

Training Plan Design



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FOREWORD

Marine Corps Reference Publication (MCRP) 7-20A.1, *Training Plan Design*, provides guidance to Marine leaders regarding how to create a standards-based unit training program. It introduces unit training management (UTM) roles and responsibilities, beginning with the unit commander and unit training planners. Building on Marine Corps Tactical Publication (MCTP) 7-20A, *Unit Training Guide*, this publication explains how to use the Systems Approach to Training and Education process to plan unit training.

The unit training plan, centered on the unit's mission-essential task list and applicable training and readiness standards, is the foundation for the unit's training management process. Creating the training plan begins with a comprehensive analysis of mission requirements, policies and directives, and unit capabilities. The ongoing Systems Approach to Training and Education process provides a mindset for approaching UTM. It ensures training aligns with standards and progresses to meet the unit's readiness requirements.

This publication has been prepared for leaders primarily at the battalion/squadron level and above throughout the Fleet Marine Force. However, all leaders can apply the philosophy contained herein, regardless of unit size. This publication reflects the methodology and techniques developed to improve the Marine Corps' overall training effort. It may also be used as a reference for instruction to train leaders how to conduct and evaluate unit training design and management.

In conjunction with MCTP 7-20A, MCRP 7-20A.1 and the associated family of MCRPs supersede MCTP 8-10A, *Unit Training Management Guide*, dated 25 November 1996 with erratum dated 2 May 2016 and change 1, dated 4 April 2018; and MCTP 8-10B, *How to Conduct Training*, dated 10 August 2005 with erratum dated 2 May 2016 and change 1, dated 4 April 2018.

Reviewed and approved this date.



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CHAPTER 1.

TRAINING PLAN DESIGN

INTENT

Marine Corps Reference Publication 7-20A.1, *Training Plan Design*, is the conception and articulation of a framework for developing a training program to achieve the commander's mission-essential tasks (METs). Through years of deployments, executing similar missions in the same area of operations, and externally levied mission requirements, the process of training plan design has become overly burdened and bloated with non-essential elements. This publication resets the requirements and re-introduces fundamental steps to designing training plans. It will help leaders at all levels fully understand their specific roles and responsibilities in training plan design. This publication reinforces a comprehensive training approach highlighted within Marine Corps Tactical Publication (MCTP) 7-20A, *Unit Training Guide*, and complements other reference publications identified in Figure 1-1.

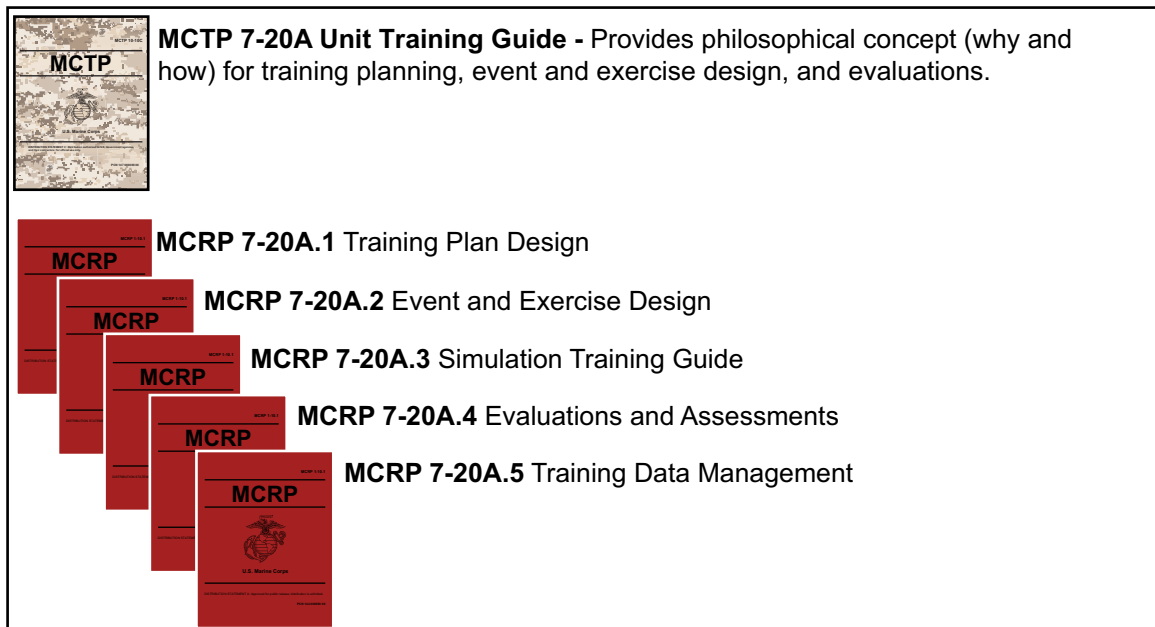


Figure 1-1. Training Publications Hierarchy.

Leaders at every level are responsible for training their Marines to succeed in their assigned tasks. Planning training to achieve success in combat is a challenge that involves balancing requirements—from Service-directed individual training and education to individual and collective training events (ITE/CTE)—to support the unit's accomplishment of its mission-essential task list (METL). Available time is always a limiting factor for a planner, and poorly constructed training plans will inevitably squander time.

INTRODUCTION TO HOW TO PLAN TRAINING

Training plans are guided by the Systems Approach to Training and Education (SATE) model, as described in MCTP 7-20A. The SATE model is applied during conceptual, functional, and detailed planning to produce one or more of the following types of training plans:

- *Conceptual*. A long-range training plan, campaign plan.
- *Functional*. A mid-range training plan, staff section plans.
- *Detailed*. Short-range training plans.

Training planners, typically within the operations section, design a training plan that establishes the training continuum for the unit to progress from the current level to the desired readiness state. Training readiness requirements are based on the objectives established in the unit's METL and the commander's training guidance (CTG). Training planners analyze all inputs, including desired outcomes, to organize and prioritize the numerous competing constraints, restraints, and requirements. Planners design individual components of the training plan and develop the associated output products. The unit implements the training plan through conducting events and exercises to achieve training and readiness (T&R) standards associated with each MET, and then balancing and adjusting the plan against resource constraints and competing requirements to most effectively achieve the commander's desired outcomes. Continuous evaluation of the training plan throughout all planning phases is necessary to determine plan effectiveness through individual and unit performance indicators and state of overall unit training readiness.

ROLES AND RESPONSIBILITIES FOR PLANNING TRAINING

The unit commander is responsible for training. The commander and unit staff at every echelon of command deliberately build training plans to ensure units are trained and prepared to conduct core and assigned METs. Commanders will make use of assigned personnel as they see fit to plan unit training. Examples of staff members typically engaged in planning for training are—

- Operations officer/operations chief.
- Executive officer/company operations chief/company gunnery sergeant.
- Training officer.
- Logistics Officer.
- Maintenance officer.
- Safety officer.
- Operations and Tactics instructor.
- Intelligence and Tactics instructor.
- Weapons and Tactics instructor.

TRAINING PLANS

Unit training plans serve as the guiding set of documents to direct unit preparations and provide unity of effort in support of MET proficiency. The training plan provides structure, enabling a unit to maintain focus on prioritized tasks (see Table 1-1). In conjunction with this structure, the use of the SATE model allows for continuous evaluation and adjustment due to circumstances such as poor individual or unit performance, a change in assigned tasks, budget or funding constraints, or emerging concepts and technologies requiring additional focus on established standards. In this manner, properly designed and implemented training plans are flexible enough to support incomplete, unclear, or changing situations.

Training plans are constructed to—

- Achieve core and assigned MET proficiency for deploying units.
- Sustain core MET proficiency in the case of force providing units not in a training, exercise, and employment plan (TEEP) deployment schedule.

Table 1-1. Conceptual Planning Factors.

Training Plan (Conceptual Planning)		
Type	Training plan for deployment readiness	Training plan for sustainment
Who	Units WITH an assigned/scheduled deployment	Units WITHOUT an assigned/scheduled deployment
Purpose	Attain unit core and assigned MET readiness	Attain and sustain unit core MET readiness
Focus	Core and assigned METs	Core METs
Governing Documents	<ul style="list-style-type: none"> • T&R manuals • Force generation order • Marine expeditionary unit order • Theater entry requirements 	<ul style="list-style-type: none"> • T&R manuals • Higher headquarters (HHQ) orders and directives
Duration	Assumption of command to relief of command +30	Assumption of command to relief of command +30
Evaluation	<ul style="list-style-type: none"> • Marine Corps Combat Readiness Evaluation (MCCRE) • Mission rehearsal exercise (MRX) • Service-level training exercise • Marine expeditionary unit certification exercise 	<ul style="list-style-type: none"> • MCCRE
Components	<ul style="list-style-type: none"> • Mission and METL/list of CTEs • Commander's training guidance • Training schedule 	<ul style="list-style-type: none"> • Mission and METL/list of CTEs • Commander's training guidance • Training schedule

Lengthy and complex training plans lead to uncertainty during execution. The Marine Corps trains to prepare for war. As training relates to the principles of war, the most important elements to consider should be a clearly stated objective, economy of forces and resources, and simplicity. The outcome of a well-crafted training plan is an easily executable, well-designed, and thorough plan that is understood by all and provides the most highly trained Marines that available time allows.

DOCUMENTING THE TRAINING PLAN

Each component of a unit's training plan serves to ensure that the entire unit is progressing toward the commander's end state for training. Collectively, it provides guidance to the unit for the conduct of training. The Marine Corps Training Information Management System (MCTIMS) unit training module is the service program of record for documenting all aspects of the unit training life-cycle and facilitates service reporting with the Defense Readiness Reporting System. As a repository for all elements of the training plan, it is the most efficient manner for units to share and disseminate unit training plans and documents. Marine Corps Order (MCO) 1553.3 *Unit Training Management Program* establishes Marine Corps policy for the use of MCTIMS to document unit training.

CHAPTER 2.

TRAINING PLAN DEVELOPMENT

The purpose of a training plan is to develop the necessary steps based on problem framing and the CTG to prepare the unit to accomplish its mission. A training plan organizes resources and events, ensures all individual and collective requirements are accounted for, provides guidance to subordinate individuals and units, and affords subordinate leaders the required time to train and prepare their Marines. To meet the stated purpose, a training plan must be more than a simple schedule. A training plan includes the following components:

- Mission statement and METL or list of CTEs that support the unit METL.
- CTG.
- Training schedule.

These collective components achieve the stated purpose of a unit’s training plan (see Figure 2-1). Each component is an input that shapes the development of subordinate training plans. Training plans are developed, at a minimum, by battalion-/squadron-level commands and higher. The HHQ commander approves the unit’s training plan to ensure the unit commander’s initial assessment, prioritization, and guidance are feasible and support the HHQ mission. Additionally, unit commanders may further direct that subordinate units also develop their own training plans in support of the HHQ plan.

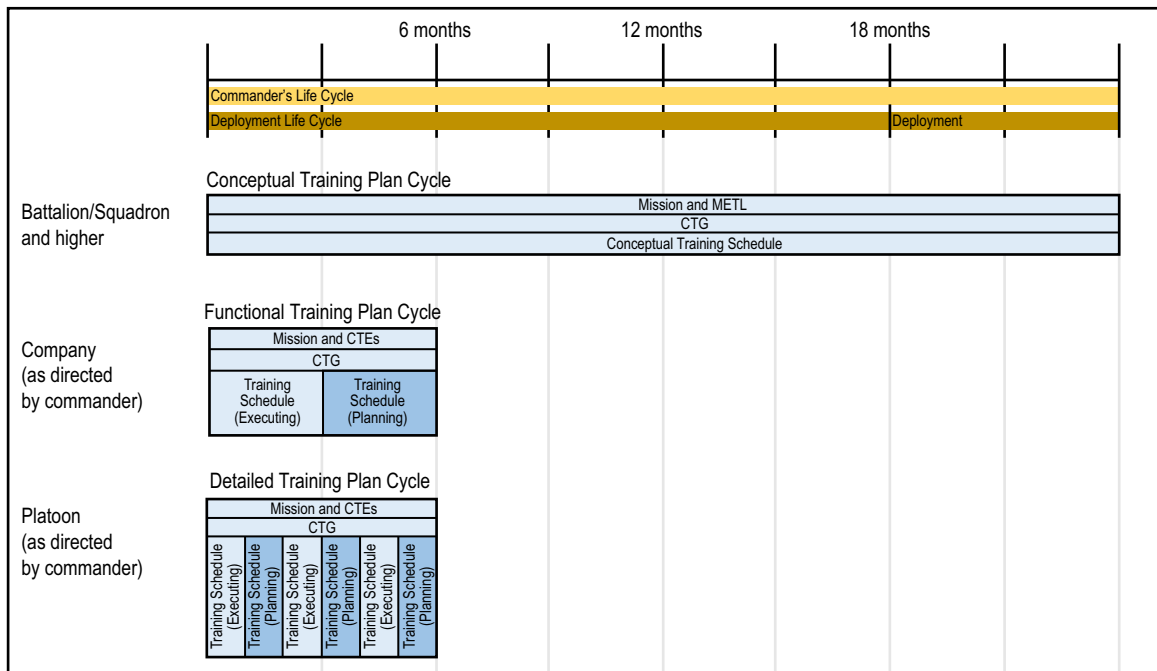


Figure 2-1. Hierarchy for Training Plan Development.

MISSION AND MISSION-ESSENTIAL TASK LIST

Problem framing is conducted at every level of command as the first step in building a training plan. Inputs to this process are the HHQ training plans, an assessment of current unit proficiency, and orders and directives applicable to training plan development. The output of this process is a unit mission statement and a METL or list of evaluation coded T&R events that support the unit METL. This effectively informs the unit and subordinate commands which specific tasks must be trained and for which specific purpose.

Commander's Training Guidance

The CTG is a brief document consisting of at least the three following sections:

- Training philosophy.
- Training priorities.
- Commander's guidance.

The CTG drives the planning process and allows the commander to convey guidance and direction specific to how the unit will conduct training.

The CTG is a concise statement from the commander to the entire unit. It is meant to be read in its entirety by all members of the command and applied every time the unit conducts training. Training philosophy specifically addresses how the unit and subordinate elements will conduct events and exercises. Training priorities define what, when, and where training will occur across the command. Commander's guidance addresses why the unit is training and the desired end state. It also provides guidance on how the unit will identify risks and develop mitigating controls. Knowing the desired end state and understanding its purpose allow subordinate unit and training leaders to determine how training will be conducted. Understanding the purpose also directly correlates to decentralized planning and execution via mission-style orders—the basics of maneuver warfare. Planners and leaders use the CTG to determine how to apply limited time, money, and resources to achieve the commander's desired end state.

Training Schedule

The training schedule is a graphic representation of events along a timeline used to visually depict a unit's training plan. It is a tool used to plan and execute daily training, as well as individual events and exercises. The training schedule is a perpetual timeline that depicts events at the level of the associated training plan, including applicable events from the HHQ training plan. Subordinate units use HHQ training schedules to populate their respective training plans. The training schedule assists units with—

- Projecting unit training events and requirements.
- Sequencing progressive training objectives to build unit capability.
- Identifying, allocating, and prioritizing resources.
- Providing unity of effort and support coordination.
- Synchronizing staff section milestones affecting the interaction of man, train, and equip readiness indicators.

- Identifying responsible individuals for specific tasks.
- Associating specific T&R standards to training events and training objectives.
- Directing planning, preparation, and execution of training.
- Assigning responsible individuals to specific tasks.

The training schedule contains events that inform units across higher and adjacent commands, such as—

- Major events and exercises.
- Service- or locally directed training requirements.
- Unit-planned events and exercises.

Training schedules provide the requisite details for executing events and exercises. Developing training schedules allows for the critical thought and analysis required to forecast all requirements and plan accordingly.

ANALYZE

Inputs into the *analyze* phase include the HHQ training plan, global force management requirements, and other orders and directives that are applicable to training plan development. Examples of these inputs are—

- Force generation process.
- MCCRE order.
- Service-directed individual training and education requirements.
- Local orders (Marine expeditionary force [MEF], major subordinate command, etc.).
- Marine Corps task list.
- Applicable T&R manuals.
- HHQ tasking.
- TEEP.
- Flight hours available/ranges/ammunition/resources.
- Training area/range safety requirements.

The outputs of the *analyze* phase are a unit mission statement, approved command echelon METL with supporting CTEs, initial overall risk assessment and risk management guidance, and a commander's assessment.

Mission

The HHQ mission statement, as a component of the overall HHQ training plan, defines the task and purpose the HHQ commander expects the unit to be capable of accomplishing. This statement, taken in context with specified and implied tasks from HHQ, assists the unit commander in developing the unit mission statement. The mission statement clearly and succinctly states what the unit commander expects the unit to be able to accomplish. The unit mission statement is published in the MCTIMS unit training module.

Mission-Essential Task List and List of Collective Training Events

Battalion/squadron and higher commands will review the service-provided METL. Community T&R manuals list core and core-plus METs from the Marine Corps task list. The unit commander will review the community approved core and consider core-plus METs. Mission-essential tasks assigned by HHQ are added to this list. This complete list of core and assigned METs comprise the unit METL.

In addition to the METL, all commands will designate CTEs with associated T&R events at their echelon of command. This list of CTEs is constructed by associating specific CTEs to each MET through analysis. Points of reference for associating CTEs to METs are the T&R manual, MCTIMS *task master* module, and the planner’s experience. Each CTE will designate the METs it supports. However, the commander should use experience to confirm the list of CTEs is complete. The METL and associated CTEs are published in the MCTIMS *unit training* module (see Figure. 2-2).

Mission + METL
 Prior to creating a New METL or Editing the current METL, **YOU AND SUBORDINATE COMMANDER'S MUST** review Commander's Assessment to ensure the **New Event** column does not contain any green check marks. If green check marks exist, click the green check mark icon to accept the current version of the T&R event. **Failure to do so will negatively affect current assessment percentages.**

Published

Mission Statement Edit

The Marine Expeditionary Force is postured as the Marine Corps globally responsive, expeditionary, and fully scalable MAGTF, capable of generating, deploying, and employing ready forces and formations for crisis response, forward presence, major combat operations, and campaigns. Additionally, if directed, serves as the core of a joint task force to conduct operations across the range of military operations.

HHQ Mission

METL Edit

#	Title	Task Set	Status	Source Type
MCT 5.5	Conduct Joint and Combined Operations	MEF (Core)		
MCT 3	Employ Firepower	MEF (Core)		
MCT 1.14	Conduct Stability Operations	MEF (Core)		
MCT 1.12.1	Conduct Amphibious Operations	MEF (Core)		
MCT 1.1.2	Provide Forces	MEF (Core)		
MCT 1.10	Conduct Crisis Response	MEF (Core)		
MCT 1.12.3	Conduct Prepositioning Operations	MEF (Core)		
MCT 1.3.1	Conduct Maneuver	MEF (Core)		

Figure 2-2. MCTIMS Mission and METL.

Commander’s Assessment

After the mission and METL are published, the commander performs an assessment to determine the unit’s current proficiency level for each associated CTE. Ideally, this assessment is based on direct observations of performance. Because time constraints may make sufficient direct observation infeasible, all inputs should be considered by the commander. Examples of other inputs are recent evaluations and assessments, operational observations and knowledge, and the

stated sustainment interval for CTEs per the T&R manual. The commander's assessment will help to determine a starting point for the overall training plan. This assessment should be recorded utilizing the MCTIMS *unit training* module.

At the conclusion of the *analyze* phase, the commander will have all required information to begin designing the CTG and applying it to the TEEP. The mission statement and METL shape which events must be trained and which requirements must be met. The CTG also establishes how training and readiness requirements will be prioritized in planning an execution. The commander's assessment helps to determine the starting point as it relates to the level of events to be trained, as well as the development of an overall risk assessment and RM guidance.

DESIGN

Inputs into the *design* phase are the unit mission statement, the METL and associated CTEs, and the commander's assessment. These inputs are used in conjunction with doctrinal references to create the CTG. The three components of the CTG—training philosophy, training priorities, and commander's guidance—will be written during the design phase and shape the develop phase.

Training Philosophy

The commander conveys fundamentals of training within the training philosophy to guide the command throughout the planning and execution of training events and exercises. This philosophy is meant to be applied throughout the training continuum and across each event and exercise. The fundamentals of training detailed in MCTP 7-20A are a starting point for commanders to build their own training philosophy tailored to their unit's specific requirements and expectations for how training will be conducted.

Training Priorities

The commander establishes priorities for training to guide the command toward specific training objectives. These priorities will place increased emphasis on specific areas that the commander identifies and sequence what the commander deems most important. This is not meant to exclusively be a regurgitation of the unit METL, but can also include type of operations, warfighting functions, specific environments or conditions, and training resources.

Commander's Guidance

The commander communicates specific training guidance to ensure all members of the command understand expectations. This can be conveyed in relation to the unit's strengths, weaknesses, safety and risk concerns, and how the unit intends to improve weaknesses and reinforce strengths. This may be easily conveyed by listing the unit's strengths and weaknesses as they relate to training and stating an overall purpose, method, and end state for the training plan.

The CTG continually shapes the training of the entire unit. This document is the commander's means of conveying thoughts and priorities for unit training. The CTG is a standalone document published for maximum visibility for all Marines to read. Priorities laid out in the CTG help align and sequence events and resources in the TEEP.

DEVELOP

The TEEP is the final component of the unit training plan. During the *develop* phase, the unit training planner will gather all known requirements and milestones into the existing TEEP along a timeline. Events on the HHQ training plan involving the unit will be added to the TEEP as appropriate. The phases of the force generation process and major unit milestones, such as a change of operational control or deployment, will be overlaid onto the TEEP to depict when specific events and actions will be conducted. Examples of specific events and actions tied directly to phases of the force generation process are when the unit will begin training assigned METs and when formal evaluations and assessments will take place. The TEEP should include all events at the command echelon, and all events the command is responsible for coordinating, arranging, and certifying on behalf of subordinate units. The events described below should be included in the TEEP.

Major Events and Exercises

Major events and exercises are training events involving the entire unit that the unit is mandated by order or policy to conduct, such as—

- MCCRE.
- Mission rehearsal exercise.
- Service Level Training Exercise.

These higher-level exercises provide the framework around which other training can be planned and provide milestones identifying when a unit should reach an established level of proficiency.

Directed Requirements

Directed requirements are administrative events and inspections that the unit is directed to conduct. These events require some or all of the unit's participation in order to prepare and conduct, or they may affect the remainder of the unit's ability to conduct concurrent operations. Examples of directed requirements are—

- Field supply and maintenance analysis office inspection.
- Supply-logistics analysis program inspection.
- Joint limited technical inspection.

Unit Planned Events

Unit planned events are the remaining events and exercises on a unit TEEP. While some events in this category are also mandated by policy and orders, the difference is that the unit will decide when and how to accomplish these events. While a unit's HHQ and MCOs direct when a unit conducts a MCCRE, no such direct guidance exists for events and exercises in this category. Unit planned events may include:

- Collective training.
 - ♦ Deploy for training.
 - ♦ Command post exercise.
 - ♦ Field exercise.

- Individual training and education.
 - ♦ Core.
 - ♦ Pre-deployment training.
 - ♦ Non-core (ancillary).
- Professional military education.
- Military occupational specialty progression.
- Functional training.
 - ♦ Chemical, biological, radiological, and nuclear decontamination.
 - ♦ Fire support team.

The *develop* phase ends with the publication of the TEEP. A unit TEEP should depict all events in which the unit will participate, in part or in whole, and also events the command is responsible for coordinating for subordinate units. A TEEP may be a stand-alone document created and published using standard office products during training plan development. In the MCTIMS *unit training* module, all events can be created, published, and assigned to subordinate units in unit calendars that are accessible to all Marines.

IMPLEMENT

Once all components of the training plan are constructed, the plan is published and implemented through conducting events and exercises. Marine Corps reference publication 7-20A.2, *Event & Exercise Design*, explains the procedures for designing ITE and exercises.

EVALUATE

Typically, the training plan is evaluated only after it is published and implemented as a series of training events and exercises. Evaluation at the end of the SATE process provides valuable performance indicators of the training plan's effectiveness observed as actual impacts on unit readiness and the safety risks planned and unplanned. If the unit is not performing individual or collective events to prescribed standards, the training plan must be adjusted to provide opportunities for remediation.

Evaluation throughout the SATE process is also important. The planning process should be evaluated at every stage to ensure that the training plan will meet the training objectives as it is being developed. The desired end state of the training plan is to safely achieve a desired state of unit readiness as measured against the unit's METL and associated T&R standards. The outputs of each phase of the SATE process are evaluated to ensure they align with this end state. By identifying problems early in planning, the unit ensures resources are efficiently applied to events and exercises as the training plan is executed.

CHAPTER 3.

TRAINING SCHEDULE DEVELOPMENT

The training schedule is the vehicle that transitions training objectives in the training plan into executable ITEs and CTEs. Training schedules are constructed at echelons directed by the battalion or squadron CTG. Training schedules provide the requisite detail for executing the training plan (see Table 3-1).

Table 3-1. Training Schedule Development Factors.

Training Schedules			
Type	Conceptual	Functional	Detailed
Who	Battalion/squadron or higher	Company/battery/detachment (as directed by HHQ)	Platoon or lower (as directed by HHQ)
Purpose	Sequence commander's training objectives Planning guidance for event/exercise designers and unit leaders	Sequence priorities Associate specific T&R events to objectives. Provide preparation guidance to unit leaders for unit preparation.	Establish detailed timelines
Focus	Commander's training objectives	CTEs	ITEs and CTEs
Governing Documents	HHQ training plan Core & assigned METs	Conceptual training plan T&R manuals	Functional training schedule T&R manuals
Duration	18-24 months	1-6 months, per commander's direction	1-60 days, per commander's direction

The HHQ commander's training guidance will direct the duration and frequency of submission for unit training schedules. An example battle rhythm of training schedule submission is quarterly submission of conceptual training schedules, with weekly detailed training schedule submission at the company/battery level.

ANALYZE

The inputs for the *analyze* phase of training schedule creation are the mission statement and METL, CTG, and the HHQ training plan. Analysis of these inputs will identify and sequence training objectives and requirements.

The *analyze* phase ends with a prioritized list of known requirements and training objectives. Units should pay special attention to resource availability and resource request timelines during the *analyze* phase. Funding and processing for some training resources require significant lead times.

DESIGN

During the *design* phase of training schedule creation, training objectives are added to the conceptual training schedule. Training objectives are clustered and sequenced into events and exercises and placed along the timeline where openings occur. These events are conceptualized and associated with ITEs and CTEs. Community T&R manuals, the T&R and task master modules in MCTIMS, and the experience of the individual creating the schedule are reference points for ITE and CTE association. Each ITE and CTE contain internally and externally supported and supporting events. Associated events and events with like or similar conditions are combined, or “stacked,” creating the opportunity for training at multiple unit echelons. Planned training that incorporates multiple echelons affords units the opportunity to sustain proficiency in lower-level ITEs and CTEs as higher-level training is conducted, such as platoon-level support by fire during a company deliberate attack.

Each ITE and CTE lists the resources required for execution. In the case of simulation and simulators, the T&R community-approved suitability and sequence codes for simulation and simulators will also be listed. Resources listed in each inclusive ITE and CTE are aggregated into a list encompassing the entire training event. Once identified, units coordinate for the required resources, determine the availability and quantity, and submit support requests. Typical resource requirements for training events include—

- Ranges and training areas/facilities.
- Ammunition forecast/requirement/request.
- Life support (food, head facilities, etc.).
- Transportation.
- Command and control or networks.
- Simulators/simulations.
- Home station training enablers.
- Exercise control and support.
- Funding and fiscal considerations.
- Safety requirements.
- Administrative requirements.

The output of the *design* phase is a completed, functional training schedule. Functional training schedules are built and aggregated at echelons designated by the commander. Functional training schedules transition objectives from the conceptual TEEP into executable events along a timeline. Functional training schedules lay out weekly and/or daily operations, and assign specific T&R events to TEEP-identified objectives. Functional training schedules should cover one to six months, as directed by the commander. They serve to—

- Ensure objectives are being met.
- Sequence priorities.
- Associate specific T&R events to objectives.
- Provide planning guidance to event/exercise designers for event/exercise development.
- Provide guidance to leaders for unit preparation.

The completed functional training schedule serves as an input for developing detailed training schedules and helps shape the specific elements contained within.

DEVELOP

Detailed training schedules are developed by breaking down each event into subordinate parts to identify and sequence each step that must be planned for and accomplished.

Training schedules are developed by adding the pertinent details to each event that will enable execution. Detailed training schedules may include—

- Start and end date/time.
- Uniform and equipment required.
- Location of event.
- Individual(s) responsible.
- Weapons draw time.
- Vehicle staging instructions.

Detailed training schedules are built and aggregated at echelons designated by the commander. They not only inform subordinate small unit leaders, but also are a method to ensure all circumstances have been planned and accounted for. They provide the specifics and details of events laid out in the HHQ functional training schedule. Detailed training schedules lay out day-to-day and hour-to-hour operations, and account for the use of time and resources to support training and will include all details necessary for the execution of events.

Every small unit develops detailed training schedules continually and executes training based on this sound planning. The commander determines the battle rhythm of producing and submitting detailed training schedules. Benefits to building and following deliberately planned detailed training schedules include the following:

- Training accounts for all possible outcomes.
- Training is thoroughly planned and sequenced to achieve the desired outcomes.
- Subordinates are aware of expectations.

Detailed training schedules should be published and posted for maximum visibility. They inform subordinates of expectations and allow them the time to prepare appropriately for events. The unit calendar in MCTIMS facilitates efficient training schedule management, event documentation, and completion tracking in a single location accessible by the unit's Marines. Training schedules published in MCTIMS may be efficiently managed, made available to the unit's Marines and HHQ. This method allows for simple HHQ aggregation of subordinate schedules.

IMPLEMENT

The training schedule is implemented through the execution of events. Training schedules, as with operational missions, may be time- or conditions-based. Flexibility should be built into timelines to account for both remediation and unforeseen events such as logistical shortfalls or issues with training areas and facilities.

EVALUATE

As a component of the training plan, the training schedule is evaluated throughout the SATE process. It is checked for alignment with the unit's and HHQ training plans to ensure the training event schedule leads the unit to achieve its readiness objectives. Training schedule evaluation continues as each training event and exercise is conducted. Training schedules should allow for adjustments. Poor unit or individual performance indicates a need for remediation, while easily meeting and exceeding standards would indicate a need for more challenging conditions or advanced events. Leaders must communicate the hazards and risks as a part of their evaluations. This includes modifications to the unit's risk assessment as changes occur.

CONCLUSION

Properly constructed training schedules make efficient use of time and resources by reducing redundancies through properly aligning subordinate plans with those of HHQ. Units will build one training plan at a level dependent on their respective echelon of command. These plans are informed, reviewed, and approved by their respective HHQ to enable unity of effort and unity of command as it relates to the unit's training goals and objectives. The desired end state is that Marines and units are ready to train to their assigned tasks. This end state requires a thorough and deliberate training process, based on the SATE process and accounting for all requirements.

APPENDIX A.

COMMANDER'S TRAINING GUIDANCE EXAMPLE

From: Commanding Officer

To: All Hands

Subj: COMMANDER'S TRAINING GUIDANCE

Ref:

Encl:

1. Training Philosophy.

(The commander's vision for how the unit will conduct training.)

Questions for consideration:

- *How will the command implement the fundamentals (see MCTP 7-20A) to guide training?*
- *How will the command develop leaders?*
- *How will the command implement evaluations (standards-based)?*

All leaders are responsible for the unit's training. I expect every member of this command to be masters of the tasks associated with their billets and ensure that the Marines under their charge are prepared to assume the duties of their leaders. We will train with the personnel we have—the absence of a commander, leader, or primary staff member is never a valid reason to delay or cancel training. No single person in this command is more important than the command as a whole. We will be judged on our ability to accomplish our mission at any given time regardless of the personnel we have on hand.

We will achieve mission success through the conduct of standards-based, mission-oriented training that simulates the operational environment we are expected to operate in to the greatest extent possible. Every training evolution will be evaluated according to established training and readiness (T&R) standards; when we believe we are proficient, we will invite evaluation from outside the unit being evaluated to validate our progress. I will base my assessments of our progress on training completion and evaluation records; thus, it is imperative that we maintain accurate records in MCTIMS that provide an accurate picture of our readiness.

Training will be progressive, building in complexity as our proficiency increases. Leaders must develop training to build Marines from their current proficiency. Training will be continuous, woven into everything we do. Opportunities to turn every-day, routine duties and tasks into training must be leveraged. Everything we do is a training opportunity, from basic morning accountability to non-illuminated, combined-arms live fire.

2. Training Priorities.

METs are the prescribed readiness objectives the unit must achieve. The commander prioritizes training that supports the METL.

Questions for consideration:

- *What is the commander's bid for success in training?*
- *How will the unit allocate constrained resources?*
- *How will the unit leverage alternate training capabilities (e.g., simulations)?*
- *Is the focus in planning for training on resource constraints, warfighting functions, specific environments or conditions, or training resources?*

My priorities are that we will be able to support major operations through the conduct of offensive and defensive operations. We will be masters of offensive and defensive operations beyond basic proficiency, both day and night, across each of the warfighting functions. To accomplish this, I have prioritized the following focus areas:

- Small unit tactics.
- Command and control.
- Fires integration.

We will be prepared to conduct such operations from amphibious shipping and ashore. Due to the limited nature of amphibious resources, we will leverage the available simulators and simulations to maximize training opportunities and build proficiency where live capabilities are not available and resources are limited.

3. Commander's Guidance.

Questions for consideration:

- *How does the unit reinforce its strengths? How does the unit improve weaknesses?*
- *Where does the commander see the greatest risk in training? What is the commander's guidance for managing risk and ensuring safety in training?*
- *What is the unit "prepare for, conduct, and implement" feedback from evaluations (standards-based, timing in the training plan, preparation of evaluators)?*
- *What is the commander's intent for training (purpose, method, end state) that subordinate leaders can use to plan and execute training?*

Our strengths are a clear mission and the individual Marines that comprise our ranks—their spirit, work ethic, and aggressiveness. Our greatest weakness is the loss of trained billet-holders due to personnel turnover. We will address our weaknesses through the development and execution of a clear and focused training plan to ensure our Marines and units are thoroughly trained in their individual and collective tasks. We will achieve this by working to maximize every potential for training and conducting a progressively more complex training plan. Each event should build on the last. As training complexity increases, we must be aware of the inherent increases in risk. It is imperative that we train our leaders and Marines to identify risks and make smart decisions to mitigate these risks. My desired end state is that our unit is capable of successfully accomplishing any mission assigned in support of major operations

<Signature>

GLOSSARY

Abbreviations and Acronyms

CTE	collective training event
CTG	commander’s training guidance
HHQ	higher headquarters
ITE	individual training event
MCCRE	Marine Corps Combat Readiness Evaluation
MCTIMS	Marine Corps Training Information Management System
MCO	Marine Corps order
MCRP	Marine Corps reference publication
MCTP	Marine Corps tactical publication
MET	mission-essential task
METL	mission-essential task list
T&R	training and readiness
TEEP	training, exercise, and employment plan

The following acronyms pertain to processes and entities specific to this publication series.

SATE	Systems Approach to Training and Education
UTM	unit training management

REFERENCES AND RELATED PUBLICATIONS

Joint Issuances

DOD Dictionary of Military and Associated Terms

Other Instructions

Navy/Marine Corps Departmental Publication (NAVMC)

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

Marine Corps Publications

Marine Corps Supplement to the DOD Dictionary of Military and Associated Terms

Marine Corps Doctrinal Publications (MCDPs)

1 Warfighting
5 Planning
7 Learning

Marine Corps Tactical Publication (MCTP)

7-20A Unit Training Guide

Marine Corps Reference Publications (MCRPs)

7-20A.2 Event and Exercise Design
7-20A.3 Marine Corps Simulations Training Guide
7-20A.4 Evaluations and Assessments
7-20A.5 Training Data Management

Marine Corps Orders (MCOs)

1553.10 MCTIMS SOP
1553.3_ Unit Training Management Program
3500.11G Service-Level Training Exercise Program (SLTE-P)
3501.1_ Marine Corps Combat Readiness Evaluation (MCCRE)
5100.29_ Marine Corps Safety Management System

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