U.S. Department of Transportation
United States Coast Guard

Commandant (G-PRF-2)
United States Coast Guard

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COMDTINST 1550.9
12 AUG 1991

COMMANDANT INSTRUCTION 1550.9

Subj: Management of the Coast Guard's Training System

Ref: (a) Enlisted Qualifications Manual, COMDTINST M1414.8B
(b) Curriculum Outline Job Aid (NOTAL)

1. PURPOSE. This Instruction describes the Coast Guard's formal training system and establishes policy, responsibilities, and procedures for effective communication and interrelationships among Training Managers (TM), Program Managers (PM), Force Managers (FM), Acquisition Project Managers (AM), training sources, Workforce Planning Division personnel, and others who become involved in the design and improvement of Coast Guard training.

2. DISCUSSION.

a. The training system is the organization that provides the skills and knowledge necessary for personnel to perform effectively in the Coast Guard workforce. The Performance Systems Division (G-PRF) and Reserve Training Division (G-RST) are the Training Managers with responsibility for building and maintaining the training system, defining the workforce training needs, and ensuring that any requirements for people, dollars, buildings, training aids, quotas, operating procedures and policy are met. There are other elements within and outside of the training system which contribute to the establishment and maintenance of an effective and efficient Coast Guard workforce. The Workforce Planning Division (G-PWP) takes a snapshot of the world of work of individual ratings. Program/Force and Acquisition Project Managers, in consultation with the Training Manager, use information resulting from the Workforce Planning Division's occupational analyses to determine

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2. a. (cont'd) the Job Performance Requirements (JPR's) for each job. Training Managers consult with program and force managers to decide how to best identify the source of the problem, i.e., policy, feedback, environment, motivation, or the lack of skills or knowledge. The training sources (training centers, contractors, etc.) analyze those performance problems attributed to a lack of skills or knowledge to determine the appropriate instructional strategies needed to correct them. Then the training sources design, develop, implement, and evaluate the instructional materials and training.

b. The enclosures to this Instruction outline the procedures to be followed by all parties concerned with preventing and resolving performance problems in the Coast Guard. Tables and flow diagrams are included to ease communication and promote cooperation among participants. This Instruction provides a broad overview of training policies and procedures. A more comprehensive training system policy and procedures manual is under development. The latter will provide the "how to do it" portion of the training system.

c. Refer to the chart below to locate relevant information.

CONTENT	SECTION	USER
Who is responsible for what – from recognizing that there is a problem on the job to evaluating the training designed to fix it.	Paragraph 3 of instruction pp 4–8	All elements involved in the improvement or design of trng.
An alphabetical list of terms that relate to the training system and this instruction.	Enclosure 1 pp 1–9	same as above
Charts that outline the performance problem–solving approach used in the training system.	Enclosure 2 pp 1–3	Same as above particularly persons new to the system.
The Instructional Systems Development model used to analyze and resolve problems caused by a lack of skills or knowledge.	Encl.3, pp1–4	TM/FM/ACQ. MGR
	ENCL. 3	TRACENS
EXTERNAL EVAL. POLICY	ENCL. 4	ALL
A COURSE REVIEW LIST TIED TO PROGRAM MGRS.	ENCL. 5	ALL
A LIST OF FORCE MANAGERS	ENCL. 6	ALL
A LIST OF PUBS RELATED TO THIS INSTRUCTION	ENCL. 7	ALL

2. d. Our goal is to improve how people perform on the job by the most efficient and effective means. Training is an approach, but not the only approach, to improving on-the-job performance. Unsatisfactory performance may be due to a lack of policy/feedback ("there are no guidelines and no feedback is given,") problems with the environment ("something is preventing them,") motivational problems ("they don't want to,") a lack of skill or knowledge ("they don't know how,") or a combination of these factors. It is extremely important to determine the root cause of the performance problem before a solution is proposed. An effective solution must match the nature of the problem. This Instruction outlines how we arrive at the appropriate solution(s) or performance intervention(s) when the cause of the problem is a lack of skills or knowledge.

e. It is Coast Guard policy to use the Instructional Systems Development (ISD) model to resolve performance problems stemming from a lack of skill or knowledge. Analysis, which is Phase I of the five-phase model, cannot be overemphasized. It is in this phase that we specify whether or not training is required. The output of the analysis stage has a crucial impact on the accomplishment of our missions and the management of our valuable resources. It can be the most time-consuming portion of the model, yet it yields the biggest benefits.

f. The performance based qualifications contained in reference (a) form the base line for satisfactory on-the-job performance in the Coast Guard. They are descriptions of the tasks in each rating that an individual must be able to perform in order to qualify for advancement and include the criteria for performing each task. They are the job performance requirements (JPR's) that enlisted personnel must acquire before advancing to E-2 through E-9 paygrades. The enlisted advancement system, which includes correspondence courses, end-of-course tests, on-the-job performance requirements, and Servicewide Examinations (SWE's) is based on these performance qualifications.

2. g. The analysis of on-the-job performance in the Coast Guard's world of work and the effective and efficient management of training and training resources require the establishment and maintenance of clearly defined roles and relationships among Training Managers, Program/Force Managers, Acquisition Project Managers, the Workforce Planning Division, and the training sources. This Instruction provides such a framework.

3. RESPONSIBILITIES.

a. Program Managers, Force Managers, and Acquisition Project Managers have the following responsibilities regarding **new** job performance interventions, i.e., ways to improve on-the-job performance (1-5), and **ongoing** training (6-9):

(1) **RECOGNIZE** performance problems that may arise from new equipment; changes in missions, rules or regulations; skill/knowledge deficiencies; training mandates; or from policy, feedback, environmental or motivational problems. **PROVIDE** the training manager with adequate documentation of the problem. **CONSULT** with the training manager as soon as possible regarding analysis of the problem for potential solutions (see enclosure (2), Figure 2-B). (PM/FM/AM)

(2) **EXPLORE** appropriate policy/feedback, environmental and motivational solutions to performance problems (see enclosure (2), Figure 2-C). These will be implemented by PM/FM. **CONSULT** with TM to determine if a training solution is appropriate, and if so, discuss funding and other resources. Note: New training requirements will need to be prioritized with the existing training. The implementation of new training requirements may need to be offset by dropping a lower priority requirement (PM/FM/AM).

(3) **DETERMINE** relevant Job Performance Requirements (JPR's) in consultation with Commandant (G-PWP) and (G-PRF) or (G-RST), and select those appropriate for training. The appropriate managers will evaluate JPR's using job analysis information provided by Commandant (G-PWP). **PROPOSE** course mission and scope statements. (PM/FM/AM)

3. a (4) **CONSULT** with the Safety and Environmental Health Division (G-KSE) when considering new training or revising existing training to ensure that safety and occupational health procedures, policies, and concerns are adequately addressed. (PM/FM/AM)

(5) **ENSURE** that all Terminal Performance Objectives (TPO's) and Enabling Objectives (EO's) developed by Coast Guard training centers (TRACEN's) are based on relevant Job Performance Requirements. (PM/FM/AM)

(6) **DEVELOP** annual active duty training requirements in consultation with Commandant (G-PRF), the Enlisted Personnel Division (G-PE) and the Officer Personnel Division (G-PO). **SUBMIT** requirements to (G-PRF) for inclusion in a master training plan. (PM/FM)

(7) **IDENTIFY** annual shipboard training requirements by submitting Master Training Lists to the Cutter Division (G-OCU). (PM/FM/AM)

(8) **REVIEW/APPROVE** course content ensuring that the curriculum outline matches reference (a) and other appropriate directives. A review of internal and external evaluations is a part of the process. **MAKE RECOMMENDATIONS** and **PROVIDE** subject matter input to the appropriate Training Manager. (PM/FM)

(9) **FORWARD** recommended changes to reference (a) to Commandant (G-PRF). Include feedback submitted by personnel reviewing the Enlisted Qualifications or other justification for the change. (PM/FM/AM)

b. The Training Managers (TM), Commandant (G-PRF) and Commandant (G-RST), have the following responsibilities for establishing **new** job performance interventions **(1-8)** and for **ongoing** training **(9-19)**:

(1) **ASSIST** PM/FM/AM to satisfactorily describe present or anticipated performance problems and determine potential solutions. (see enclosure (2), Figure 2-B). **CALCULATE** the cost/benefit of solving the problem.

3. b. (2) **ENSURE** that job analyses and task analyses are conducted.

(3) **PROVIDE** technical assistance to Program Managers in developing/reviewing, and analyzing Job Performance Requirements. **IDENTIFY** Job Performance Requirements targeted for environmental, motivational, and/or training intervention.

(4) **RECOMMEND** non-training solutions to performance problems to the appropriate PM/FM.

(5) **DISCUSS** PM/FM stated needs and **ANALYZE** resource requirements associated with resident and exportable training. **DETERMINE** the best means for obtaining resources.

(6) **MONITOR** instructional analysis and development conducted by TRACEN's.

(7) **APPROVE** the appropriate delivery system for approved training.

(8) **PROVIDE** technical assistance and guidance to PM/AM when contractor training is being considered.

(9) **PROVIDE** guidance and assistance to PM/FM/AM in utilizing the training system.

(10) **PROMULGATE** detailed procedural guidelines for the development and review of courses.

(11) **REQUIRE**, **REVIEW**, and **APPROVE** validation of training requirements from PM/FM/AM. **ENTER** approved training requirements into a master training plan. **PROVIDE** copy of master training plan to G-Pdt-1 for funding forecasts. **Provide** copy of master training plan to Training Quota Management Center (TQC) for quota management.

(12) **COORDINATE** the development and review of courses using procedures prescribed in reference (b), enclosures (2) and (3), and the schedule in enclosure (5) of this Instruction.

3. b. (13) **COORDINATE** PM and FM review of relevant curriculum outlines. **REVIEW** and **APPROVE** curriculum outlines for all Coast Guard conducted resident and nonresident courses. **EVALUATE** and determine equivalency of DoD courses and liaison with DoD to factor in Coast Guard needs. **REVIEW** and **APPROVE** curricula/curriculum outlines for all contractor courses paid for by Commandant (G-Pdt).

(14) **ENSURE** external evaluation of all formal training is conducted and the results submitted in accordance with the policy contained in enclosure (4).

(15) **SCHEDULE, FUND,** and **FACILITATE** panel for the review of performance qualifications upon recommendation of force managers.

(16) **APPROVE** and **PUBLISH** Coast Guard class convening schedules.

(17) **ESTABLISH** policy and procedure for all phases of the training process.

(18) **COORDINATE** any changes to reference (a) with Force Managers and the training centers. Commandant (G-PRF) will coordinate publication of the changes.

(19) **PROVIDE** timely feedback to PM/FM/AM regarding quota utilization and cost.

c. Training Sources (training centers and other government or commercial training sources) shall:

(1) **CONDUCT** analyses of tasks selected for training (see enclosure 3).

(2) **DEVELOP** Terminal Performance Objectives (TPO's) and test items that measure each TPO. **ENSURE** TPO's are consistent with performance qualifications.

(3) **DEVELOP** curriculum outlines and **DETERMINE** the necessary resources such as training aids, equipment, supervisors, instructors, support staff, and other requirements (except student travel and per diem) to implement training in accordance with reference (b).

3. c. (4) **SUBMIT** curriculum outline for PM/FM and TM approval.

(5) **DEVELOP** course materials and criterion referenced tests from approved curriculum outlines.

(6) **DEVELOP** lesson plans from approved curriculum outline.

(7) **ENSURE** consistency between curriculum outlines, lesson plans, and tests.

(8) **CONDUCT** internal and external evaluation of courses. The procedure for internal evaluation shall be developed by the individual training source and approved by the training manager. The Coast Guard policy for conducting external evaluation is located in enclosure (4) of this Instruction.

(9) **RECOMMEND** major changes to courses, with documentation supporting the change and the results of internal and external evaluation, in accordance with reference (b) and enclosure (4).

(10) **FOLLOW** the course review schedule in enclosure (5). The results of internal and external evaluation will be used during the process. **MODIFY** the curriculum outline in accordance with reference (b).

d. Commandant (G-PWP) has the following responsibilities:

(1) **CONDUCT** occupational analyses.

(2) **PROVIDE** reports of job analyses to cognizant training system managers. **PROVIDE** amplifying information and analysis as required to support training system decision-making process.

(3) **PROVIDE** input to and **SERVE** on performance qualification and rating review panels.

4. ACTION. Area and district commanders, commanders, maintenance and logistics commands, commanding officer of Headquarters units, chiefs of offices and special staff divisions in Headquarters shall ensure compliances with this instruction.

G. D. PASSMORE
Chief, Office of Personnel
and Training

Encl: (1) Performance Definitions
(2) Performance Problem Solving Charts
(3) Instructional Systems Development (ISD) Model
(4) External Evaluation Policy
(5) Course Review Schedule Linked to Responsible Program Managers
(6) Force Manager List
(7) Related Publications

DEFINITIONS OF PERFORMANCE TERMS

1. ACQUISITION PROJECT MANAGER — The Office of Acquisition (G-A) is responsible for the oversight of major acquisitions including the improvement of vessels, aircraft, and other major systems. Within the Office of Acquisition, project managers are responsible for developing the project acquisition strategy, defining project resource requirements, managing the project management matrix, developing the Integrated Logistics Support Plan (ILSP), and executing the project. Manpower, personnel, and training impacts are identified through the ILSP.

2. COURSE/ CURRICULUM — A systematized or prescribed series of lessons designed to fulfill a specified purpose.

3. COURSE MATERIALS — Any material which is used to facilitate instruction or learning. These include: (a)lesson plans, (b) text books, (c) manuals, (d) tables, (e) outlines, (f) exercises, (g) audio visuals, and (h) programmed instruction.

4. COURSE REVIEW — A formal or informal content and/or process review of a course which includes mission and scope, Terminal Performance Objectives (TPO's), lesson plans, training aids, student and instructor critiques, and results of external evaluations. A course review may occur prior to submitting a curriculum outline or during evaluations of the course. A course review can occur whenever deemed necessary by the Training Manager Commandant (G-PRF), (G-RST) or Program Manager to review the consistency between the curriculum outline, lesson plans, tests and job analysis data.

5. CRITERION REFERENCED TEST (CRT) — A test constructed solely from terminal performance objectives and enabling objectives. Its object is to determine how well the student's performance at the end of

DEFINITIONS OF PERFORMANCE TERMS

5	CRITERION REFERENCED TEST (CRT)	cont'd) instruction coincides with the performance called for in the objectives. CRT results tell the instructor exactly what each student can and cannot do under explicitly controlled conditions, within clearly defined standards.
6.	CURRICULUM OUTLINE	A document containing the scope, objectives, and resource requirements of a particular course as described in reference (b). The outline is developed by the training source and must be approved by the appropriate training manager and program manager prior to implementation of a course.
7.	CURRICULUM OUTLINE REVIEW	Evaluation of a curriculum outline by the training manager and program manager, in accordance with reference (b).
8.	EDUCATION	Formal activity designed to increase or restructure knowledge. Education is general in nature, designed to be used by the individual in a broad variety of situations rather than in specific situations. This is in contrast to training which seeks to provide job performance skills.
9.	ENABLING OBJECTIVE	An objective developed from a skill or knowledge which describes in measurable and observable terms a necessary step to accomplish the related TPO. Contains a stated and measurable standard of performance.
10.	EVALUATION	A systematic process of obtaining measurable information (feedback) about the effects of interventions used to cause a performance change.
11.	EXPORTABLE TRAINING	Training which can be conducted at a local unit by training teams or instructors from a resident training facility utilizing resident course materials.
12.	EQUIPMENT ANALYSIS	A method to capture and document relevant equipment data and human performance tasks required to operate, maintain, or repair the equipment.

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13. EXTERNAL EVALUATION — An analytical process of validating training by verifying actual improved job performance. It is a determination of how well each TPO matches job performance requirements and how well former students are able to perform tasks under actual on-the-job conditions and standards. External evaluation assesses training effectiveness and efficiency by identifying occurrences of overtraining or undertraining. Results of external evaluations are to be used to establish training priorities and are submitted with curriculum outlines and as outlined in enclosure 4 of this Instruction.

14. FORCE MANAGER — The individual responsible for the oversight of one or more enlisted ratings. This oversight includes structural concerns for the rating size and grade distribution, location of billets, the setting of performance standards, development of job and advancement qualifications, and content of formal and on-the-job training.

15. INSTRUCTIONAL METHOD — A means of delivery of instruction such as self-paced instruction, programmed instruction, correspondence courses, computer-assisted instruction, case study, interactive video, lab, demonstration, seminar, etc.

16. INSTRUCTIONAL STRATEGY — The sequential presentation of objectives and the implementation of instructional activities that facilitate learning. The strategy includes student activities, time estimates for activities, media and hardware provisions and expected group size.

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17.	INSTRUCTIONAL SYSTEMS DEVELOPMENT (ISD)	ISD is the broad application of the systems approach to training which has five phases: Analysis, Design, Development, Implementation and Evaluation (see enclosure 3).
18.	INTERNAL EVALUATION	A means of measuring the instructional process by determining student reaction or degree of behavioral change attributed to actual training. Reaction is the student's feedback on the instructors, instructional methods, content, facilities and other aspects of the instructional environment. Internal evaluation ensures that TPO's and course content are consistent with each other.
19.	JOB ANALYSIS	A systematic procedure for identifying exactly what people do on their jobs, the order in which they do it, and the level of skill needed for the jobs. Job analyses are conducted by observing an incumbent doing his/her job and making detailed notes on these observations, interviewing job incumbents about what they do on their job, occupational survey methods, a panel of experts, or equipment analyses.
20.	JOB PERFORMANCE AID	A checklist, decision table, worksheet, recipe, algorithm or combination thereof used to aid on-the-job performance. It gives directions and signals when to take action. It positively influences job performance, minimizes the need for recall, and eliminates or minimizes training requirements for some tasks. It is commonly called a "job aid".
21.	JOB PERFORMANCE MEASURE	A test that is used to evaluate the proficiency of a job holder on each task (see Performance Qualification) he/she performs.
22.	JOB PERFORMANCE REQUIREMENTS (JPR's)	The essential tasks an individual must perform in a job/rating in order to qualify for advancement and assignment to specific billets. JPR's are found in reference (a) and in approved task listings for various jobs (See Performance Qualification).

DEFINITIONS OF PERFORMANCE TERMS

23.	LEARNING OBJECTIVE	A learning objective is a statement that describes what the student will be able to do after training. An objective statement has three elements: a performance, condition(s), and standard(s). There are two types of objectives in the Coast Guard training system: terminal performance objectives (TPO) and enabling objectives (EO).
24.	LEARNING POINT	A statement of a knowledge or skill a student under instruction must have in order to perform a particular enabling objective (EO).
25.	LESSON PLAN	A description of how the instruction for each training session is to be conducted. It is a guide for the instructor in presenting subject matter. A lesson plan includes: (a) lesson objectives, (b) method (s) of presentation, (c) training aids, (d) a list of key points, (e) methods of student practice and feedback, and (f) methods of skill assessment.
26.	MAJOR COURSE REVISION	A revision which increases or decreases course length, requires additional staff or funding, or changes the course mission, scope, job performance requirements, TPO's, or authorized qual codes. Major revisions are based on the results of a course review and need approval from the appropriate program and training managers prior to course implementation.
27.	MINOR COURSE REVISION	Any revision which is not covered by the definition of a major revision, such as a change in the wording of a TPO or enabling objective. Minor revisions do not require training manager or program manager approval prior to implementation.
28.	MISSION AND SCOPE STATEMENT	A required element of the curriculum outline which states the purpose of the course and the type of billet the training is directed toward. This section includes a description of the target student by pay grade, rating, and job assignment; an overview of the course content; and the standard for successful completion of the course.

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29. NEEDS ASSESSMENT — A process for identifying, documenting, and justifying gaps between "what is" and "what should be" for individuals, groups, or organizations to perform successfully. In the Coast Guard, gaps principally exist in two forms: (1) when there is a performance problem in an ongoing program (e.g., "SAR crews have become increasingly ineffective in locating targets") or (2) when we have added new initiatives to current operations (e.g., MDZ, Harpoon Missiles, CIWS, etc.).

30. NONRESIDENT TRAINING — Training that is not conducted at a training facility. Examples include on-the-job training, exportable training, and correspondence courses.

31. OCCUPATIONAL ANALYSIS — The system of examining the way work is organized in order to make informed decisions about workforce structures, selection, classification, assignment, evaluation, advancement, continuation of training, and the way jobs are designed (job engineering). Job Task Analysis is one of the tools used in this system. Commandant (G-PWP-2) (Occupational Standards Branch) is responsible for occupational analysis for military personnel. Commandant (G-PWP) provides the force manager with the numerical results of the rating surveys along with a limited analysis of the results. The force manager uses this information as well as other information (for example, force structure data provided by Commandant (G-PWP) to initiate changes in the rating.

32. PERFORMANCE ANALYSIS — The process of gathering and analyzing job performance data to describe desired job performance, determine deficiencies in job performance, determine the causes of those deficiencies, and to specify ways to improve performance (see enclosure 2).

33. PERFORMANCE-BASED QUALS — A description of the tasks that an individual must do on the job at each pay grade, in each rating, to support our mission.

DEFINITIONS OF PERFORMANCE TERMS

34. PERFORMANCE DEFICIENCY — The gap between "what is" and "what should be" for individuals, groups, or organizations to perform successfully on-the-job.

35. PERFORMANCE INTERVENTION — When a performance deficiency is found, a performance intervention is the result of an analysis of that problem. It serves as a vehicle to provide the necessary skills, knowledge, step-by-step procedures, working conditions, tools, equipment, policy, feedback, rationale, or motivation to correct the performance deficiency.

36. PERFORMANCE QUALIFICATION — Formerly called "practical factor", it is a behavioral statement of a job task that personnel in a particular rating and pay grade are expected to perform. The statement contains an ACTION VERB which describes what the individual must do, important CONDITIONS (if any) under which the performance is to occur, and the STANDARD or criteria of minimum acceptable performance. Example: Operate switches for navigation, anchor, and emergency lights during darkness, in accordance with ship's Standard Operating Procedure. Extensive training programs (recruit, class "A", some class "C", most correspondence, some on-the- job) are based on the "quals."

37. PERFORMANCE TECHNOLOGY — A systematic process for (a) determining what an organization wants its employees to accomplish in a job, (b) determining the most cost-effective intervention(s) to obtain and sustain a desirable standard of performance by job incumbents, (c) designing and developing interventions (job performance aids, policy, work design, training, etc.) and (d) implementing and evaluating selected interventions.

38. PIPELINE TRAINING — Training obtained between the time a member is notified of PCS orders and the reporting date at the new unit. An individual must have this training in order to function in the new

DEFINITIONS OF PERFORMANCE TERMS

39.	PIPELINE TRAINING	(cont'd) assignment. The personnel system allocates training allowance billets (TAB's) to provide a relief to the losing command before the trainee departs. Pipeline training primarily supports newly commissioned cutters, reactivated cutters, and OUTCONUS training requirements. Portions of the E-3 through O-6 training allowance billets are allocated to this category.
40.	PROGRAM MANAGER (PM)	The staff officer at Headquarters designated by and responsible to the Program Director for the detailed management of a Coast Guard program (e.g. search and rescue, maritime law enforcement). Some program managers are assigned the responsibility for oversight of specific enlisted ratings (see FORCE MANAGER).
41.	RESIDENT COURSE	Training that is conducted at a training source, in a classroom or laboratories, by resident training staff.
42.	SCHOOL	An organization which conducts resident training courses.
43.	SELF-PACED INSTRUCTION	Instruction during which students work at their own pace. It may be audio-visual, computer based/aided, printed material, etc.
44.	TARGET POPULATION	A description of the students for whom a particular course or training is designed. This includes pay grade, rating, job assignment, prior training, and experience.
45.	TASK	A single work assignment required of a person which is independent of other actions. The action must be observable and measurable and should be fairly brief (not take days to perform). A task has a definite beginning and end and results in a meaningful product or outcome.

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46. TASK ANALYSIS — The process of looking at each task to identify the steps necessary to complete the task. The steps are listed in the order in which they are performed on the job. These tasks and steps become the basis for developing learning objectives and test items.

47. TERMINAL PERFORMANCE OBJECTIVE (TPO) — A description of what the student will be required to do upon completion of the instruction. It is a statement of task performance which has three parts: the conditions statement (tools, reference materials, environmental situations, etc.) under which the task will be performed in real life; the statement of actual performance which should take the form of an action verb, object and qualifier; and a standards statement which tells how well the task must be performed to meet minimal acceptance of entry level work on-the-job.

48. TRAINING — Formal or informal activity designed to provide an individual with essential job performance skills.

49. TRAINING AID — Material or equipment used as an instructional tool. Examples of training aids include projectors, video tapes, mock-ups, simulators, or the actual equipment.

50. TRAINING MANAGERS (TM) — Commandant (G-PRF), Performance Systems Division, who is responsible for all active duty resident and nonresident training and education programs. Commandant (G-RST), Reserve Training Division, who is responsible for the development and validation of Reserve ADT courses and certain nonresident training and education programs.

51. TRAINING NEED — A job performance problem which can be solved by training. This includes a description of the problem which is a documented need to solve the problem by a training intervention.

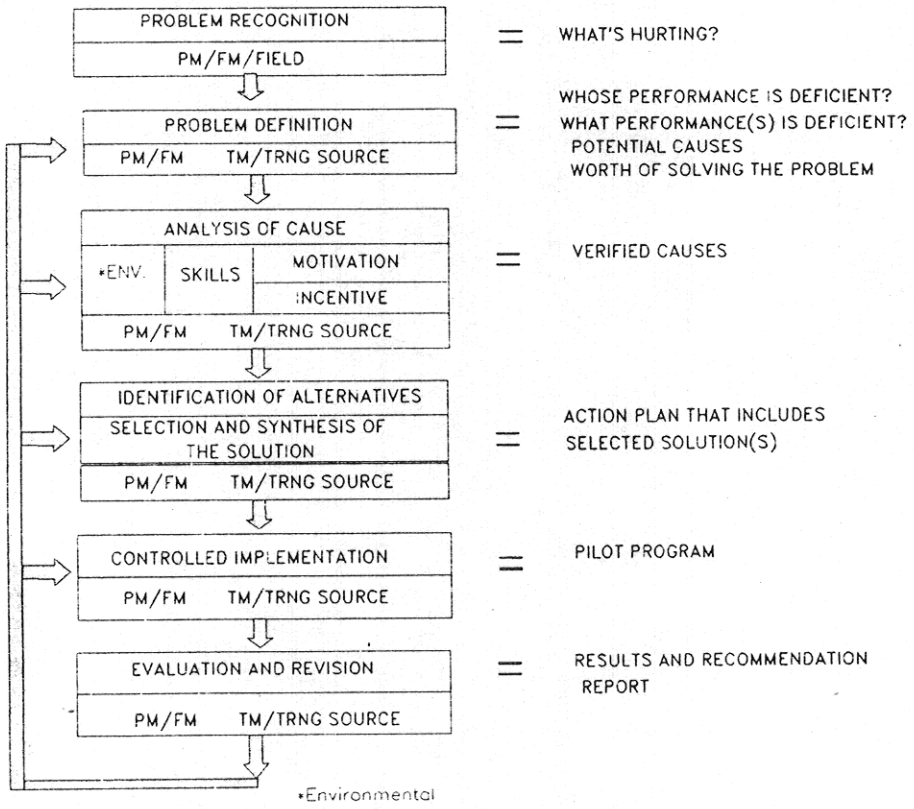
52. TRAINING SOURCE (TS) U. S. Coast Guard training centers and other government or commercial agencies that provide training or produce instructional materials.

53. TRAINING QUOTA MANAGEMENT CENTER (TQC) Headquarters unit located in Portsmouth, VA responsible for the order-issuing functions for class "C" Schools.

PERFORMANCE PROBLEM SOLVING

When actual job performance does not meet or exceed the level of performance prescribed by the conditions and standards for a job task, a performance problem exists. If it is determined to be a training related problem, the Program Manager, Force Manager, Training manager, and training source work together to narrow the gap or solve the problem. The first step is to determine whether or not a problem actually exists. Once the problem has been verified, this group works together to better define and analyze the problem; select, compare, and recommend alternative solutions; test a selected solution through limited implementation; and conduct an evaluation of that solution for effectiveness and efficiency. Figures (2-A) and (2-B) of this enclosure demonstrate examples of the various aspects of performance problem solving and the roles of individual elements involved in the process.

Figure (2-A)

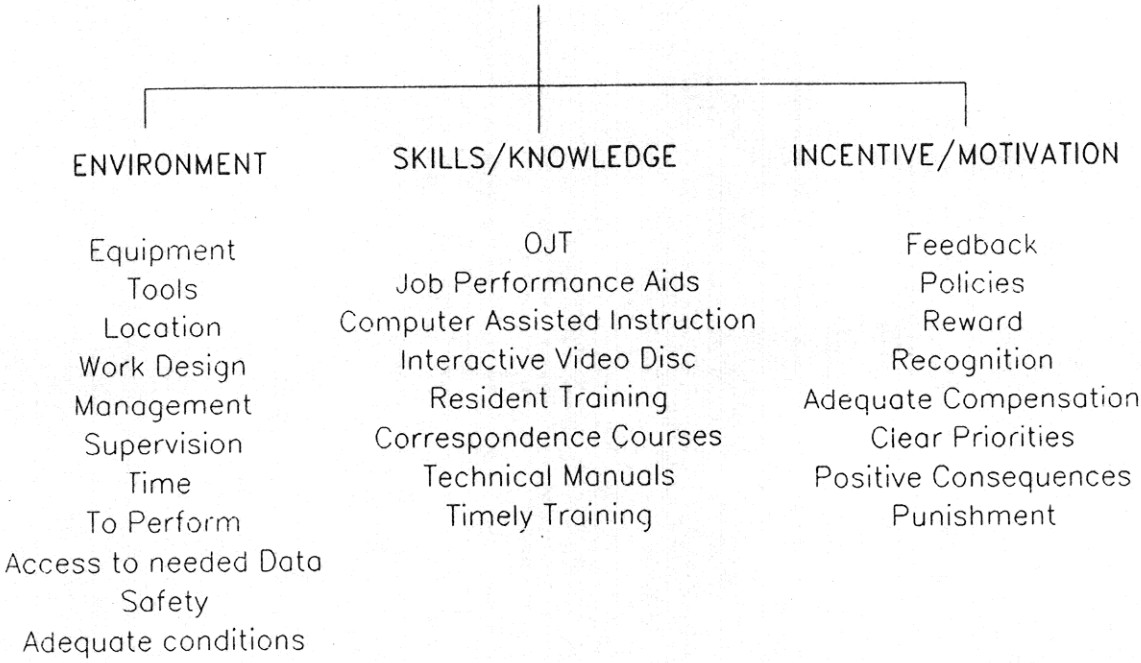


JOB PERFORMANCE ANALYSIS
Figure (2-B)

WHEN	THEN	NOTES
A job performance problem is noted Example: Personnel within a rating are not able to do a required task.	The problem should be submitted in writing to the PM for clarification/verification.	The problem description should include who, what, when, where, the consequences, and any applicable documentation.
The PM has clearly defined the problem. Example: Personnel are consistently making errors when performing a certain task. This impedes day to day operations.	The PM submits the problem to TM. TM will determine/verify cause(s), determine cost/benefit of solving the problem, and recommend solution(s).	See Job Performance Influences at figure (2-C).
The cause of the problem is a lack of skills/knowledge. Example: Personnel don't know how to perform the required task.	Follow the ISD model at Enclosure (3).	Responsibilities are indicated in Enclosure (3).
The cause of the problem is environmental and/or motivational/incentive. Example: Information needed to to perform a task is inaccessible.	PM/FM agree on the solution and develop a plan to resolve the problem.	It is the PM's responsibility to resolve performance problems that are environmental or motivational.
The problem is the result of a new mission, procedure, of equipment	PM/TM must - define new goals -identify new job/duties/tasks - identify training, environmental, motivational or incentive requirements.	

JOB PERFORMANCE INFLUENCES

Figure (2-C)

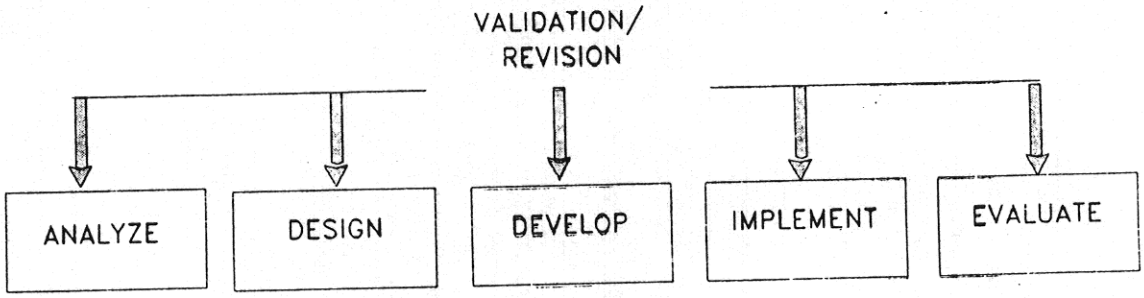


INSTRUCTIONAL SYSTEMS DEVELOPMENT (ISD)

OVERVIEW

When the cause of a performance problem is due to a lack of skills/knowledge, then the Instructional Systems Development (ISD) model is followed to develop training in the Coast Guard. ISD is a systematic process for the analysis, design, development, implementation, and evaluation of instruction. All five phases of the system work together, as illustrated below, to produce effective instruction. Each phase is dependent on another phase for input and output. Evaluation provides feedback throughout the system for determining whether or not intended goals were met and what went wrong. On the following pages, each phase of the system is described based on a logical series of steps, each of which builds on the preceding step and provides output for the next step.

Figure (3-A)



PHASE 1
ANALYSIS **OVERVIEW**

Once a need for training has been established, the Analysis phase of ISD determines what must be trained. The first step in Phase 1 is to list all the tasks needed to do the job by using one or more of several job analysis methods: a panel of experts, equipment analysis, surveys, or interviews. Existing course documentation is examined to determine if any analysis has already been done. The job analysis is validated by comparing the tasks identified with those found in the Enlisted Qualifications Manual or the list of approved Job Performance Requirements (JPR). Any differences must be identified and resolved. The target population can be identified at this point. Tasks identified during job analysis are weight ranked according to their importance, performance frequency and difficulty. (See Figure 3-C). These numbers are compared to the job aid in Figure 3-D to determine how and where a task should be trained. Task and content analyses follow.

Figure (3-B)

STEPS	OUTCOMES
1.1 ANALYZE JOB (G-PWP/TM/PM/FM)	1. A list of all tasks performed in a job on a job analysis worksheet.
1.2 DEFINE TARGET POPULATION (PM/FM)	2. A description of the entry level student, i.e. pay grade, rating, job assignment.
1.3 SELECT TASKS (TRNG. SOURCE)	3. A list of tasks selected for training. (Selected tasks are forwarded to PM for review.)
1.4 CONDUCT JOB AID ANALYSIS (TRNG. SOURCE)	4. A list of tasks suitable for training through a job aid.
1.5 CONDUCT TASK ANALYSIS (TRNG. SOURCE/PM/FM)	5. Each task broken down to the step level along with the skills and knowledge needed to perform each step.
1.6 CONDUCT CONTENT ANALYSIS (TRNG. SOURCE)	6. Classification of each task step as a fact, concept, procedure, process or principle, and an indication of whether the task should be taught to the apply or remember level.

SELECT TASKS FOR TRAINING

At this point, job analysis has provided a complete list of tasks required to do a particular job, but not all those tasks need to be trained. It would be a waste of time, personnel, money and other resources to train each person in the job to perform every task. Tasks that are easy to learn, easy to perform, rarely performed by a small percentage of job incumbents, or not critical to the mission should not be considered for training. Tasks that are critical to successful job performance, performed frequently, and are complex in nature are strong candidates for training, but tasks must be systematically selected based on predetermined criteria. The Training Identification Worksheet is a method for determining which tasks to train. The procedure is judgemental and requires an understanding of the mission, job duties and tasks, available resources, and program responsibilities. The worksheet in figure 3-B lists three selection criteria to consider in the selection process: importance, difficulty, and frequency. Definitions for each numerical value that may be assigned to each factor for each task are provided. The form may be modified to include other criteria to meet specific needs. The Training Decision Table in figure 3-D can be used along with the worksheet. A list of all tasks to be trained should be sent to the Program Manager via Commandant (G-PRF).

TRAINING IDENTIFICATION WORKSHEET
Figure (3-C)

NO	TASKS	IMPORTANCE	DIFFICULTY	FREQUENCY	TRAIN Y/N

IMPORTANCE
5. CRITICAL TO PRIMARY JOB
4. IMPORTANT TO PRIMARY JOB
3. NEEDS TO BE DONE
2. MODERATE VALUE TO JOB
1. MINIMAL VALUE TO JOB

DIFFICULTY
5. MOST DIFFICULT
4. VERY DIFFICULT
3. MODERATELY DIFFICULT
2. MINIMALLY DIFFICULT
1. RELATIVELY EASY

FREQUENCY
5. HOURLY
4. DAILY
3. WEEKLY
2. MONTHLY
1. OCCASIONALLY

TRAINING DECISION TABLE
Figure (3-D)

IF	THEN
IMPORTANCE IS A 3 OR LESS	DO NOT CONSIDER TRAINING
IMPORTANCE IS 4 OR MORE	GO ON TO DIFFICULTY
DIFFICULTY IS 2 OR LESS	CONSIDER OJT
DIFFICULTY IS 3 OR MORE	GO ON TO FREQUENCY
DIFFICULTY IS 3 OR LESS	CONSIDER JOB AID
FREQUENCY IS 4 OR MORE	CONSIDER TRAINING

PHASE 2
DESIGN **OVERVIEW**

Phase II of the ISD model involves the design of instruction based on the job analysis data from Phase 1. Tasks selected for training are converted into Terminal Performance Objectives (TPO's). The TPO is a statement which describes what the student will be able to do at the end of training. Each TPO has a performance, condition(s) and standard(s). From these statements, test items are validated. Enabling Objectives (EO's) are then drafted to represent the steps of the task the TPO is based on. Next instructional strategies can be determined, i.e. how TPO's will be sequenced for presentation and what activities will be used to facilitate instruction of each TPO, including the selection of media and evaluation methods. Finally a curriculum outline is developed and submitted for approval (See reference (b)).

Figure (3-E)

STEPS	**OUTCOMES**
2.1 DEVELOP OBJECTIVES (TRNG. SOURCE)	1. A TPO statement for each task selected for training and EO statements for each step of each task.
2.2 DEVELOP TEST ITEMS (TRNG. SOURCE)	2. A sufficient number of criterion referenced test items to measure each TPO.
2.3 DEVELOP INSTRUCTIONAL STRATEGY (TRNG. SOURCE)	3. A description of the content of instruction, how it will be presented, media usage, student participation, testing, and follow-through.
2.4 DEVELOP CURRICULUM OUTLINE (TRNG. SOURCE)	4. A resource management tool that must be approved by TM and PM/FM prior to implementation of instruction.

PHASE 3
DEVELOPMENT

OVERVIEW

In Phase 3, existing instructional materials that satisfy TPO's are selected, or new materials are developed. New material development is based on the instructional strategies developed in the design phase. Prior to full implementation, the instruction is validated through a pilot convening in order to obtain data and information that can be used to improve the effectiveness of instruction. This validation process (which is called formative evaluation) provides feedback for the revision of instruction prior to full implementation of the course.

Figure (3-F)

STEPS	OUTCOMES
3.1 REVIEW/SELECT EXISTING MATERIALS (TRNG. SOURCE)	1. Identification of existing materials that meet the given TPO's.
3.2 DEVELOP MATERIALS (TRNG. SOURCE)	2. Instructional materials such as textbooks, manuals, guides, written exercises and non-print media.
3.3 VALIDATE MATERIALS (TRNG. SOURCE)	3. Field tested instructional materials.
3.4 REVISE COURSE (TRNG. SOURCE)	4. Course that effectively trains TPO's.

PHASE 4
IMPLEMENTATION

OVERVIEW

At this point, there is an approved curriculum outline, a pilot course has been completed, and necessary revisions to the course have been made. The course is ready for full implementation which involves presenting course materials, managing resources, operating training aids and devices, administering tests, and collecting internal evaluation data.

Figure (3-G)

STEPS	OUTCOMES
4.1 CONDUCT INSTRUCTION (TRNG SOURCE)	1. A completed cycle of instruction.

PHASE 5
EVALUATION

OVERVIEW

The first activity of Phase 5 is the analysis of learner performance in the course (internal evaluation) to determine instances of deficient or irrelevant instruction. Internal evaluation can be accomplished through instructor observation and feedback; written course critiques; a review of course documents, tests, instructional materials, the instructional process, instructor training, and job and task analyses. The second activity in Phase 5 is external evaluation wherein information is usually collected through questionnaires and interviews of course graduates and their supervisors to determine the overall effectiveness of a training program. The Coast Guard's external evaluation policy can be found in enclosure (4) of this Instruction. All collected data, internal or external, can be used as quality control on instruction and as input to any phase of the system for revision.

Figure (3-H)

STEPS	**OUTCOMES**
5.1 DEVELOP EXTERNAL EVAL INSTRUMENTS (TRNG. SOURCE)	1. Instruments for the collection of data.
5.2 CONDUCT EXTERNAL EVALUATION (TRNG. SOURCE)	2. Data on job performance in the field.
5.3 ANALYZE RESULTS OF EXTERNAL EVAL (TRNG. SOURCE)	3. Significant findings concerning the training.
5.4 REVISE COURSE WHERE NECESSARY (TRNG SOURCE,PM,TM)	4. Revised instruction.

COAST GUARD TRAINING
EXTERNAL EVALUATION POLICY

PURPOSE

The purpose of conducting external evaluations of all training is to determine if the problem initially addressed by that training was in fact solved. Whereas internal evaluation is designed to determine the effectiveness of the instruction (i.e., did the instruction effectively deliver the skills intended), external evaluation determines if the skills delivered are appropriate and adequate to meet the operational need.

External evaluations also serve to keep the training up-to-date with changes in the field in order to maximize effectiveness. Additionally, external evaluations are the instruments by which program managers are kept informed of how well their performance needs are being met and what, if any, changes in training and/or resources are indicated.

SCOPE

Commandant will not dictate external evaluation methodology. Each training command has qualified personnel who are current with evaluation strategies. However, the following are general guidelines that must be adhered to:

(a) External evaluations will be conducted for all Coast Guard training, to include resident and nonresident training.

(b) All external evaluations will use graduates and their supervisors as sources of information.

(c) The recommended period for conduct of external evaluations is 3 to 9 months after completion of the training.

(d) External evaluations should be tied directly to the tasks/qualifications the training is based upon and should address: (1) difficulty of the task, (2) frequency task is performed, (3) criticality/importance of task and (4) adequacy of preparation.

(e) External Evaluation survey instruments must be sent to Commandant (G-PRF) within three months after submission of the curriculum outline for program review and approval of new instruments or whenever existing instruments change significantly.

REPORTING REQUIREMENTS

Training commands shall report the results of their external evaluations:

(a) As a supplement to curriculum outlines on a three year cycle,

or

(b) When a major change to the curriculum is indicated,

or

(c) When a major change to the enlisted qualifications is indicated,

or

(d) Upon request from the Program, Force or Training manager.

*Note: Curriculum outlines submitted without the results of the external evaluation will be returned without review.

External evaluation reports shall contain, as a minimum:

(a) Narrative on overall effectiveness of the training,

(b) Recommended changes and action taken,

(c) Resource implications, and

(d) Validity and reliability indicators (i.e., response rate, sample size and explanation of any other important mitigating factors.)

*Note: Figure 1 outlines the format for the External Evaluation Executive Summary to be attached as a cover to your report.

Figure 1

External Evaluation Executive Summary

of the

_____Course

_____

(Training Command)

Evaluation Period_____

No. of students surveyed_____ No. of supervisors surveyed_____

Student response rate _____ Supervisor response rate _____

Other validity or reliability indicators_____

Effectiveness *(Continue narrative on second page if necessary)*

Changes Indicated *(Quals, TPO's, Delivery, Resources, etc.)*

Action Recommended/Taken

This Course Review Schedule is divided into two sections as follows: (1) Active Duty - Resident Courses, (2) Active Duty - Nonresident Courses. Reserve courses are indicated by an asterisk. Courses are grouped alphabetically by Program Manager.

ACTIVE DUTY RESIDENT COURSES:

COURSE TITLE	REVIEW SCHEDULE	PROGRAM MANAGER
Educational Services Office (ESO)	Triennial	G-CAS
Note: All G-CP Courses are Commercial		
Collateral Duty Public Affairs	Biennial	G-CP
Editor's Course	Biennial	G-CP
Public Affairs Officer	Biennial	G-CP
Public Affairs Specialist "A" School	Biennial	G-CP
Public Affairs Supervisor	Biennial	G-CP
Public Affairs Supervisor (Adv)	Biennial	G-CP
Senior Enlisted Public Affairs	Biennial	G-CP
Senior Public Affairs Officer	Biennial	G-CP
Intermediate Photojournalism	Biennial	G-CP
Still Photo Specialist	Biennial	G-CP
Advance Small Purchase	Trienniel	G-CPM
Basic Small Purchase	Trienniel	G-CPM
AD "A"	Triennial	G-EAE
ADL-81 LOR-C Receiver Maintenance	Triennial	G-EAE
AE "A"	Triennial	G-EAE
APS-127	Triennial	G-EAE
AM "A"	Triennial	G-EAE
ASM "A"	Triennial	G-EAE
AT "A"	Triennial	G-EAE
618-M-3	Triennial	G-EAE
HH-3F AFCS/Electrical	Triennial	G-EAE
HH-3-F T-58 Engine	Triennial	G-EAE
HH-60-J T700/T62 Engine	Triennial	G-EAE
HH-60-J Airframe/Powertrain	Triennial	G-EAE
HH-60-J Elect/AFCS Tact. Data Sys.	Triennial	G-EAE
HH-60-J Avionics	Triennial	G-EAE
HH-60-J Maintenance Supv. Indoc	Triennial	G-EAE
HH-65A Airframe/Powertrain	Triennial	G-EAE
HH-65A Avionics	Triennial	G-EAE
HH-65A Electrical/AFCS/Flight Dir.	Triennial	G-EAE

ACTIVE DUTY RESIDENT COURSES: CONT'D

COURSE TITLE	REVIEW SCHEDULE	PROGRAM MANAGER
HH-65 Engine LTS-101	Triennial	G-EAE
HU-25 Airframe	Triennial	G-EAE
HU-25A Avionics	Triennial	G-EAE
Economis Analysis	Triennial	G-ECV
Public Works Mgt.	Triennial	G-ECV
Construction Contract Admin & Mgt.	Triennial	G-ECV
Defense Advanced Traffic Mgt.	Triennial	G-ELM
Storekeeper "A" (SK)	Triennial	G-ELM
110' WPB 3300 Series (MK-31)	Triennial	G-ENE
110' WPB Damage Control (DC-04)	Triennial	G-ENE
110' WPB Electrical Ctrl. Sys. (EM-32)	Triennial	G-ENE
110' WPB P250 MOD I P (DC-05)	Triennial	G-ENE
110' WPB Paxman Valenta (RP200M)(MK30)	Triennial	G-ENE
110' WPB Small Cutter (DC-03)	Triennial	G-ENE
270' Controllable Pitch Propeller & Fin Stabilizer Systems (MK-28)	Triennial	G-ENE
270' Main Prop. Control & Monitor Systems Ops. & Maintenance (MK-29)	Triennial	G-ENE
270' S/S Generator Waste Heat Recovery Sys. & Evaporator (MK-27)	Triennial	G-ENE
270' WMEC Electrical Main Propulsion Ctrl. & Monitoring System (EM-25)	Triennial	G-ENE
378' WHEC Control Systems Ops & Maintenance (EM-18)	Triennial	G-ENE
Advanced Electric/Electronic (EM-17)	Triennial	G-ENE
Alco Model 251 Diesel Engine (MK-11)	Triennial	G-ENE
Aluminum Welding (DC-02)	Triennial	G-ENE
Caterpillar Diesel Engines Ops. & Maintenance (MK-24)	Triennial	G-ENE
DC "A"	Triennial	G-ENE
Electrician's Mate "A" (EM)	Triennial	G-ENE
Elect/Electronic Control (EM-21)	Triennial	G-ENE
Engineer Officer/MPA Indoc (EO-16)	Triennial	G-ENE
Engineering Admin (MK-01)	Triennial	G-ENE

ACTIVE DUTY RESIDENT COURSES: CONT'D

COURSE TITLE	REVIEW SCHEDULE	PROGRAM MANAGER
Fairbanks-Morse model 3800 series Diesel Engine (MK-08)	Triennial	G-ENE
Fuel Handling Equip/OWS (MK-02)	Triennial	G-ENE
Gas Free Engineer	Triennial	G-ENE
GM Model 8-567-E2 & 8-645-E2 Diesel Engine (MK-14)	Triennial	G-ENE
Glide Scope Maintenance	Triennial	G-ENE
Gyro Compass	Triennial	G-ENE
Hydraulic Sys & Equipment (MK-06)	Triennial	G-ENE
Johnston Fire Tube/CUNO (MK05)	Triennial	G-ENE
Machinery Technician "A" (MK)	Triennial	G-ENE
Machinery Technician, Advanced (MKADV)	Triennial	G-ENE
Mark 27 Gyro Compass Systems Ops & Maintenance (EM-20)	Triennial	G-ENE
MK-19 Gyro Compass		
MK-29 Mod 1 Gyro Compass (EM-26)	Triennial	G-ENE
MK "A"	Triennial	G-ENE
Outboard Motor Maintenance and Troubleshooting (MK-23)	Triennial	G-ENE
P-250 Fire Pump Maintenance	Triennial	G-ENE
P-250 MOD-1 Fire Pump	Triennial	G-ENE
Pratt-Whitney FT4A/Gas Turbine	Triennial	G-ENE
Rec System & Evap (MK-04)	Triennial	G-ENE
Refrig/Air Cond. Ops. & Maint. (MK-22)	Triennial	G-ENE
Small Boat Engineer* (SBE)	Triennial	G-ENE
Small Boat Magnetic Compass (SBMCC)	Triennial	G-ENE
Steel Welding (DC-01)	Triennial	G-ENE
Surface Warfare Officer	Triennial	G-ENE
Waywolff FT Boilers (MK-05A)	Triennial	G-ENE
Defense Equal Opportunity Mgt Inst.	Triennial	G-HME
Equal Opportunity Mgt. Inst.	Triennial	G-HME
Emergency Medical Technician (EMT)	Triennial	G-KOM
EMT Recertification	Triennial	G-KOM
Health Services Officer Indoc	Triennial	G-KOM
Health Services Tech "A" (HS)	Triennial	G-KOM
Health Services Tech (Medical)	Triennial	G-KOM
OSHA No. 200 Construction Stds.	Triennial	G-KSE
OSHA NO. 601 Occup. Safety/Health	Triennial	G-KSE
OSHA No. 222A, Respirator Protection	Triennial	G-KSE
Safety Supervisor (Shore)	Triennial	G-KSE

ACTIVE DUTY RESIDENT COURSES: CONT'D

COURSE TITLE	REVIEW SCHEDULE	PROGRAM MANAGER
Court Recorder/Reporter	Triennial	G-LLA
Legal Officers	Triennial	G-LLA
Military Judge	Triennial	G-LLA
Basic Law Specialist	Triennial	G-LLA
Hazardous Chemical Training (HCTC)	Triennial	G-MEP
Marine Safety Simulation Course	Triennial	G-MP
Marine Science Technician "A" (MST A)	Triennial	G-MP
Port Securityman (PS) "A"	Triennial	G-MPS
First Fire & Safety Technician FS1	Triennial	G-MPS
Firefighting Ashore (FFASH)	Triennial	G-MPS
Fire Prevention	Triennial	G-MPS
Marine Safety Explosive Handling Supervisor (EHS) MS 496R	Triennial	G-MPS-1
Marine Safety Port Safety & Security Officer (PSSO) MS 402R	Triennial	G-MPS
Port Operations Dept.	Triennial	G-MPS
Port Physical Sec. Management	Triennial	G-MPS
Port Physical Security Practical	Triennial	G-MPS
Port Safety & Security Enlisted*(PSSE)	Triennial	G-MPS
Port Safety & Security Officer*(PSSO)	Triennial	G-MPS
Port Securityman (PS2, PS1, PSC)	Triennial	G-MPS
Safety & Sec. of the Prt: Mil Explo.	Triennial	G-MPS
Safety & Sec. of the Prt: General	Triennial	G-MPS
Safety & Sec. of the Prt: VES & FAC	Triennial	G-MPS
Second Fire & Safety Technician FS2	Triennial	G-MPS
Advanced Marine Firefighting	Triennial	MSTC
Bauer Compressor Repair	Triennial	MSTC
Chemical Tanker Safety	Triennial	MSTC
Certified Weld Inspector (CWI)	Triennial	MSTC
Commercial Truck Driver	Triennial	MSTC
Diesel Engineroom Automation Inspection	Triennial	MSTC
Crude Oil Wash/Inert Gas Sys. (COW/IGS)	Triennial	MSTC
Dynamics of International Terrorism	Triennial	MSTC
Fiberglass Reinforced Plastic (FRP) Boat Inspector	Triennial	MSTC
Gas Carrier Inspector	Triennial	MSTC
HM181 Seminar (HMAC	Triennial	MSTC
Hazardous Materials Incident Response (HMIR)	Triennial	MSTC
Hazardous Materials Treatment Technology (HMTT)	Triennial	MSTC
MAKO Compressor Repair	Triennial	MSTC
Marine Safety Information System		

ACTIVE DUTY RESIDENT COURSES: CONT'D

COURSE TITLE	REVIEW SCHEDULE	PROGRAM MANAGER
Operations & Management (MSIS)	Triennial	MSTC
Marine Safety Commanding Officer	Triennial	MSTC
Marine Safety Inspect Dept. (IDC)	Triennial	MSTC
Marine Safety Investigator Department (IOC)	Triennial	MSTC
Marine Safety Petty Officer (MSPOC)	Triennial	MSTC
Marine Safety Port Operations Dept. (POCD)	Triennial	MSTC
Marine Safety Unit Training Coordinator (UTC)	Triennial	MSTC
Marine Safety Executive Officer	Triennial	MSTC
Marine Safety Occupational Safety and Health Coordinator (SOHC)	Triennial	MSTC
Non-Destructive Testing (NDT) Inspector	Triennial	MSTC
Oil Spill Control	Triennial	MSTC
Outer Continental Shelf Inspector	Triennial	MSTC
On-Scene coordinator/Regional Response Team Simulation (OSC/RRT)	Triennial	MSTC
Recreational Boating Standards (RBS) Factory Inspector	Triennial	MSTC
Steam Engineroom Automation Inspection	Triennial	MSTC
Wood Boat Inspector	Triennial	MSTC
Auxiliary Search Planning	Triennial	G-NAB
National Boating Safety	Triennial	G-NAB
Ice Observer "C" Course MS 781R	Triennial	G-NIO
Oceanographic Technician MS 721R	Triennial	G-NIO
Weather Briefer MS 722R	Triennial	G-NIO
(ICEOBS) Ice Observer	Triennial	G-NIO
Loran C Engineering	Triennial	G-NRS
BARAD, Basic Radar User	Triennial	G-NRS
Boatswain Mate "A" (BM)	Triennial	G-NRS
Boatswain Mate Advanced* (BMADV)	Triennial	G-NRS
Boatswain Mate Basic*(BBS)	Triennial	G-NRS
Coxswain Class "C"	Triennial	G-NRS
Maritime SAR Planning	Triennial	G-NRS
Motor Life Boat Engineering Supvr 44'	Triennial	G-NRS
MLB Heavy Weather Coxswain	Triennial	G-NRS
Officer In Charge	Triennial	G-NRS

ACTIVE DUTY RESIDENT COURSES: CONT'D

COURSE TITLE	REVIEW SCHEDULE	PROGRAM MANAGER
Radiotelephone Communications	Triennial	G-NRS
SAR Aircrewman/AC130 Flight Engineer	Triennial	G-NRS
Small Boat Operations	Triennial	G-NRS
SUTPWK	Triennial	G-NRS
SBMCC	Triennial	G-NRS
30ft SRB	Triennial	G-NRS
Adv. Minor AtoN Servicing (ANC-AM)	Triennial	G-NSR
Advanced Officer AtoN (ANC-OA)	Triennial	G-NSR
Aids Control/Monitoring Sys.(ANC-ACMS)	Triennial	G-NSR
AtoN Construction Tender (ANC-C)	Triennial	G-NSR
AtoN Construction Tender for MKS (ANC-C-MK)	Triennial	G-NSR
AtoN Positioning (ANC-AP)	Triennial	G-NSR
Basic Minor AtoN Servicing (ANC-BM)	Triennial	G-NSR
Basic Officer AtoN (ANC-OB)	Triennial	G-NSR
Buoy Deck Supervisor (ANC-BDS)	Triennial	G-NSR
Fog Detector (ANC-FD)	Triennial	G-NSR
Large Nav Buoy Systems (ANC-LNB)	Triennial	G-NSR
Lighthouse Technician (ANC-LT)	Triennial	G-NSR
Lister/Lima Diesel Maint. (ANC-RB)	Triennial	G-NSR
Nautel NX Series Radiobeacon (ANC-M)	Triennial	G-NSR
PCO/PXO (Ashore)	Triennial	G-NSR
Training Team Course (ANC-TT)	Triennial	G-NSR
Basic Navigation	Triennial	G-OAV
HU-25A Proficiency	Triennial	G-OAV
HU-25A Requalification	Triennial	G-OAV
HU-25A Transition	Triennial	G-OAV
Boatswain's Mate of the Watch	Triennial	G-OCU
Celestial Navigation	Triennial	G-OCU
Coast Guard Division Officer	Triennial	G-OCU
Communications Officer (COMOFF)	Triennial	G-OCU
Compass Systems (COMSYS)	Triennial	G-OCU
Conning Officer	Triennial	G-OCU
Deck Seamanship (DKSNS)	Triennial	G-OCU
Deck Watch Officer Navigation Rules	Triennial	G-OCU
DWONR	Triennial	G-OCU
Honors and Ceremonies	Triennial	G-OCU
Maneuvering Boards	Triennial	G-OCU
Navigation Rules	Triennial	G-OCU
Navigational Systems	Triennial	G-OCU

ACTIVE DUTY RESIDENT COURSES: CONT'D

COURSE TITLE	REVIEW SCHEDULE	PROGRAM MANAGER
PCO/PXO-1	Triennial	G-OCU
PCO-PXO-2	Triennial	G-OCU
Piloting (PELNAV)	Triennial	G-OCU
Quarter Master "A" (QM)	Triennial	G-OCU
QM3, 2 1 and C	Triennial	G-OCU
3" 50 Cal MK22 Mod 0 (GM3)		
20MM, MK-16, MOD-5 Machine Gun (GM-01)	Triennial	G-ODO
Fire Control Technician "A" (FT)	Triennial	G-ODO
FLASWTRACENPAC, San Diego, CA)	Triennial	G-ODO
FLCOMBTRACENLANT, Dam Neck, VA)	Triennial	G-ODO
FT "C" Control Sys MK 92 Mod-1 (FT-2)	Triennial	G-ODO
FT "C" UYK & Deac	Triennial	G-ODO
Gunner's Mate "A" (GM)	Triennial	G-ODO
Industrial Hydraulics	Triennial	G-ODO
MK 32 SUTT (GM6)		
Radarman "A" (RD) (NAV	Triennial	G-ODO
Rapid Radar Plotting	Triennial	G-ODO
Shiphandling	Triennial	G-ODO
Small Arms Instructor	Triennial	G-ODO
Sonar Technician "A" (ST) (NAV	Triennial	G-ODO
Surface Vessel Torpedo Tubes	Triennial	G-ODO
Weapons Administration	Triennial	G-ODO
Weapons Officer	Triennial	G-ODO
Investigator First Class (IV1)	Triennial	G-OIS
Security of Classified Information	Triennial	G-OIS
CG Law Enforcement	Triennial	G-OLE
Maritime Law Enforcement (MLE)	Triennial	G-OLE
Maritime Law Enforcement SR. Officer	Triennial	G-OLE
East Coast- Maritime Law Enforcement SR. Officer	Triennial	G-OLE
West Coast	Triennial	G-OLE

ACTIVE DUTY RESIDENT COURSES: CONT'D

COURSE TITLE	REVIEW SCHEDULE	PROGRAM MANAGER
Family Advocacy	Triennial	G-PDP-3
Yeoman "A" (YN)	Triennial	G-PIM
JUMPS PMIS	Triennial	G-PIM
YN3, 2 1, and C	Triennial	G-PIM
YN Basic	Triennial	G-PIM
YN Mobilization	Triennial	G-PIM
CPO Academy	Bienn/Oct	G-PRF
Course Designer	Triennial	G-PRF
Direct Commission Officer course (Aviators)	Triennial	G-PRF
Direct Commission Officer course (Lawyers)	Triennial	G-PRF
Direct Commisssion Officer course (Margrads)	Triennial	G-PRF
Basic Instructor Training	Triennial	G-PRF
Officer Candidate School	Triennial	G-PRF
Recruit Prior Service	Triennial	G-PRF
Senior Petty Officer Leadership and Mgt (SPOLAM)	Triennial	G-PRF
Officer Leadership & Mgt (OLAM)	Triennial	G-PRF
OLAM/SPOLAM Road Shows (ROADLAM)	Triennial	G-PRF
Senior Petty Officer Leadership & Mgt (SPOLAM)	Triennial	G-PRF
Recruiter Training	Triennial	G-PRJ
Subsistence Specialist "A" (SS)	Triennial	G-PS
Subsistence Specialist Mgt	Triennial	G-PS

ACTIVE DUTY RESIDENT COURSES: CONT'D

COURSE TITLE	REVIEW SCHEDULE	PROGRAM MANAGER
Coastal Defense (CDDP)	Triennial	G-REP
Coastal Defense Command and Staff (CDCS)	Triennial	G-REP
Marine Safety Information System		
Coastal Defense Deliberate Planner	Triennial	G-REP
Coastal Defense Exercise Planner (CDXP)	Triennial	G-RER
Coastal Defense Command and Control (CDCC)	Triennial	G-RER
Reserve Enlisted Basic Indoc (REBI)	Triennial	G-RST
Reserve Officer Basic Indoc (ROCI)	Triennial	G-RST
Reserve Unit Admin and Training (RUAT)	Triennial	G-RST
Storekeeper Basic (SK)	Triennial	G-RST
Small Boat Coxswain* (41' & 44')	Triennial	G-RST
Small Boat Crew member*	Triennial	G-RST
YN Basic	Triennial	G-RST
Advanced Electrical Tech School	Biennial	G-TPR
AN/CGC-65 (V) Model 40 Teletype	Biennial	G-TPR
AN/FPN-39 Loran-C Transmitter	Bienn/Aug	G-TPR
AN/FPN-42 Loran-C Transmitter	Bienn/Aug	G-TPR
AN/FPN-44A/45 Loran High PWRXMTR	Bienn/Sep	G-TPR
AN/SLQ-32 ESM	Biennial	G-TPR
AN/SLQ-32 Operator	Biennial	G-TPR
AN/SPA-25	Biennial	G-TPR
AN/SPA-25-G Radar	Biennial	G-TPR
AN/SPA-66	Biennial	G-TPR
AN/SPS-40 Maintenance/B	Biennial	G-TPR
AN/SPS-40 Maintenance/E	Biennial	G-TPR
AN/SPS-64 I Band	Biennial	G-TPR
AN/SPS-64 L Band	Biennial	G-TPR
AN/SPS 64 RAYCAS	Biennial	G-TPR
AN/SPS-64 RAYPATH	Biennial	G-TPR
AN/SRN-15	Biennial	G-TPR
AN/USC-43 (ANDVT)	Biennial	G-TPR
AN/UQN-4 Fathometer	Biennial	G-TPR
AN/URN-25 Maintenance	Biennial	G-TPR
AN/WLR-1G	Biennial	G-TPR

ACTIVE DUTY RESIDENT COURSES: CONT'D

COURSE TITLE	REVIEW SCHEDULE	PROGRAM MANAGER
AN/WRN-6 (V4) Maintenance	Bienn/Jan	G-TPR
AN/WSC-3 (V) UHF Transceiver COM 01	Triennial	G-TPR
APX-72 Transponder	Bienn/Oct	G-TPR
Austron 5000 Maintenance	Triennial	G-TPR
Biddle Cable Fault Loc	Triennial	G-TPR
CGSWS Cluster Mgr. (System Operator)	Triennial	G-TPR
CGSWS Computer System Mgr.	Triennial	G-TPR
COMDAC Basic Maintenance	Triennial	G-TPR
COMDAC-Basic Operator (CDC-02)	Triennial	G-TPR
COMDAC-Basic Operator Engineering	Triennial	G-TPR
COMDAC EMO Operator	Triennial	G-TPR
COMDAC CSC Watchstander	Triennial	G-TPR
COMDAC-Command Display and Control	Triennial	G-TPR
COMDAC-Maintenance Training Course (Annual)	Triennial	G-TPR
COMDAC-Optical Surveillance System Control (Annual)	Triennial	G-TPR
COMDAC Operational Overview	Triennial	G-TPR
COMDAC OSS Maintenance	Triennial	G-TPR
COMDAC QM Operator	Triennial	G-TPR
COMDAC System Overview	Triennial	G-TPR
Communications Officer Ashore	Triennial	G-TPR
Communications Officer Afloat	Triennial	G-TPR
Communications Procedures	Triennial	G-TPR
CMS Custodian	Triennial	G-TPR
Commsta Shipboard Watchstand RM-01	Bienn/Jan	G-TPR
Communications System/Development	Triennial	G-TPR
Communications System Operator	Triennial	G-TPR
Communications System Technician	Triennial	G-TPR
COMSEC Cadre	Triennial	G-TPR
COMSEC Familiarization	Triennial	G-TPR
Electronics Technician "A" (ET)	Bienn/Nov	G-TPR
ECCM Air Search Operator	Triennial	G-TPR
EMI Survey	Triennial	G-TPR
ES Watch (Supervisor)	Triennial	G-TPR
EW Digitals	Triennial	G-TPR
EW OPS Training	Triennial	G-TPR
Farion FAS-2000 Maintenance	Triennial	G-TPR
Granger Microwave System	Triennial	G-TPR
High Power Transmitter (COM 02 HF-80)	Bienn/Feb	G-TPR
KG-40 Maintenance	Triennial	G-TPR

ACTIVE DUTY RESIDENT COURSES: CONT'D

COURSE TITLE	REVIEW SCHEDULE	PROGRAM MANAGER
Low Power transmitter (COM 03 HG-80)	Bienn/Feb	G-TPR
LORAN C Control Station Operator	Bienn/Nov	G-TPR
LORAN C Engineering	Biennial	G-TPR
LORAN-C Systems	Bienn/Jun	G-TPR
LORAN-C Timing and Control	Bienn/Jul	G-TPR
Mitel SX 10/20 Telephone System	Biennial	G-TPR
Mitel SX-50 Telephone System	Biennial	G-TPR
Mitel SX-100/200 Telephone System	Biennial	G-TPR
Motorola Microwave System 1	Biennial	G-TPR
Motorola Microwave System L	Biennial	G-TPR
National Computer Security (CY-330)	Biennial	G-TPR
National Comms Security (CY-300)	Biennial	G-TPR
Navigation Color Plotter	Biennial	G-TPR
NAVMACS/SATCOM Sys. (Dev)	Biennial	G-TPR
NAVMACS V2 Operator	Biennial	G-TPR
Navy Plotter Maintenance	Biennial	G-TPR
Operation Security	Biennial	G-TPR
Radioman "A" (RM)	Bienn/Nov	G-TPR
Radioman C-7	Bienn/Oct	G-TPR
SSAMPS Administrator RM-02	Biennial	G-TPR
Solid State Loran C XTITE	Biennial	G-TPR
Telephone Technician "A" (TT)	Bienn/Nov	G-TPR
TEMPEST Model 40 TTY TEL-07C	Bienn/Jan	G-TPR
Transmission Security	Biennial	G-TPR
TSEC/KG-30 (FAMILY)	Biennial	G-TPR
TSEC/KG-84A	Biennial	G-TPR
TSEC/KG-84A/C	Biennial	G-TPR
TSEC/KW-46	Biennial	G-TPR
TSEC/KY-57/58	Biennial	G-TPR
TSEC/KY-65/75	Biennial	G-TPR
TEMPEST Fundamentals	Biennial	G-TPS
TEMPEST System Facility Design	Biennial	G-TPS
TEMPEST System Installation	Biennial	G-TPS

ACTIVE DUTY NONRESIDENT COURSES:

ACH60J HH-60J Flight Mechanic	Triennial	G-AMR
Public Affairs Spec. PA1 and PA2	Triennial	G-CP
Aviation Administration (AVADMN)	Triennial	G-EAE
Aviation Corrosion Control	Triennial	G-EAE
Aviation Electrician (AE2, 1)	Triennial	G-EAE
Aviation Machinist Mate (AD2, 1)	Triennial	G-EAE
Aviation Electronic Tech, First (AT1)	Triennial	G-EAE
Aviation Electronic Tech, Second (AT2)	Triennial	G-EAE
Aviation Survivalman, First (ASM1)	Triennial	G-EAE
Aviation Survivalman, Second (ASM1)	Triennial	G-EAE
Aviation Structural Mechanic, First "A" (AM1)	Triennial	G-EAE
Aviation Structural Mechanic, Second "A" (AM2)	Triennial	G-EAE
Aircraft Eng. Familiarization (JETFAM)	Triennial	G-EAE
Storekeeper (SK3, SK2, SK1)	Triennial	G-ELM
Damage Controlman DC3, 2, 1 and C	Triennial	G-ENE
Electrician's Mate EM3, 2, and 1	Triennial	G-ENE
Fireman (FN)	Triennial	G-ENE
Machinery Technician MK3, 2, 1	Triennial	G-ENE
Seaman	Triennial	G-ENE
Military Civil Rights (MCR)	Triennial	G-HME
Health Services Tech. HS2 & 1	Triennial	G-KOM
Fire Control Technician 2, 1, and 7		
Marine Environmental Protection	Triennial	G-MER
Marine Science Technician (MST2, MST1)	Triennial	G-MP/ MPS/MEP
Fire and Safety Technician (FT3, FS2, FS1)	Triennial	G-MPS
Port Securityman (PS2 & PSC)	Triennial	G-MPS
Military Requirements	Triennial	G-MP
Investigator IV2, IV1	Triennial	MSTC
Marine Safety Initial Indoctrination Lesson Plan MSTC (IILPS)	Triennial	MSTC

ACTIVE DUTY NONRESIDENT COURSES:

COURSE TITLE	REVIEW SCHEDULE	PROGRAM MANAGER
BARAD, Basic Radar User	Triennial	G-NRS
Boatswain Mate BM3, 2, & 1	Triennial	G-NRS
Computer aided Search Planning	Triennial	G-NRS
SAR Fundamentals (SARFND)	Triennial	G-NRS
Search and Rescue	Triennial	G-NRS
HH65A Flight Mechanic ACH65FM	Triennial	G-OAV
HU25A Avionics ACH25A	Triennial	G-OAV
HU25A Basic Aircrew ACH25B	Triennial	G-OAV
HU25A Dropmaster ACH25D	Triennial	G-OAV
SAR Aircrew Basic ACBSC	Triennial	G-OAV
SAR Aircrew/HC130 AVIONICS AC130A	Triennial	G-OAV
SAR Aircrew/HC130 Dropmaster AC130D	Triennial	G-OAV
SAR Aircrew/HC130 Flight Eng. AC130F	Triennial	G-OAV
SAR Aircrew/HC130 Loadmaster AC130L	Triennial	G-OAV
SAR Aircrew/HH3F Avionics ACH3AV	Triennial	G-OAV
SAR Aircrew/HH3F Flight Mech. ACH3FM	Triennial	G-OAV
Basic Radar User (BARAD)	Triennial	G-OCU
Radarman, "Confidential"(RD3, 2, & 1)	Triennial	G-OCU
Quartermaster (QM3, QM2, QM1)	Triennial	G-OCU
Seaman (SN)	Triennial	G-OCU
Fire Control Tech Chief "Confidential" (FTC)	Triennial	G-ODO
Fire Control Tech. (FT2, FT1)	Triennial	G-ODO
Gunner's Mate (GM-2 and 1)	Triennial	G-ODO
Radarman "Confidential"(RD3, RD2, RD1)	Triennial	G-ODO
SONAR Technician (ST2, 1)	Triennial	G-ODO
Sonar Tech "Confidential" ST7 Chief	Triennial	G-ODO
YEOMAN (YN3, 2, 1)	Triennial	G-PIM
Military Requirements E-3 - E-9	Triennial	G-PRF
Officer Leadership & Mgt. OLAM	Triennial	G-PRF
Subsistence Specialist (SS3, 2, 1)	Triennial	G-PS
Coast Guard Orientation* (Officer)	Triennial	G-RST
Electronics Techn. (ET2, ET1, ETC)	Triennial	G-TPR
Radioman (RM2, RM1)	Triennial	G-TPR
Telephone Tech. (TT2, TT1)	Triennial	G-TPR

LIST OF FORCE MANAGERS

RATING	FORCE MANAGER (FM)
AVIATION MACHINIST'S MATE (AD)	G-EAE
AVIATION ELECTRICIAN'S MATE (AE)	G-EAE
AVIATION STRUCTURAL MECHANIC (AM)	G-EAE
AVIATION SURVIVALMAN(ASM)	G-EAE
AVIATION ELECTRONICS TECH. (AT)	G-EAE
BOATSWAIN'S MATE (BM)	G-NRS
DAMAGE CONTROLMAN (DC)	G-ENE
ELECTRICIAN'S MATE (EM)	G-ENE
ELECTRONICS TECHNICIAN (ET)	G-TPR
FIRE CONTROL TECHNICIAN (FT)	G-ODO
GUNNER'S MATE (GM)	G-ODO
HEALTH SERVICES TECH. (HS)	G-KOM
MACHINERY TECH. (MK)	G-ENE
MARINE SCIENCE TECH. (MST)	G-MP
MUSICIAN (MU)	G-CP
PUBLIC AFFAIRS SPECIALIST (PA)	G-CP
QUARTERMASTER (QM)	G-OCU
RADARMAN (RD)	G-ODO
RADIOMAN (RM)	G-TPR
STOREKEEPER (SK)	G-ELM
SUBSISTENCE SPECIALIST (SS)	G-PS
SONAR TECHNICIAN (ST)	G-ODO
TELEPHONE TECH. (TT)	G-TPR
YEOMAN (YN)	G-PIM
DATA PROCESSING TECH. (DP)	G-TPR
FIRE AND SAFETY TECH.(FS)	G-MPS
INVESTIGATOR (IV)	G-OIS
PORT SECURITYMAN (PS)	G-MPS
FIREMAN (FN)	G-ENE
SEAMAN (SN)	G-OCU