |
|---|---|
| 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:

| Code | Description |
|---|---|
| 2000 | Career Progression Skills |

## 5002. INDEX OF INDIVIDUAL EVENTS

| EVENT | TITLE | PAGE |
|---|---|---|
| | **2000-LEVEL EVENTS** | |
| MGMT-EDUC-2001 | Manage formal school processes (L/S) | 5-2 |

## 5003. 2000-LEVEL EVENTS

**MGMT-EDUC-2001**: Manage formal school processes (L/S)

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

**BILLETS**: Executive Officer, Operations Officer, Academics Officer/Director, Deputy Director, Academics SNCOIC, Chief Instructor, Formal School Advisor, Task Analyst

**INITIAL TRAINING SETTING**: FORMAL

**CONDITION**: Given an academic Standing Operating Procedure (SOP) and MCTIMS access.

**STANDARD**: To integrate academic functions into operations.

**PERFORMANCE STEPS**:
1. Participate in the T&R development process
2. Implement Formal School academic standing operating procedure
3. Implement a staff and faculty development plan
4. Supervise Operational Risk Management (ORM)
5. Implement a formal school evaluation plan
6. Assist in a Course Content Review Board (CCRB)
7. Conduct course material validation
8. Manage use of MCTIMS
9. Participate in a Community of Practice
10. Assess resource requirements
11. Manage Program of Instruction submission process

**REFERENCES**:
1. MCO 1553.2B Management of Marine Corps Formal Schools and Training Detachments
2. MCO 1553.3B Unit Training Management (UTM)
3. MCO 1553.10 MCTIMS SOP
4. NAVMC 1553.1 Systems Approach to Training (SAT) Users Guide
5. MCO 1200.17 MOS Manual
6. MCO 3500.72 Marine Corps Ground Training and Readiness (T&R) Program

**SUPPORT REQUIREMENTS**:

SIMULATION:

| | System | Environment | Degree |
|---|---|---|---|
| 1. | Blackboard | Distance Learning | Can support training |

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# CHAPTER 6

# UNIT READINESS PLANNING INDIVIDUAL EVENTS

| | PARAGRAPH | PAGE |
|---|---|---|
| PURPOSE. . . . . | 6000 | 6-2 |
| EVENT CODING . . . . . | 6001 | 6-2 |
| INDEX OF INDIVIDUAL EVENTS . . . . . | 6002 | 6-2 |
| 2000-LEVEL EVENTS. . . . . | 6003 | 6-3 |

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# CHAPTER 6

# UNIT READINESS PLANNING INDIVIDUAL EVENTS

**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:

| Code | Description |
|---|---|
| URP | Unit Readiness Planning |

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

| Code | Description |
|---|---|
| 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:

| Code | Description |
|---|---|
| 2000 | Career Progression Skills |

**6002. INDEX OF INDIVIDUAL EVENTS**


| EVENT | TITLE | PAGE |
|---|---|---|
| | **2000-LEVEL EVENTS** | |
| URP-ANLZ-2001 | Develop a Mission Essential Task List (L) | 6-3 |
| URP-ANLZ-2002 | Analyze a Mission Essential Task List (L) | 6-4 |
| URP-ANLZ-2003 | Conduct a Unit Training Assessment (L) | 6-5 |
| URP-DESI-2001 | Determine a Training Strategy (L) | 6-5 |
| URP-DESI-2002 | Develop Commander’s Training Guidance (L) | 6-6 |
| URP-DESI-2003 | Develop Training Plans (L) | 6-7 |
| URP-DEVL-2001 | Develop an Exercise (L) | 6-9 |

| | | |
|---|---|---|
| URP-DEVL-2002 | Develop a Training Scenario (L) | 6-9 |
| URP-DEVL-2003 | Coordinate Unit Training (L) | 6-11 |
| URP-DEVL-2004 | Develop Training Schedules (L) | 6-12 |
| URP-DEVL-2005 | Create a Performance Evaluation Checklist (L) | 6-13 |
| URP-IMPL-2001 | Conduct training (L) | 6-14 |
| URP-EVAL-2001 | Develop an Evaluation Plan (L) | 6-15 |
| URP-EVAL-2002 | Evaluate training (L) | 6-16 |
| URP-EVAL-2003 | Conduct an After Action Review (L) | 6-16 |
| URP-EVAL-2004 | Assess Unit Readiness (L) | 6-18 |


## 6003. 2000-LEVEL EVENTS

**URP-ANLZ-2001**: Develop a Mission Essential Task List (L)

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

**BILLETS**: Commanding Officers, Executive Officers, Infantry Weapons Officers, Officers in Charge (OIC), Operations Chiefs, Operations Officers

**GRADES**: LTCOL, MAJ, CAPT, CWO-4, CWO-3, CWO-2, WO-1, MGYSGT, MSGT, GYSGT

**INITIAL TRAINING SETTING**: FORMAL

**CONDITION**: Given a Table of Organization (T/O) mission, access to automated training systems, HHQ METL, commander's guidance, Marine Corps Task List (MCTL), and references.

**STANDARD**: To identify a list of mission tasks that is deemed essential to mission accomplishment.

**PERFORMANCE STEPS**:
1. Analyze HHQ Mission and METL.
2. Review the unit's Table of Organization (T/O) Mission Statement.
3. List Core METs from Task Master.
4. Determine any additional essential tasks.
5. List additional Core Plus METs, as applicable.
6. Revise unit mission statement, as applicable.
7. Submit Draft METL and mission statement to next HHQs commander for approval.
8. Publish Mission Essential Task List (METL).

**CHAINED EVENTS**: URP-ANLZ-2002

**REFERENCES**:
1. MCO 1553.3_ Unit Training Management (UTM) Program
2. MCO 3000.13_ Marine Corps Readiness Reporting Standard Operating Procedures (SOP)
3. MCO 3500.110 Policy and Guidance for Mission Essential Task List (METL) Development, Review, Approval, Publication and Maintenance
4. MCO P3500.72_ Marine Corps Ground Training and Readiness (T&R) Program
5. MCRP 3-0A Unit Training Management Guide
6. MCRP 3-0B How to Conduct Training

7. NAVMC 3500.14_ Aviation Training and Readiness (T&R) Program Manual
8. MCO 3502.6_ Marine Corps Force Generation Process
9. MCWP 5-1 Marine Corps Planning Process (MCPP)

**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:** Analyze a Mission Essential Task List (L)

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

**BILLETS:** Company Commanders, Company Executive Officers, Company Operations Chiefs, Company Senior Enlisted Advisor, Platoon Commanders, Platoon Sergeants

**GRADES:** CAPT, 1STLT, 2NDLT, CWO-3, CWO-2, WO-1, MSGT, GYSGT, SSGT

**INITIAL TRAINING SETTING:** FORMAL

**CONDITION:** Given an approved HHQ mission statement, METL, commander's guidance, access to automated training systems, and references.

**STANDARD:** To identify essential tasks and supporting collective training events that support the Mission Essential Task List.

**PERFORMANCE STEPS:**
1. Relate METs to individual or collective training events.
2. Identify training resource requirements.
3. Identify potential associated risks (ORM).

**CHAINED EVENTS:** URP-ANLZ-2001

**REFERENCES:**
1. MCO 1553.3_ Unit Training Management (UTM) Program
2. MCO 3500.14_ Aviation Training and Readiness (T&R) Program
3. MCO P3500.72_ Marine Corps Ground Training and Readiness (T&R) Program
4. MCRP 3-0A Unit Training Management Guide
5. MCRP 3-0B How to Conduct Training
6. MCO 3500.27_ Operation Risk Management
7. MCO 3500.110_ Policy and Guidance for Mission Essential Task List (METL) Development, Review, Approval, Publication, and Maintenance
8. MCWP 5-1 Marine Corps Planning Process (MCPP)

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**URP-ANLZ-2003**: Conduct a Unit Training Assessment (L)

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

**BILLETS**: Commanding Officers, Executive Officers, Officer in Charge (OIC), Operations Chiefs, Operations Officers, Company Commanders, Platoon Commanders, Platoon Sergeants, Section Leaders, Senior Enlisted Advisors, Training Chiefs, Training Officers

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

**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**: By 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. MCRP 3-0A Unit Training Management Guide
3. MCRP 3-0B How to Conduct Training
4. MSTP PAM 6-9 Assessment
5. MCRP 5-1_ Operational Assessments

**MISCELLANEOUS**:

**ADMINISTRATIVE INSTRUCTIONS**:
1. Evaluation data can include After Action Reports (AAR), 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**: Determine a Training Strategy (L)

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

**BILLETS**: Commanding Officers, Executive Officers, Officer in Charge (OIC), Operations Chiefs, Operations Officers, Company Commanders, Platoon Commanders, Platoon Sergeants, Section Leaders, Senior Enlisted Advisors, Training Chiefs, Training Officers

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

**INITIAL TRAINING SETTING**: FORMAL

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

**STANDARD**: To establish training priorities that determines 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. Select training events/activities in support of the METL.
3. Chain training events.
4. Analyze training assessments.
5. Specify training frequencies.
6. Specify timelines and deadlines.
7. Determine other training requirements.
8. Plan for remediation of tasks not performed to standard.
9. Determine resource requirements.
10. Establish training priorities.
11. Outline the unit training strategy.

**REFERENCES**:
1. MCO 1553.3_ Unit Training Management (UTM) Program
2. MCRP 3-0A Unit Training Management Guide
3. MCRP 3-0B How to Conduct Training
4. MSTP PAM 6-9 Assessment
5. MCTIMS Users Guide

**MISCELLANEOUS**:

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

---

**URP-DESI-2002**: Develop Commander's Training Guidance (L)

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

**BILLETS**: Commanding Officers, Executive Officers, Infantry Weapons Officers, Officers in Charge (OIC), Operations Chiefs, Operations Officers

**GRADES**: LTCOL, MAJ, CAPT, CWO-4, CWO-3, CWO-2, WO-1, MGYSGT, MSGT, GYSGT

**INITIAL TRAINING SETTING**: FORMAL

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

**STANDARD**: To focus unit training on MET proficiency and ensure unity of effort toward unit readiness planning in accordance with the commander's training priorities.

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

**REFERENCES**:
1. MCO 1553.3_ Unit Training Management (UTM) Program
2. MCRP 3-0A Unit Training Management Guide
3. MCRP 3-0B How to Conduct Training
4. MCO 1510.XX Marine Corps Common Skills
5. McBul 1500 Annual Training Requirements
6. MCO 3500.27_ Operational Risk Management (ORM)
7. MCTIMS USER MANUAL

**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-2003**: Develop Training Plans (L)

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

**BILLETS**: Commanding Officers, Executive Officers, Officer in Charge (OIC), Operations Chiefs, Operations Officers, Platoon Commanders, Platoon Sergeant, Section Chiefs, Senior Enlisted Advisor, Training Chief, Training Officers

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

**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.

**STANDARD**: To develop a deliberate training plan that capitalizes upon all available time and effectively tailors training to make it relevant to the units specific mission requirements in the context of the units capabilities and limitations, links the units METL with the subsequent execution and evaluation of training, maintains a consistent combat focus, coordinates between associated combat, combat support, and combat service support organizations while keeping focus on real-world lead times, addresses future proficiency and allocates resources efficiently.

**PERFORMANCE STEPS**:
1. Incorporate Commander's Training Guidance into the plan.
2. Review previous plans.
3. Graphically display directed major unit activities (Training calendar).
4. Identify available white space from HHQ training plan.
5. Associate collective training events and E-Coded events to major training events and exercises.
6. Graphically display major unit training events and exercises.
7. Graphically display Annual, Ancillary and Pre-Deployment Training Plan (PTP) training requirements.
8. Allocate sufficient prime time for training (white space) for subordinate unit training schedules/plans.
9. Allocate Resources.
10. Publish training plans.

**REFERENCES**:
1. MCO 1553.3_ Unit Training Management (UTM) Program
2. MCRP 3-0A Unit Training Management Guide
3. MCRP 3-0B How to Conduct Training
4. MCTIMS USER MANUAL

**MISCELLANEOUS**:

**ADMINISTRATIVE INSTRUCTIONS**:
1. 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.
2. 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.
3. 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-DEVL-2001**: Develop an Exercise (L)

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

**BILLETS:** Commanding Officers, Executive Officers, Infantry Weapons Officer, Officer in Charge (OIC), Operations Chiefs, Operations Officers, Training Chief, Training Officers

**GRADES:** LTCOL, MAJ, CAPT, 1STLT, CWO-5, CWO-4, CWO-3, CWO-2, MGYSGT, SGTMAJ, MSGT, 1STSGT, GYSGT

**INITIAL TRAINING SETTING:** FORMAL

**CONDITION:** Given T&R Manual(s), training guidance, training plan, Unit Training Management Programs of Record and with the aid of references.

**STANDARD:** To provide a logical progression of skills that ensures time and attention is given to preparation; rehearsals, execution, evaluation, and retraining supporting the Mission Essential Task List.

**PERFORMANCE STEPS:**
1. Determine Commanders exercise training objectives.
2. Determine training participants.
3. Determine exercise or events.
4. Determine environment (live, virtual or constructive).
5. Determine the need for oppositional forces (OpFor) or role players.
6. Integrate training support.
7. Determine supported/supporting events.
8. Sequence events.
9. Group events.
10. Determine evaluation criteria.
11. Ensure evaluation tools nest within the master scenario event list (MSEL).
12. Develop a simulation control plan.
13. Develop an exercise planning book.

**REFERENCES:**
1. FM 7-0 Training for Full Spectrum Operations (Dec 2008)
2. FM 7-1 Battle Focused Training (Sept 2003)
3. MCDP 1-0 Marine Corps Operations
4. MCDP 5 Planning
5. MCO 1553.3_ Unit Training Management (UTM) Program
6. MCRP 3-0A Unit Training Management Guide
7. MCRP 3-0B How to Conduct Training
8. MCRP 5-1 Marine Corps Planning Process
9. MSTP PAM 6-9 Assessment

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**URP-DEVL-2002:** Develop a Training Scenario (L)

**EVALUATION-CODED:** NO **SUSTAINMENT INTERVAL:** 6 months

**BILLETS:** Company Commanders, Executive Officers, Platoon Commanders, Platoon Sergeant, Section Chiefs, Section Leaders, Squad Leaders, Team Leaders

**GRADES:** CAPT, 1STLT, 2NDLT, CWO-3, CWO-2, WO-1, MSGT, GYSGT, SSGT, SGT, CPL

**INITIAL TRAINING SETTING:** FORMAL

**CONDITION:** Given T&R Manual(s), commanders training guidance, training plan, access to automated training systems, and with the aid of references.

**STANDARD:** That provides a logical progression of skills that ensures time and attention is given to preparation; rehearsals, execution, evaluation, and retraining supporting HHQ training goals.

**PERFORMANCE STEPS:**
1. Analyze HHQ Order.
2. Analyze applicable Training and Readiness (T&R) manuals.
3. Determine training participants.
4. Identify resources available for training.
5. Determine scenario or events requirements.
6. Determine training environment (live, virtual or constructive).
7. Integrate training support (personnel, facility, resources).
8. Determine supported/supporting events.
9. Sequence events.
10. Group events.
11. Determine evaluation criteria.
12. Plan for remediation.
13. Brief HQ on Training Scenario Plan (Confirmation Brief).
14. Re-assess Training Scenario Plan as necessary.

**REFERENCES:**
1. ADP 7-0 Training Units and Developing Leaders
2. MCDP 1-0 Marine Corps Operations
3. MCDP 5 Planning
4. MCO P3500.72_ Marine Corps Ground Training and Readiness (T&R) Program
5. MCRP 3-0A Unit Training Management Guide
6. MCRP 3-0B How to Conduct Training
7. MCWP 5-1 Marine Corps Planning Process (MCPP)
8. MSTP PAM 6-9 Assessment
9. MCTIMS User Manual

**MISCELLANEOUS:**

**ADMINISTRATIVE INSTRUCTIONS:**
1. Learning Outcome: The Leader is capable of receiving an order from HHQ and analyzing it, developing a training event and executing that event IOT train the unit.
2. HHQ order can be disseminated via OpOrd, LOI, verbally, etc.
3. HHQ order will be coming from Battalion to the Company/Battery to the Platoon/Section/Squad/Team.

---

**URP-DEVL-2003:** Coordinate Unit Training (L)

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

**BILLETS:** Commanding Officers, Executive Officers, Infantry Weapons Officer, Operations Chiefs, Operations Officers, Training Chief, Training Officers, Company Commanders, Officer in Charge (OIC), Platoon Commanders, Platoon

Sergeants, Section Chiefs, Section Leaders, Squad Leaders, Team Leaders

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

**INITIAL TRAINING SETTING**: FORMAL

**CONDITION**: Given a training event/exercise and guidance, T&R Manuals, training plans, training schedules, access to automated training systems, and references.

**STANDARD**: To address the five W's and H (who, what, where, when, why and how) for each training event to coordinate the requisite level of support for training per the Mission and Mission Essential Task List (METL).

**PERFORMANCE STEPS**:
1. Develop the Order/Letter of Instruction (LOI).
2. Develop the Training Support Request(s) (TSR).
3. Incorporate Operational Risk Management.
4. Develop the Operational Risk Assessment Worksheet.
5. Conduct range/training venue reconnaissance.
6. Designate trainers, evaluators and support personnel.
7. Coordinate with adjacent units and appropriate personnel.
8. Inspect equipment.
9. Conduct training meeting.
10. Allocate resources.
11. Update training plans with corresponding schedules.
12. Conduct a confirmation brief.
13. Resolve training conflicts and shortfalls.
14. Publish the order/LOI.

**REFERENCES**:
1. MCO 1553.3_ Unit Training Management (UTM) Program
2. MCRP 3-0A Unit Training Management Guide
3. MCRP 3-0B How to Conduct Training
4. MCRP 3-11.1A Commander's Tactical Handbook
5. SECNAV MANUAL M-5216.5_ Department of the Navy Correspondence Manual
6. MCTIMS User Manual

**MISCELLANEOUS**:

**ADMINISTRATIVE INSTRUCTIONS**: Coordination with adjacent units and appropriate personnel is conducted in units on a regular battle rhythm through weekly training meetings. Training meetings become the primary vehicle to coordinate unit training in accordance with each unit SOP and may occur more frequently than annotated in the above performance steps.

---

**URP-DEVL-2004**: Develop Training Schedules (L)

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

**BILLETS**: Company Commanders, Executive Officers, Officer in Charge (OIC), Operations Chiefs, Platoon Commanders, Platoon Sergeant, Section Chiefs,

Section Leaders, Squad Leaders, Team Leaders, Training Chiefs, Training Officers, Senior Enlisted Advisor

**GRADES**: CAPT, 1STLT, 2NDLT, CWO-3, CWO-2, WO-1, MSGT, 1STSGT, GYSGT, SSGT, SGT, CPL

**INITIAL TRAINING SETTING**: FORMAL

**CONDITION**: Given a METL, mission statement, a unit training plan, training and readiness (T&R) manual(s), access to automated training systems, training guidance, training scenario, available training areas, resources, and references.

**STANDARD**: To specify when training starts and where it takes place; allocate time for scheduled training and also additional training as required to correct anticipated deficiencies; specify individual, leader, and collective tasks to be trained; provide concurrent training topics that will efficiently use available training time; specify who conducts the training and who evaluates the results; provide administrative information concerning uniform, weapons, equipment, references, and safety precautions.

**PERFORMANCE STEPS**:
1. Specify training and training related locations.
2. Specify times for scheduled training.
3. Specify individuals/leaders, Marine Corps Common Skills, and collective tasks to be trained.
4. Specify concurrent "hip pocket" training topics that will efficiently use available training time.
5. Specify recovery details.
6. Sequence related training events.
7. Specify who conducts the training and who evaluates the training.
8. Provide administrative information concerning uniform, weapon, equipment, references, and safety precautions.
9. Submit the schedule to HHQ and disseminate to subordinates.

**REFERENCES**:
1. MCO 1553.3_ Unit Training Management (UTM) Program
2. MCRP 3-0A Unit Training Management Guide
3. MCRP 3-0B How to Conduct Training
4. MCTIMS USER MANUAL

**MISCELLANEOUS**:

**ADMINISTRATIVE INSTRUCTIONS**: Training Schedules can be for any length of time: Daily, Weekly, Monthly, etc. A Training Schedule provides specific guidance for all scheduled events to include; when and where training takes place, collective and individual training standards applicable to the event, designation of supervisors/trainers/evaluators, required gear, uniform, transportation, and safety precautions.

---

**URP-DEVL-2005**: Create a Performance Evaluation Checklist (L)

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

**BILLETS**: Commanding Officers, Executive Officers, Infantry Weapons Officer, Operations Chiefs, Operations Officers, Training Chief, Training Officers, Company Commanders, Officer in Charge (OIC), Platoon Commanders, Platoon Sergeants, Section Chiefs, Section Leaders, Squad Leaders, Team Leaders

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

**INITIAL TRAINING SETTING**: FORMAL

**CONDITION**: Given Commander's Training Guidance, a training scenario, T&R Event(s), access to automated training systems, and references.

**STANDARD**: To develop a checklist(s) that captures all objectives (task and condition) identified by the unit commander to be evaluated.

**PERFORMANCE STEPS**:
1. Analyze the training scenario.
2. Extract training goals.
3. Associate training goals to T&R standards.
4. Review references.
5. List task(s).
6. List condition(s).
7. List standard(s).
8. List references.
9. List performance steps and/or event components in order of execution.
10. Add supplementary performance steps, as determined.
11. Create "Yes" "No" columns.
12. Determine "Trained" and "Untrained" criteria.
13. Create space for comments, as required.

**REFERENCES**:
1. MCO 1553.3_ Unit Training Management (UTM) Program
2. MCO P3500.72_ Marine Corps Ground Training and Readiness (T&R) Program
3. MCRP 3-0A Unit Training Management Guide
4. MCRP 3-0B How to Conduct Training
5. MSTP PAM 6-9 Assessment
6. MCTIMS User Manual

**MISCELLANEOUS**:

**ADMINISTRATIVE INSTRUCTIONS**: A well-developed PECL will map and tie T&R events from the schedule and follow a well-developed training scenario; showing the relationship between grouped and sequenced events.

---

**URP-IMPL-2001**: Conduct Training (L)

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

**BILLETS**: Commanding Officers, Executive Officers, Infantry Weapons Officer, Operations Chiefs, Operations Officers, Training Chief, Training Officers, Company Commanders, Officer in Charge (OIC), Platoon Commanders, Platoon Sergeants, Section Chiefs, Section Leaders, Squad Leaders, Team Leaders

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

**INITIAL TRAINING SETTING**: FORMAL

**CONDITION**: Given an approved Mission Essential Task List (METL), training guidance, training plans, training schedules, trainers/evaluators, T&R Manual, training resources, access to automated training systems, and references.

**STANDARD**: To meet the performance standards for each event, ensure all support requirements for training are in place, safety measures have been implemented, and all training complies with the intent of the training plan per the commander's guidance.

**PERFORMANCE STEPS**:
1. Review training materials.
2. Assess Operational Risk Management control measures.
3. Account for personnel.
4. Stage resources.
5. Comply with installation and unit SOPs.
6. Conduct safety briefs, as required.
7. Execute planned training.
8. Supervise training.
9. Conduct time critical Operational Risk Assessment (on-going).
10. Conduct AARs.
11. Conclude training.
12. Collect training data.
13. Account for personnel.
14. Account for resources.
15. Conduct training recovery.
16. Prepare for follow-on/remedial training.

**REFERENCES**:
1. MCO 1553.3_ Unit Training Management (UTM) Program
2. MCO 3500.27_ Operational Risk Management (ORM)
3. MCRP 3-0A Unit Training Management Guide
4. MCRP 3-0B 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.

---

**URP-EVAL-2001**: Develop an Evaluation Plan (L)

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

**BILLETS:** Commanding Officers, Executive Officers, Officers in Charge (OIC), Operations Chiefs, Operations Officers, Company Commanders, Senior Enlisted Advisors, Training Chiefs, Training Officers

**GRADES:** COL, LTCOL, MAJ, CAPT, CWO-5, CWO-4, CWO-3, CWO-2, MGYSGT, SGTMAJ, MSGT, 1STSGT, GYSGT

**INITIAL TRAINING SETTING:** FORMAL

**CONDITION:** Given Commander's intent, Commander's Training Guidance, a Training & Readiness (T&R) Manual, access to automated training systems, training exercise/scenario, and references.

**STANDARD:** To develop a process that collects training data, captures lessons learned, and assess' individual and collective training event proficiencies.

**PERFORMANCE STEPS:**
1. Identify evaluated training events.
2. Identify evaluation methodology.
3. Identify remediation conditions.
3. Identify evaluator requirements.
4. Designate evaluators.
5. Allocate evaluator preparation time.
6. Determine evaluation aids.
7. Determine after action review time and date.
8. Determine after action review participants.
9. Designate after action review site.
10. Reconnoiter the selected AAR site.
11. Create an after action review agenda.
12. Publish the evaluation plan.

**REFERENCES:**
1. MCO 1553.3_ Unit Training Management (UTM) Program
2. MCRP 3-0A Unit Training Management Guide
3. MCRP 3-0B How to Conduct Training
4. MSTP PAM 6-9 Assessment
5. MCRP 5-1_ Operational Assessments

**MISCELLANEOUS:**

**ADMINISTRATIVE INSTRUCTIONS:** An evaluation plan Standing Operating Procedure (SOP) may be developed based on information provided in the Commander's Training Guidance.

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**URP-EVAL-2002:** Evaluate training (L)

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

**BILLETS:** Commanding Officers, Executive Officers, Infantry Weapons Officer, Operations Chiefs, Operations Officers, Training Chief, Training Officers, Company Commanders, Officer in Charge (OIC), Platoon Commanders, Platoon

Sergeants, Section Chiefs, Section Leaders, Squad Leaders, Team Leaders

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

**INITIAL TRAINING SETTING**: FORMAL

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

**STANDARD**: To determine individual Marine proficiency and the ability for the unit to accomplish the mission.

**PERFORMANCE STEPS**:
1. Review designated T&R events and applicable unit SOPs.
2. Assess Operational Risk Management control measures.
3. Prepare evaluators.
4. Observe training.
5. Conduct time critical Operational Risk Assessment (on-going).
6. Document observed performance.
7. Record trends.
8. Analyze results.
9. Provide results.

**REFERENCES**:
1. MCO 1553.3_ Unit Training Management (UTM) Program
2. MCRP 3-0A Unit Training Management Guide
3. MCRP 3-0B How to Conduct Training
4. 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 Theatre 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-2003**: Conduct an After Action Review (L)

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

**BILLETS**: Commanding Officers, Executive Officers, Infantry Weapons Officer, Operations Chiefs, Operations Officers, Training Chief, Training Officers, Company Commanders, Officer in Charge (OIC), Platoon Commanders, Platoon Sergeants, Section Chiefs, Section Leaders, Squad Leaders, Team Leaders

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

**INITIAL TRAINING SETTING**: FORMAL

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

**STANDARD**: To develop lessons learned in regards to the execution of training standards, resource allocations; providing recommendations for developing trainers, adjusting the training plan, correcting deficiencies, and conducting remedial training.

**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. Validate the after action review agenda.
6. Collect and review observations from observers/controllers.
7. Provide introduction and rules.
8. State training objectives.
9. State commander's mission and intent.
10. Record key points and feedback.
11. Identify tasks requiring re-training.
12. Submit after action report.

**REFERENCES**:
1. MCO 1553.3_ Unit Training Management (UTM) Program
2. MCRP 3-0A Unit Training Management Guide
3. MCRP 3-0B How to Conduct Training
4. MSTP PAM 6-9 Assessment

**MISCELLANEOUS**:

**ADMINISTRATIVE INSTRUCTIONS**:
1. Performance Step 10, 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-2004**: Assess Unit Readiness (L)

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

**BILLETS**: Commanding Officers, Executive Officers, Infantry Weapons Officers, Officers in Charge (OIC), Operations Chiefs, Operations Officers

**GRADES**: LTCOL, MAJ, CAPT, CWO-4, CWO-3, CWO-2, WO-1, MGYSGT, MSGT, GYSGT

**INITIAL TRAINING SETTING**: FORMAL

**CONDITION**: Given a Mission Essential Task List (METL) and mission statement, commander's guidance, access to automated systems, unit Table of Organization and Equipment (T/O&E), evaluation/assessment data, Training & Readiness (T&R) Manuals, and references.

**STANDARD**: Delineating the current status of unit training, available equipment, personnel, and resources available against resources required to execute the assigned missions.

**PERFORMANCE STEPS**:
1. Review training guidance.
2. Review METL.
3. Determine the security classification of the METL assessment.
4. Determine waiver/deferment requirement for each Mission Essential Task (MET).
5. Review condition and standard for each MET.
6. Review measures of effectiveness (Training, Personnel, Equipment, & Output).
7. Review T/O.
8. Review T/E.
9. Review evaluation/assessment data.
10. Assess personnel readiness levels.
11. Assess equipment readiness levels.
12. Assess training readiness levels.
13. Assess core mission capability.
14. Assess assigned mission capability.
15. Determine forecasted increases or decreases in future readiness levels.
16. Report evaluation via readiness reporting program of record.

**REFERENCES**:
1. MCO 1553.3_ Unit Training Management (UTM) Program
2. MCO 3000.13_ Marine Corps Readiness Reporting Standard Operating Procedures (SOP)
3. MCO 3500.110 Policy and Guidance for Mission Essential Task List (METL) Development, Review, Approval, Publication and Maintenance
4. MCO P3500.72_ Marine Corps Ground Training and Readiness (T&R) Program
5. MCTL Marine Corps Task List
6. MSTP PAM 6-9 Assessment

**MISCELLANEOUS**:

**ADMINISTRATIVE INSTRUCTIONS**: 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.

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# CHAPTER 7

## VALUES BASED TRAINING/LEADERSHIP INDIVIDUAL EVENTS

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# CHAPTER 7

## VALUES BASED TRAINING/LEADERSHIP INDIVIDUAL EVENTS

**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:

| Code | Description |
|---|---|
| VALU | Values Based Training/Leadership |

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

| Code | Description |
|---|---|
| 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:

| Code | Description |
|---|---|
| 2000 | Career Progression Skills |

## 7002. INDEX OF INDIVIDUAL EVENTS

| EVENT | TITLE | PAGE |
|---|---|---|
| | **2000-LEVEL EVENTS** | |
| VALU-EDUC-2001 | Facilitate a guided discussion (L) | 7-3 |

## 7003. 2000-LEVEL EVENTS

**VALU-EDUC-2001**: Facilitate a guided discussion (L)

**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. MCRP 6-11B W/CH 1 Marine Corps Values: A User's Guide for Discussion Leaders
2. MCRP 3-0B How to Conduct Training
3. NAVMC 1553.1 Systems Approach to Training (SAT) Users Guide
4. ISBN 0-618-11649-4 McKeachie's Teaching Tips: McKeachie
5. ISBN 0-7879-5225-7 Planning Programs for Adult Learners: Caffarella
6. ISBN 0-7879-7623-7 Active Training: Silberman

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# APPENDIX A

## ACRONYMS AND ABBREVIATIONS

AAR . . . . . After Action Report
ANLZ . . . . . .Analyze
CCRB . . . . . .Course Content Review Board
CDD . . . . . Course Descriptive Data
CPG . . . . . Cognitive Performance Group
CURR . . . . . Curriculum
DESI . . . . . Design
DEVL . . . . . .Develop
DRRS. . . . . Defense Readiness Reporting
EDUC . . . . . .Education
ELO . . . . . Enabling Learning Objective
EVAL . . . . . Evaluate
IMPL . . . . . .Implement
HHQ . . . . . Higher Headquarters
INST . . . . . .Instruction
MCO . . . . . .Marine Corps Order
MCRP . . . . . Marine Corps Reference Publication
MCTIMS . . . . . .Marine Corps Training Information Management System
MCTL . . . . . Marine Corps Task List
MET . . . . . .Mission Essential Task
METL . . . . . .Mission Essential Task List
MGMT . . . . . Management
MOJT . . . . . Managed On the Job Training
NAVMC . . . . . Navy and Marine Corps
OPFOR . . . . . .Operating Forces
OIC . . . . . Officer in Charge
ORM . . . . . Operational Risk Management
PECL . . . . . Performance Evaluation Checklist
POI . . . . . .Program of Instruction
PTP . . . . . .Pre-Deployment Training Plan
SAT . . . . . .Systems Approach to Training
SECNAV . . . . . .Secretary of the Navy
SOP . . . . . .Standing Operating Procedure
T3 . . . . . .Train the Trainer
T/E . . . . . .Table of Equipment
T/O . . . . . Table of Organization
T&R . . . . . .Training and Readiness
TEEP . . . . . .Training Exercise & Evaluation Plan
TLO . . . . . Terminal Learning Objective
TPD . . . . . Target Population Description
URP . . . . . Unit Readiness Planning
UTM . . . . . .Unit Training Management
VBT/L . . . . . .Values Based Training/Leadership

# 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 TECG 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

## FORMAL SCHOOL INSTRUCTION LEARNING OUTCOMES

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# APPENDIX C

## FORMAL SCHOOL INSTRUCTION LEARNING OUTCOMES

**C000. PURPOSE**. This appendix details the learning outcomes that pertain to formal school instruction. Each learning outcome will describe what students are expected to learn as a result of completing a program of instruction. The statement begins with an action verb that indicates the desired level of learning followed by an explanation of the subject matter to be learned. The educational objectives are listed in sequence under the learning outcome.

1. After extensive review of the draft T&R it was determined that in order to appropriately utilize the SAT process the policy is not mature enough to support the design and development of learning outcomes and educational objectives. The efforts of the members at the T&R Working Group are not dismissed and have been codified in this Appendix. Once the policy is updated, then this Appendix will be included as a Chapter in this manual. **NOTE: This determination does not preclude the use of these learning outcomes to assist in generating KSAs.**

2. The ultimate goal of all individual training and education is to foster, sustain, and develop the Marine attributes at every step in a Marine's career. Similar to how Mission Essential Tasks (MET) are the measurement associated to "collective" tasks, Marine attributes are the measurement associated to "individual" tasks. The overall goal associated with formal school instruction is to facilitate learning by using adult learning methodologies to develop critical thinking decision makers capable and ready to return back to the Operating Forces as a force multiplier.

**C001. LEARNING OUTCOME COMPOSITION.** Learning Outcomes 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:

| Code | Description |
|---|---|
| INST | Instruction |

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

| Code | Description |
|---|---|
| EDUC | Education |

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

| Code | Description |
|---|---|
| 2100 | Instruction learning outcomes |

## C002. INDEX OF LEARNING OUTCOMES

| PROGRAM GOAL |
|---|
| Ethical, Adaptive, Teacher-Scholars able to facilitate the development of life-long, self-directed learners |

| COURSE OUTCOME |
|---|
| Facilitate learning using adult learning methodologies |



| | TITLE | PAGE |
|---|---|---|
| | **2000-LEVEL LEARNING OUTCOMES** | |
| INST-EDUC-2101 | Maintain subject matter expertise (L) | C-3 |
| INST-EDUC-2102 | Set the example (L) | C-4 |
| INST-EDUC-2103 | Engage in self-improvement (L) | C-4 |
| INST-EDUC-2104 | Develop subordinates and peers (L) | C-5 |
| INST-EDUC-2105 | Participate in Community of Practice (L) | C-5 |



## C003. 2000-LEVEL LEARNING OUTCOMES

**INST-EDUC-2101**: Maintain subject matter expertise (L)

**DESCRIPTION**: Maintain technical and tactical proficiency in course content and associated principles to be regarded as a credible source of information, and applying that knowledge and experience to facilitate learning.

**BILLETS PERFORMING**: Instructor

**EDUCATIONAL OBJECTIVES**:
1. Maintain proficiency in course content
2. Maintain proficiency in associated principles
3. Apply knowledge and experience

**REFERENCES**:
1. NAVMC 1553.1_ Systems Approach to Training (SAT) Users Guide
2. MCRP 6-11B W/CH 1 Marine Corps Values: A User's Guide for Discussion Leaders
3. ISBN 0-7879-5225-7 Planning Programs for Adult Learners: Caffarella
4. ISBN 0-7879-7623-7 Active Training: Silberman
5. Instructor Mastery Model, Cognitive Performance Group

**MISCELLANEOUS**: This learning outcome will be introduced and evaluated in a Formal setting and should inform semiannual evaluations in the Formal School. Staff and Faculty Development Programs should reinforce the learning outcome similar to sustainment training for T&R events. Reference (1) is currently being updated and will provide guidance for the development of a Rubric/Assessment Tool.

**INST-EDUC-2102**: Set the example (L)

**DESCRIPTION**: Demonstrate traits of the USMC values and ethos, demonstrates professionalism and command presence, garners respect and trust, and displays passion and commitment to the job.

**BILLETS PERFORMING**: Instructor

**EDUCATIONAL OBJECTIVES:**
1. Demonstrate professionalism
2. Demonstrate Ethical principles
3. Conduct modeling in the classroom

**REFERENCES**:
1. MCRP 6-11B W/CH 1 Marine Corps Values: A User's Guide for Discussion Leaders
2. T3EXTRef ASLS Coaches Handbook: ARTD Staff Leadership School
3. Instructor Mastery Model, Cognitive Performance Group

**MISCELLANEOUS**: This learning outcome will be introduced and evaluated in a Formal setting and should inform semiannual evaluations in the Formal School. Staff and Faculty Development Programs should reinforce the learning outcome similar to sustainment training for T&R events. Reference (1) is currently being updated and will provide guidance for the development of a Rubric/Assessment Tool.

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**INST-EDUC-2103**: Engage in self-improvement (L)

**DESCRIPTION**: Demonstrate the motivation to continually increase domain knowledge and enhance instructor skills by actively seeking and engaging in a variety of knowledge and skill acquisition activities.

**BILLETS PERFORMING**: Instructor

**EDUCATIONAL OBJECTIVES**:
1. Increase domain knowledge
2. Enhance instructor skills
3. Actively seek a variety of knowledge and skill acquisition activities
4. Actively engage in a variety of knowledge and skill acquisition activities
5. Apply reflective practices

**REFERENCES**:
1. Instructor Mastery Model, Cognitive Performance Group

**MISCELLANEOUS**: This learning outcome will be introduced and evaluated in a Formal setting and should inform semiannual evaluations in the Formal School. Staff and Faculty Development Programs should reinforce the learning outcome similar to sustainment training for T&R events. Reference (1) is currently being updated and will provide guidance for the development of a Rubric/Assessment Tool.

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**INST-EDUC-2104**: Develop subordinates and peers (L)

**DESCRIPTION**: Establish professional relationships to mentor, coach, advise, and guide their development.

**BILLETS PERFORMING**: Instructor

**EDUCATIONAL OBJECTIVES**:
1. Establish Rapport
2. Teach Students, Faculty & Staff
3. Coach Students, Faculty & Staff
4. Advise Students, Faculty & Staff
5. Manage Student, Faculty & Staff Development Activities

**REFERENCES**:
1. NAVMC 1553.1_ Systems Approach to Training (SAT) Users Guide
2. ISBN 0-675-20632-4 Effective Strategies for Teaching Adults: Seaman & Fellenz
3. ISBN 0-7879-5225-7 Planning Programs for Adult Learners: Caffarella
4. ISBN 0-7879-7623-7 Active Training: Silberman
5. ISBN 0-618-11649-4 McKeachie's Teaching Tips: McKeachie
6. ISBN 0-7879-5568-X Mastering the Techniques of Teaching: Lowman
7. T3EXTRef UNCW The Case Study Method: Dr. David Weber
8. Instructor Mastery Model, Cognitive Performance Group

**MISCELLANEOUS**: This learning outcome will be introduced and evaluated in a Formal setting and should inform semiannual evaluations in the Formal School. Staff and Faculty Development Programs should reinforce the learning outcome similar to sustainment training for T&R events. Reference (1) is currently being updated and will provide guidance for the development of a Rubric/Assessment Tool.

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**INST-EDUC-2105**: Participate in a Community of Practice (L)

**DESCRIPTION**: Actively contribute to enhance the collective body of instructional expertise, examine organizational practices and processes to achieve desired learning outcomes, and socialize recommendations for improving institutional and service-wide methods to meet USMC standards.

**BILLETS PERFORMING**: Instructor

**EDUCATIONAL OBJECTIVES**:
1. Contribute to the collective body of instructional expertise
2. Examine organizational practices
3. Socialize recommendations for improving institutional and service-wide methods to meet USMC standards

**REFERENCES**:
1. NAVMC 1553.1_ Systems Approach to Training (SAT) Users Guide
2. Instructor Mastery Model, Cognitive Performance Group

**MISCELLANEOUS**: This learning outcome will be introduced and evaluated in a Formal setting and should inform semiannual evaluations in the Formal

School. Staff and Faculty Development Programs should reinforce the learning outcome similar to sustainment training for T&R events. Reference (1) is currently being updated and will provide guidance for the development of a Rubric/Assessment Tool.

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