

UNITED STATES MARINE CORPS
Logistics Operations School
Marine Corps Combat Service Support Schools
Training Command
PSC Box 20041
Camp Lejeune, North Carolina 28542-0041

MIMOC 2310

STUDENT OUTLINE

TRAINING PLAN DEVELOPMENT

LEARNING OBJECTIVES

1. Terminal Learning Objectives: Given the reference material and a list of training topics to be taught to motor transport personnel, plan training for the personnel, per MCO P1200.7, MCO 1510.68, MCO P4790.2, and NAVMC 2692. (3510.2.27)

2. Enabling Learning Objectives: Given the reference material and a list of training topics to be taught to motor transport personnel, per MCO P1200.7, MCO 1510.68, MCO P4790.2, and NAVMC 2692.

a. Select training topics to be taught to supervisory personnel. (3510.2.27a)

b. Select training topics to be taught to maintenance management personnel. (3510.2.27b)

c. Select training topics to be taught to maintenance personnel. (3510.2.27c)

d. Select training topics to be taught to operations personnel. (3510.2.27d)

e. Prioritize training requirements. (3510.2.27e)

OUTLINE:

1. MARINE CORPS POLICY FOR TRAINING

a. Training is essential to mission accomplishment in both war and peace. Marines prepare to accomplish their assigned missions primarily through training. Comprehensive, well-executed training in peacetime is the key to successful mission accomplishment during war.

b. The Marine Corps training program includes both entry-level and post entry-level training.

(1) Entry-level training is defined as training required of each individual upon initial entry into the Marine Corps. Entry level training consists of:

(a) Recruit training in basic physical conditioning, military skills, and indoctrination given to all enlisted Marines.

(b) Officer acquisition training is that training leading to a commission as a Marine Corps officer.

(c) Initial skill training provides officers and enlisted personnel with the skills and knowledge necessary to initially qualify for a basic military occupational specialty (MOS).

(d) Entry-level training is usually completed prior to a Marine joining his first permanent duty station but may include training received by individuals making a lateral move from one occupational field to another.

(2) Post entry-level training refers to that training a Marine receives after assignment to a unit to maintain and develop proficiency acquired during entry-level training.

c. The Marine Corps training program is divided into two types, individual and collective training.

(1) Individual training concentrates on teaching the Marine to perform specific duties and tasks in his MOS and duty position. The training can be given in an institution/formal school or in the unit/organization.

(2) Collective training is the training designed to teach two or more Marines (crew, squad, platoon, et cetera) in a unit to perform a job as a team.

d. Training priority for post entry-level training is given to the training most critical to the accomplishment of the unit's mission and the welfare of individual Marines. The following priorities, in descending order, have been set by the Commandant of the Marine Corps.

(1) Mission-oriented training. Individual and collective training which provides a Marine with the skills, knowledge, and attitudes necessary to discharge the required duties in support of a unit's mission.

(2) Skill progression training. Training received after initial skill training which provides a Marine with additional skills and knowledge in an MOS to perform at a more skilled level or in a supervisory position.

(3) Functional training. Training which requires additional skills without changing a Marine's primary specialty or skill level. Examples of functional skill training are drug and alcohol instructor training, drill instructor training, and recruiter training. Functional training may or may not result in the assignment of an additional MOS.

(4) Professional development education. Training and education which provides a Marine with the knowledge and attitudes necessary for increased grade and responsibility. Professional development education increases overall professional competence in general military education and is presented at Noncommissioned Officer Schools, Staff Noncommissioned Officer Academies, Amphibious Warfare School, and Command and Staff College.

(5) Basic Battle Skills Training. Training required of all Marines that ensures a high proficiency in certain subjects prescribed by the Commandant of the Marine Corps. This proficiency is initially required in officer acquisition and recruit training and is the hallmark of a Marine. It enables Marines to sustain themselves on the battlefield, to function effectively in garrison and to practice those personal and professional traits that distinguish them as Marines. After officer acquisition training and recruit training, Marines are evaluated by their commanders to determine if proficiency is being maintained.

(6) Related training. Training which augments, supports, or adds to other individual training conducted at the unit level. Related training includes, but is not limited to: troop information, drug and alcohol abuse control, and traffic safety training.

e. Manager's Responsibilities for the Training of Their Personnel

(1) Maintenance training is a command responsibility at all levels. The responsibility for training personnel rests with every leader. Training can take many forms, ranging from the highly formal classroom type instruction to shop floor demonstrations.

(2) The commodity manager conducts the training. He is responsible for day-to-day contact with the Marines to be trained and ensures that the training goals established by the commander are met. The commodity manager is in the position of implementing and evaluating the training first-hand, and is able to identify and recommend solutions for any problems that occur with the training or the Marines being trained. The specific responsibilities of the commodity manager for training are:

(a) Execute the training schedule.

1 Make sure that the training is conducted per the training schedule.

2 Keep the training officer informed of the Marines' progress and the effectiveness of all events/activities.

3 Evaluate the training.

(b) Gather the training resources required for training. The manager must accomplish the leg work involved for preparing to train. This includes, for example, obtaining the necessary equipment and making sure sufficient spare parts are available. To gather resources he must:

1 Start planning well ahead of the scheduled event or activity.

2 Complete the required paperwork for authorization of resource expenditures.

3 Coordinate with administrative personnel to make sure sufficient copies of printed materials are available.

4 Make sure that backup materials/supplies are available in case of unexpected shortages.

(c) Prepare the training. It may be necessary for the manager to prepare his own materials in order to conduct the training. With the assistance of the training officer and the information found in the individual training standards, he will be able to develop the material needed to conduct a lesson. In order to prepare training, the manager should:

1 Closely examine the individual training standards (ITS) involved.

2 Request applicable objectives from the training officer.

3 Research the information required to teach the objective.

4 Request the training setting, methods, and media from the training officer.

5 Write the training outline/lesson plan.

6 Organize and plan for alternate training.

(d) Present the training. Presenting training sessions is the primary duty of the trainer. He holds a vital key to successful accomplishment of the performance standards. Regardless of the training setting, method, or media the following components of training should be included during the presentation:

1 Introduce the subject and give a brief overview of the event.

2 Tell the Marines what they are supposed to do, how well they must do it, and how they will be tested.

3 Pretest the Marines.

4 Give the Marine the specific information required in the objective.

5 Demonstrate and show examples of the subject.

6 Require the Marines to practice the behavior cited in the objective.

7 Provide feedback on the success or failure of the Marines' practice performance.

8 Post test the Marines.

9 Provide feedback on the success or failure of the Marines' performance test.

10 Allow the Marines to critique the training.

(e) Evaluate the training and recommend revisions as necessary. In order to perform this responsibility the manager should:

1 Make sure that test administration is objective, fair, and standardized.

2 Keep careful records of the Marines' successes and failures.

3 Compare pretest and post test results to identify problem areas.

4 Make sure that Marines are given the opportunity to critique all sessions.

5 Be alert to problem areas.

(f) Supervise training to ensure that the Marines achieve the training goals and that training is effective and challenging.

(3) Documentation of training is an essential part of the unit training section's duties. The commodity manager should make sure that the training received by his Marines is documented on the individual's training record (ITR) and entered into the Joint Uniform Military Pay System/Manpower Management System (JUMPS/MMS).

f. Identifying the Duties of Personnel to be Trained

(1) Motor transport supervisors should know what duties and tasks the personnel they are responsible for should be able to perform and their level of performance.

(2) Supervisors should refer to MCO 1510.68, Individual Training Standards (ITS) to identify the duties and tasks of their Marines and select topics for training. ITS's are to be used by unit commanders to design, develop, conduct, and evaluate their individual training of Marines.

(3) MCO P1200.7, Military Occupational Specialties Manual (MOS Manual) identifies each MOS by job description and rank for each occupational field, and gives the prerequisites/requirements for each MOS.

(4) The index of tasks are broken down in the following manner as to how and where (ITS) proficiency are taught.

(a) (P) - Preliminary, not to standard

(b) (S) - Trained to standard

(c) (FS or MOJT) - Formal School or on the job experience.

(5) The number in the MOJT column represents the number of months between evaluation or retraining to maintain the standard requirement.

(6) Substainment training is always the responsibility of the unit commander.

g. Identifying Training Personnel Have Received

(1) Documentation of training is an essential part of the unit training section's job. The training section (S-3) should be able to show

how, when, and where any training is given and tested, including the results of any tests.

(2) MOS training along with all other training requirements that an individual completes will be entered into the Joint Uniform Military Pay System/Manpower Management System (JUMPS/MMS) automated system.

2. ASSIGNMENT OF TRAINING TOPICS TO BE

a. The MMO of the command will include equipment operation, equipment maintenance and maintenance management training requirements in the annual training plan of the command. Some of the topics to be taught and the individuals to receive the training are as follows:

(1) Maintenance management personnel should receive training on the following subjects:

(a) Technical publications system and publication control.

1 Technical publication usage and maintenance.

2 Establishment and control of a publications library.

(b) Modification program and control.

1 Establishing a modification control program.

2 Preparation of modification control records.

(c) Calibration program and control.

1 Responsibilities of organizations who hold TMDE.

2 Preparation instructions for the calibration control cards and chart.

3 Filing and disposition of the calibration control cards and chart.

(d) Maintenance related programs.

1 Replacement and Evacuation (R&E) Program.

2 Recoverable Items Program (RIP).

3 Joint Oil Analysis Program.

4 Secondary Depot Repairables Program.

5 Inspect Repair Only as Necessary (IROAN).

(e) Preventive maintenance indicators.

1 Proper preventive maintenance scheduling.

2 Results of preventive maintenance checks and services.

(f) Use of the NAVMC 10772.

(g) Equipment record procedures.

1 NAVMC 696D.

2 NAVMC 10284.

(h) Validation procedures.

1 Audit Daily Process Report (DPR).

2 Audit Daily Transaction List (DTL).

(2) Maintenance personnel should receive training on the following subjects:

(a) Use of technical manuals (TM's) and other technical publications.

1 Lubrication Orders/Instruction (LO's/ LI's).

2 Modification Instructions (MI's).

3 Technical Instructions (TI's).

(b) Tool care and control.

1 Proper use of hand tools.

2 Proper use of power tools.

3 Inventory of tools.

(c) Product Quantity Deficiency Report (PQDR).

1 Purpose of PQDR.

2 Who is responsible for submission of PQDR's.

3 How to complete a PQDR.

(d) Conducting a limited technical inspection (LTI).

1 Purpose of an LTI.

2 Who is responsible for conducting an LTI.

3 How to complete the LTI.

(e) Test equipment.

1 The various types of test equipment available at your respective echelon of maintenance.

2 The proper use of test equipment.

3 The proper care of test equipment.

(f) Equipment Repair Order (ERO) and Equipment Repair Order Shopping/Transaction List (EROSL).

1 Responsibilities in completing the ERO.

2 Responsibilities in completing the EROSL.

3 Filing and disposition of the ERO and EROSL.

(g) Shop safety.

1 Safety in the battery shop.

2 Fire prevention.

3 Hazardous material.

(h) Shop procedures.

1 Equipment acceptance phase.

2 Equipment induction phase.

3 Active maintenance phase.

4 Maintenance closeout phase.

(i) Use of pre-expended bins (PEB).

1 Purpose of the PEB.

2 Criteria for PEB items.

3 Tracking of PEB usage.

(j) Equipment Repair Order parts bin (layettes) procedures.

1 Purpose of the ERO parts bin.

2 How the ERO parts bins are identified.

3 How the parts are tracked in the ERO parts bin.

(k) Equipment records procedures.

1 Preparation and use of NAVMC 696D, Motor Transport and Engineer Equipment Record folder.

2 Preparation of the Preventive Maintenance Roster, NAVMC 10561.

(3) The equipment operator, the key element in equipment readiness, in that he performs first echelon preventive maintenance and identifies equipment defects, should receive training on the following subjects:

(a) Equipment records procedures.

1 Preparation, use and disposition of the NAVMC 10031, Daily Dispatching Record of Vehicles.

2 Preparation and disposition of the NAVMC 10627, Vehicle and Equipment Operational Record.

3 Preparation and disposition of the SF 91, Operator's Report of Motor Vehicle Accident.

(b) Preventive maintenance services.

1 Daily

2 Weekly

3 Monthly

(c) Safety - defensive driving.

(4) The motor transport supervisor should receive the same training as required by maintenance management personnel, maintenance personnel, and equipment operators, but emphasis should be on the implementation, direction, control, and review of the training program.

(5) It is highly encouraged that maintenance personnel, maintenance management personnel, and their supervisors complete the MIMMS Marine Corps Institute (MCI) course in a group training method, using the MCI course as a base.

(6) It is also recommended that newly joined and inexperienced personnel be teamed with skilled and experienced maintenance personnel in technical duty assignments.

b. The command's Maintenance Management SOP will include the commander's policy on maintenance and maintenance management training, and will include the minimum training requirements for maintenance and maintenance management.

c. The MMO will coordinate with the S-3 and the commodity supervisors in the development of unit training schedules, preparation of lesson plans, documentation of training, and identification of qualified instructors to effect the most efficient use of the available training hours.

d. Formal schools should be used to augment unit training and improve the skills of personnel in the unit maintenance program. The commander's policy will direct the MMO to coordinate with the S-3 in requesting and assigning school quotas.