DEPARTMENT OF THE NAVY
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LETTER OF PROMULGATION FOR NAVEDTRA 142

1. The Naval Education and Training (NAVEDTRA) M-142 series of manuals has been extensively revised. This revision merges the Ready Relevant Learning process, the Naval Education and Training Command (NETC) End-to-End process, and the Office of the Chief of Naval Operations acquisition process into one Navy Training Process (NTP). The NTP is more agile, relies on type commanders to push training requirements to NETC, and eliminates a multitude of outdated and often conflicting policy and guidance.

2. The NAVEDTRA 142 series of manuals define the NTP and provide fundamental direction for the development of curricula, the delivery of instruction, and the management and evaluation of training programs, within NETC.

3. This publication is a major change and should be read in its entirety.

4. This publication is available electronically at: https://netc.navy.mil/Resources/NETC-Directives/.

5. NETC N71 solicits any comments and recommendations to improve the NAVEDTRA 142 series of manuals through the following link: https://flankspeed.sharepoint-mil.us/sites/MYNAVYHR_NETC/N7/Lists/ChngRqstForm/AllItems.aspx or comments may be submitted to netc-n7@us.navy.mil.

6. Reviewed and approved.

J. J. CZEREWKO

Navy Training Process

Phase I: Triggers

SECURITY CLASSIFICATION: UNCLASSIFIED

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Record of Changes

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Foreword

Naval Education and Training Series Manuals:

The Naval Education and Training (NAVEDTRA) M-142 series of manuals provide policy and guidance within the Naval Education and Training Command (NETC) for the development of curricula, delivery of instruction, and management and evaluation of training programs. This manual supersedes the following documents:

- NETCINST 1500.19, Training Requirement Submission, and Course Development, Delivery, and Maintenance End to End Process
- Ready Relevant Learning Guidance Memorandum (RRLGM) #20-0005A, Standard Operating Procedures (SOP) for Managing Rating Scoping

Scope:

The NAVEDTRA M-142.1 outlines the procedures for the Navy Training Process (NTP) Phase I Trigger Events, which require intervention following a validated needs assessment. Triggering events such as system configuration changes, new equipment installations, emerging personnel requirements, or safety and performance trends initiate the process of identifying root causes. This helps determine which Fleet requirements cannot be resolved through training and which can. If training is identified as the root cause, the event triggers the process to define training requirements and develop the appropriate intervention.

In the NTP Phase V Assessment and Sustainment, the evaluate and maintain process conducts continuous evaluation, monitoring and controlling of courses and Fleet feedback throughout the life cycle. Issues identified during Phase V become triggers that feed Phase I.

A triggering event starts the process to identify training requirements. It is imperative that type commanders (TYCOM), NETC, learning centers (LC), learning sites (LS), and program offices monitor triggering events and assess impacts to training. Delivery of outdated curriculum will negatively affect Fleet readiness. Conducting a needs assessment along with root cause analysis (RCA) and performance analysis will provide the data to support appropriate interventions.

Communication and collaboration between NETC, TYCOMs, system commands (SYSCOM), program offices, requirement sponsors, and resource sponsors are vital to ensure validated Fleet requirements are properly aligned and efforts are focused on developing proper Fleet interventions and training interventions.

The guidelines set forth in this series of manuals are not intended to conflict with any higher-level authority policies or procedures. In instances where there appears to be a conflict or disagreement, please notify NETC N71, Training Standard Branch. NETC N71 solicits any comments and recommendations to improve the NAVEDTRA M-142 series of manuals through the following link: https://flankspeed.sharepoint-mil.us/sites/MYNAVYHR_NETC/N7/Lists/ChngRqstForm/AllItems.aspx or comments may be submitted to netc-n7@us.navy.mil. This manual is intended for use by military, civil service, and contractor personnel engaged in the development and modification of Navy training materials.

NOTE: All links in this manual must be copied and pasted into a browser to access the document being referenced.

Contractual Use of this Manual:

Throughout the NAVEDTRA M-142 series, examples are provided to illustrate and clarify points being discussed. It is important to note in the case of an item identified as an "example," this item is not intended to be copied exactly in all situations, but rather provided to help clarify the information being discussed. The content for items shown as examples are representative and may be tailored by the user for specific situations.

Table 1: Guidance Terms

Term	Meaning
Must	**This action, behavior, or construct is required by the guidelines.**
Will	**This denotes a required action in the future.**
May	**This action, behavior, or construct is permitted; however, it is discretionary, not required.**
Can	**This refers to the inherent behavior of software and/or computer languages. Do not use to mean that an action, behavior, or construct is permissible or allowed by the guidelines.**
Must not	**This action, behavior, or construct is prohibited by the guidelines.**
Should	**This suggests that something is proper, reasonable, or the best thing to do.**

Table of Contents

List of Tables

List of Figures

List of Appendices

Navy Training Process Appendices are available for download:

https://flankspeed.sharepoint-mil.us/sites/MYNAVYHR_NETC/N7/1421/Forms/AllItems.aspx

Phase V Appendices

Acronym List

Acronym	Description
AAE	Assessment, Analysis, and Evaluation
CCA	Curriculum Control Authority
CDRL	Contract Data Requirements List
CIN	Course Identification Number
CLLC	Career Long Learning Continuum
CRM	Comment Resolution Matrix
ESC	Executive Steering Committee
FYDP	Future Years Defense Program
FDNF	Forward Deployed Naval Forces
GFI	Government Furnished Information
IFIT	Instructor Facilitated Interactive Training
LC	Learning Center
LS	Learning Site
MFR	Memorandum for the Record
MMP	Minimally Manned Platforms
MOS	Military Occupational Specialty
MRC	Maintenance Requirements Cards
NAVEDTRA	Naval Education and Training
NEC	Navy Enlisted Classification Code
NETC	Naval Education and Training Command
NMETL	Navy Mission Essential Task List
NTP	Navy Training Process
NTSP	Navy Training System Plan
OCCSTD	Occupational Standard
OFRP	Operational Force Readiness Plan(s)
ORM	Operational Risk Management
OPNAV	Office of the Chief of Naval Operations
PADDIE+M	Plan, Analyze, Design, Develop, Implement, Evaluate, and Maintain
PED	Personal Electronic Device
POC	Point of Contact
PQS	Personnel Qualification Standards
RCA	Root Cause Analysis
RF	Radio Frequency
ROM	Rough Order of Magnitude
RRL	Ready Relevant Learning
SDIT	Self-Directed Interactive Training
SME	Subject Matter Expert

SMO	Security Management Office
SYSCOM	Systems Command
TA	Training Agent
TQI	Total Quality Indicator
TSPO	Training Systems Program Office
TTQ/TTC	Train to Qualify/Train to Certify
TYCOM	Type Commander
USFFC	United States Fleet Forces Command

CHAPTER 1
NAVY TRAINING PROCESS TRIGGERS

1.0. Introduction. The NTP uses the Plan, Analyze, Design, Develop, Implement, Evaluate, and Maintain (PADDIE+M) instructional systems design model (Figure 1-1) with RCA integrated into the model during the Phase I Triggers. The NTP Phase I Triggers aligns to the P "Plan" phase in the PADDIE+M model. Triggers are events that initiate the assessment of deficiencies and/or requirements to meet Fleet performance and readiness. During the trigger phase, an alignment meeting and needs assessment with RCA are conducted to determine the trigger's root cause.

The triggers process follows the structure outlined in the NTP Phase I Detailed Map (Appendix Q) and NTP Workflow Tool, along with the step-by-step flows provided in this manual.

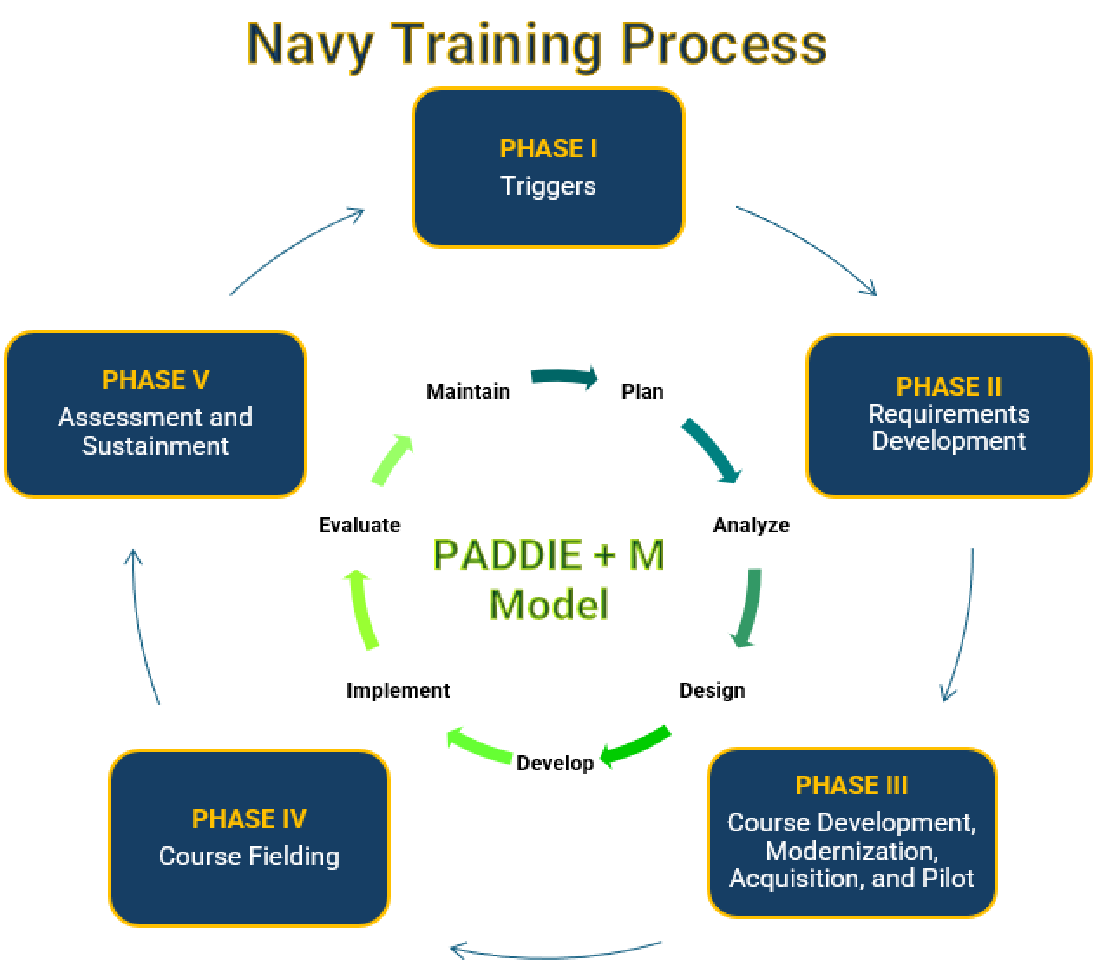


Figure 1-1: Navy Training Process Using the PADDIE+M Model

1.1. Trigger Events. The responsibility for managing, maintaining, and implementing training courses falls to the designated LC or training agent (TA) as approved by NETC. The designated LC or TA will only implement new or revised courses if it supports a validated and resourced requirement as articulated by a requirements sponsor. This analysis determines whether training is the appropriate intervention to address a Fleet readiness, legal, or mission requirement, such as those outlined by the United States Fleet Forces Command (USFFC) or other Navy enterprises. Training developed for NETC by a program management office or a SYSCOM in support of a new or modified system or platform and funded through the Navy Training System Plan (NTSP) must use the NTP. There needs to be a reason (or reasons) to undertake the development of a new course, the revision of an existing course, or cancellation of a course. Triggering events may come from:

a. **Naval Training System Requirements and Management (OPNAVINST 1500.76E).** Introduction of new technology aboard a ship (e.g., weapons system, engineering system, information technology architecture, etc.) that has an assigned NTSP is a justification.

   NOTE: Any change or modification to a system that has been introduced into the Fleet with a supporting NTSP requires a task analysis (e.g., Job Duty Task Analysis) to properly identify the tasks performed in the Fleet.

b. **Ready Relevant Learning (RRL) Modernization/Career-Long Learning Continuum (CLLC).** RRL pertains to ratings undergoing an in-depth process of analyzing training paths and integrating various science-of-learning instructional modalities with modern technology and complete learning continuums. USFFC has created CLLCs for the ratings, which provide the foundational path for training. The CLLCs and RRL modernization efforts often reveal gaps in existing training programs or highlight where there is a lack of necessary competencies to perform efficiently. This can lead to a reassessment and update to learning and development strategies.

c. **Directed by Office of the Chief of Naval Operations (OPNAV) or NETC.** Introduction of new technologies, techniques, or equipment not supported by a NTSP, that may replace existing subjects, add to an existing course, or require a new course, would be justifications. Fleet manning requirements may also dictate an increase or decrease in student throughput, which would justify an adjustment in resources. An addition of “by direction” topics, courses, or mandated course reductions are also justifications.

d. **Direct Fleet Input from Requirement Sponsor.** Triggers may be based on operational risk management (ORM) assessments, updates to Navy Mission Essential Task List (NMETL), or Fleet Performance Assessment, Analysis, and Evaluation (AAE). Significant shifts in tactical doctrine and responses to evolving intelligence assessments concerning political adversaries or allies may lead to adjustments in the curriculum.

   (1) ORM systematically identifies, evaluates, and prioritizes potential risks that could impact operation. It is an expression of potential harm, described in terms of severity, probability, and exposure to hazards. When significant risks are identified, it often prompts a reassessment of existing strategies and practices.

   (2) AAE is the Navy's strategy for continuous assessment, analysis, and evaluation of operational Fleet performance to identify triggers.

e. **Revision to Enlisted Occupational Standards (OCCSTD).** OPNAVINST 1223.1E directs NETC to formally train selected E-4 OCCSTDs in A-schools. OCCSTDs define minimum skill and knowledge requirements for enlisted personnel at each pay grade and within each rating. Changes (adding, deleting, or modifying) to OCCSTD task statements may require an update to the task analysis and therefore require course modifications.

f. **Rating Merger.** When two or more Navy ratings consolidate into one rating, the consolidation is termed as a rating merger. A rating merger requires a requirements analysis to determine changes to training requirements.

g. **Establishment of a new Rating or Revision of a Navy Enlisted Classification (NEC).** A NEC is a four-digit alphanumeric code that identifies a Navy skill, knowledge, aptitude, or qualification that must be documented to identify both personnel and manpower positions. Generally, NEC codes supplement ratings and identify non-rating wide skills. A change to a NEC may warrant a requirements analysis to identify new, revised, or obsolete work.

h. **Course Surveillance.** Course surveillance is conducted through a variety of programs and reviews that offer an accurate assessment of the status of the course content. Continuous monitoring of course effectiveness allows for the early detection of variances and provides the opportunity to isolate areas that require action. Course surveillance occurs as a scheduled event, such as a formal course review, safety, training management reviews, or as a triggered event, prompted by a negative trend flagged by a total quality indicator (TQI). See NAVEDTRA M-142.5 for more details.

1.2. Trigger Initiation. A requirement sponsor is the office responsible for identifying, validating, and overseeing training requirements for a particular program, system, or capability with the Navy. TYCOMs are normally the requirement sponsor responsible for readiness, training, and maintenance of fleet assets. Requirement sponsors may initiate a trigger assessment by submitting a request for analysis concerning current or potential training requirement(s) to NETC, as outlined in Appendix G. NETC N9 will assess the input to determine the appropriate course of action and will assign the relevant NETC N72 enterprise to coordinate the trigger assessment.

1.3. Trigger Assessment. Stakeholders will determine a valid trigger exists and then reach consensus on what intervention is appropriate to meet the issue through Fleet determination RCA or through the conduct of a needs assessment. For RRL projects, a determination will be made regarding whether the rating modernization process should occur in the current Future Years Defense Program (FYDP), a later FYDP, or it does not warrant assessment for modernizing. See Appendix A for RRL Business Rules and Appendix D for the FYDP Decision Brief Template. Trigger assessment instructions can be found in Appendix C. The requirement sponsor holds the approval to proceed to the alignment meeting (further detailed in Chapter 2).

1.4. Trigger Stakeholders. The supported stakeholder for Phase I Triggers is the executing organization. The requirement sponsor is the approval authority for trigger decisions.

a. The executing organization for training requirements derived from systems acquisition (or sustainment), identified in an NTSP, is the cognizant training systems program office (TSPO) or SYSCOM.

b. For training modernization efforts through RRL, the executing organization will be identified by the Program Executive Office for Manpower, Logistics and Business Solutions RRL portfolio manager.

c. For any other trigger events, NETC or LC may elect to contract the analysis, design, and development efforts. In this case, the contractor is the executing organization. Supporting stakeholders are cognizant resource sponsors (OPNAV N1, N2/N6, and N94, N95, N96, N97, N98 (High-9s)), requirement sponsors (normally the TYCOM), supported TYCOMs, SYSCOMs, TSPOs, program management activity, and USFFC.

1.4.1. NTP Stakeholder Register. The NTP Workflow Tool in Flank Speed will be used to manage a NTP project. Refer to Appendix B for stakeholder registration information.

CHAPTER 2
ALIGNMENT MEETING

2.0. Introduction. The purpose of the alignment meeting is to ensure that all stakeholders agree regarding goals, objectives, and expectations related to the project. Before moving forward with the project, the alignment meeting ensures that the scope, timeline, and budget are clearly defined per the expectations of resource and requirements sponsors. These are formally documented prior to executing the project's deliverables. Additionally, the alignment meeting establishes initial assumptions, identifies potential risks, and examines relevant background information that may impact the project. The data captured from the meeting is documented in an updated alignment brief. After the alignment meeting, a resource sponsor (OPNAV N1, High-9s, and/or N2N6) must approve funding before the project can progress to the next step in the NTP model. For projects without a clear resource sponsor, notify stakeholders that funding has been approved via Appendix H. Instructions for the execution of an alignment meeting can be found in Appendix I, and the Alignment Brief Template in Appendix J. Chapter 4 of this manual identifies the detailed process steps to include stakeholder roles, for the alignment meeting reference Table 4.

2.1. Alignment Meeting Input. Inputs to the alignment meeting depend upon the readiness issue or trigger. Include only the items relevant to the trigger, such as:

a. Fleet commander's comments.

b. Top 10 readiness issues, unit readiness reports, and briefs.

c. Identification of a new or changed threat.

d. Changes in tactical doctrine.

e. After Action Reviews.

f. Audits, inspections, and evaluations.

g. Introduction of new equipment.

h. Introduction or restructuring of NEC code.

i. Changes to personnel qualification standards (PQS).

j. Fleet feedback (e.g., casualty reports, inspection and survey reports, safety center reports, post mission analysis, etc.).

k. Updated NMETL (e.g., changes to mission, progression, courses of action, etc.).

l. NTSP (e.g., changes as a result of annual review, ship change document, maintenance philosophy, etc.).

m. Updated OCCSTDs (e.g., changes to rating standards, duties, and responsibilities, etc.).

n. Course review (e.g., result of formal course review, introduction of new systems, or negative trend(s) indicated by TQI, etc.).

o. Navy leadership's vision for NETC.

p. Trigger decision.

2.2. Conduct of Alignment Meeting. Coordination among all stakeholders should occur by communicating alignment information to move the process along. Discuss and document topics as relevant during alignment meeting in the updated alignment brief Appendix J. Alignment meeting action:

a. Roll call.

b. Alignment meeting purpose.

c. Points of contact (POC), roles and responsibilities, and communication plan.

d. Assumptions and constraints.

e. Potential impacts to effort.

f. Risks and mitigations.

g. Government furnished information (GFI) received and needed.

h. Review requirements process.

i. Review needs assessment process – current training.

j. Relevant background information.

k. Milestones and schedule.

l. Action items.

m. Next steps.

n. Questions.

2.3. Alignment Meeting Output. The alignment meeting must result in an approval or disapproval of the trigger decision NTP Step 1 in the format of an electronically signed e-mail from the requirements sponsor, as follows:

a. If the trigger decision is to determine the root causes, identify a resource sponsor to support. Conduct a needs assessment RCA.

b. If the trigger decision is a valid training requirement and a resource sponsor is identified to support training integration and life cycle sustainment, document the decision, and move to Phase II of the NTP.

c. If the trigger decision is a valid training requirement and no resource sponsor is identified to support training integration and life cycle sustainment, one must be designated. See note below.

d. If the trigger decision results in the training requirement being invalid, document the decision in a memorandum for the record (MFR) Appendix P; and then, cease the project.

NOTE: Resource sponsor must approve funding to proceed to needs assessment or other NTP steps. In some cases, a resource sponsor may require a rough order of magnitude (ROM) consisting of the cost to develop, implement, and sustain the training solution through the FYDP. A guide for creating a ROM for estimating cost of training requirements is available in Appendix E, and instructions for using the ROM tool are in Appendix F.

NOTE: For RRL:

a. If the trigger decision is to shift the rating on the FYDP, document deferment of the rating to a later date. Document the formal decision in an MFR Appendix P, ensuring to use a digitally signed e-mail when submitted.

b. If the trigger decision results in the rating becoming disqualified for RRL work, document the formal decision in an MFR via a digitally signed e-mail, and cease the project.

c. If the trigger decision is the rating qualifies for RRL, document decision with the approved FYDP workplan through e-mail notice sent from TYCOM to NETC or LC.

d. The RRL business rules are to be followed to support and align stakeholder efforts.

CHAPTER 3
NEEDS ASSESSMENT

3.0. Introduction. A needs assessment is a systematic process used to identify and evaluate the needs of a specific group or organization. It involves collecting data to assess current performance, define desired outcomes, and identify gaps between the two. This assessment helps uncover the root causes of performance gaps and guides the selection of appropriate intervention strategies.

A gap is defined as the difference between the desired performance level and the current state. Root causes of these gaps often fall into one of six categories, known as the six M's:

a. **Manpower** – Personnel capabilities, including skills, training, and motivation.

b. **Machines** – Tools, equipment, and technology used in the process.

c. **Methods** – Procedures, processes, and work instructions.

d. **Materials** – Raw materials, components, and consumables.

e. **Mother Nature (Environment)** – External conditions such as weather, temperature, and humidity.

f. **Measurements** – Data, metrics, and inspection results used to assess performance.

Example:

TYCOM observed an increase in corrosion issues in the nose cone of the F-18. The initial assumption was that enhanced technician training was needed to improve corrosion identification. However, a thorough needs assessment revealed the true root cause: Maintenance Requirement Cards (MRC) mandated inspections only once every 365 days—an interval inadequate for addressing the growing corrosion issue. As a result, the appropriate solution was not additional training but, a technical adjustment revising the MRCs to increase inspection frequency.

A needs assessment is especially valuable when there are changes in threats, doctrine, organizational structure, leadership, or material. It facilitates the comparison between the current ("As Is") and desired ("To Be") states and helps identify the root causes of performance gaps.

Crucially, training should only be developed or revised if it is determined to address the identified root cause. In some cases, the needs assessment may indicate that no changes are necessary, and current training remains sufficient. This determination is made during the needs assessment meeting.

3.1. Needs Assessment Inputs. Active engagement of all stakeholders, receipt of GFI for review, and scheduling of the site visit prior to the commencement are critical for successful execution of the needs assessment. Chapter 4 of this manual identifies the detailed process steps to include stakeholder roles for the needs assessment reference Table 5.

a. **Inputs for Performance Analysis:**

(1) Organizational Goals and Objectives: A clear understanding of the organization's strategic goals helps determine what the desired performance outcomes are.

(2) Job Descriptions and Role Expectations: These define the responsibilities, skills, and performance standards expected from Sailors in specific roles.

(3) Performance Data: Quantitative data (e.g., production rates, error rates) and qualitative data (e.g., student feedback, supervisor assessments) that reflect actual performance.

(4) Sailor Feedback: Insights from Sailors regarding the challenges they face, perceptions of their work environment, and obstacles that may affect their performance.

(5) Competency Models: A framework of skills and behaviors that are expected from Sailors, helping to identify performance gaps.

(6) Benchmarking Data: Comparisons with industry standards or best practices to identify areas where performance is lagging.

(7) Training Records: Historical data about any past training programs to evaluate whether Sailors have received sufficient and relevant training to meet performance expectations.

b. **Inputs for RCA:**

(1) Performance Data: As identified in performance analysis, data highlighting discrepancies between desired and actual performance can point to potential root causes.

(2) Incident Reports or Problem Logs: Detailed records of issues, errors, or failures that occurred, including context and timing, to help trace back to the root cause.

(3) Sailor Interviews or Feedback: Direct input from Sailors, supervisors, and managers can provide insights into underlying issues such as lack of resources, unclear instructions, or poor communication.

(4) Process Maps or Workflows: Diagrams that describe the processes and steps involved in tasks can help identify bottlenecks or inefficiencies that may be contributing to poor performance.

(5) Observations: Direct observation of the work environment, behaviors, and processes to identify any discrepancies between what is expected and what is happening.

(6) External Factors: Information on external influences (e.g., technology or regulation changes) that may impact performance.

(7) Historical Data: Past performance trends or previous issues that may have contributed to current challenges.

3.2. Needs Assessment Action. The needs assessment process is divided into three key steps: performance analysis, RCA, and intervention selection. Data will be gathered through GFI, meetings, interviews, site visits, etc. For intervention selection, use the NTP Requirements Development Workbook found in Appendix L to identify problems and performance gaps, determine the root causes, and select appropriate intervention.

3.2.1. Performance Analysis. A performance analysis is a systematic evaluation that involves collecting and analyzing data related to performance outcomes, processes, and behaviors in order to identify strengths, weaknesses, and areas of improvement. Data will be gathered through GFI, meetings, interviews, focus groups, site visits, etc., as appropriate. The NTP Requirements Development Workbook is used to collect the required performance data. Figure 3-1 provides a visual overview of performance analysis.

Initiate the process by conducting a performance analysis to identify the problem(s). This analysis will highlight the discrepancies between the desired performance outcomes and the current situation. It is essential to identify the factors that are contributing to the performance discrepancies or are adversely affecting performance. The performance analysis outcome will provide a clear explanation of the gaps between the current state and the desired state. Additionally, review the GFI and group and analyze relevant data to further identify performance discrepancies and other influencing factors.

Figure 3-1: Performance Analysis

3.2.2. Problem Statement. The performance analysis may reveal that issues with organizational performance are related to motivational, environmental, or organizational factors, rather than a deficiency in knowledge or skills. Prepare the problem statement using a framework called the six M's: **manpower** refers to human resources, **machine** represents the equipment and technology used, **materials** involve the raw materials, components, and inputs required for production, **methods** refer to the process and procedures used to produce goods or deliver services, **measurement** involves the metrics and standards used to assess performance and quality, **mother nature** refers to the environment, or external conditions and surroundings that can influence the process. Using this framework, make the statement as specific as possible. The description should give a statement of the deficiency. State the deficiency in terms of the standard that has not been met instead of attributing a cause to the deficiency.

a. Example, "Technicians fail to install the Radio Frequency (RF) antenna correctly," rather than "Technicians don't know how to install the RF antenna correctly."

b. Some questions to ask yourself during the problem identification:

(1) What is the problem?

(2) What is the extent and gravity of this problem (safety/security/environmental/etc.)?

(3) What is the impact of this problem?

(4) What is the deficiency?

(5) When is the problem present?

(6) What impact does this problem have on individual or Fleet performance?

(7) What is the impact on mission and/or readiness?

3.2.3. RCA. Identify the root causes of the performance gap or issue by conducting an RCA. This analysis identifies the root causes of the deficiency by evaluating both the organization and its performers by gathering relevant data, analyzing that information, and determining the underlying factors that contribute to a specific outcome. To understand the impact of organizational support and individual behavior on performance, a comprehensive RCA should prioritize the quality and accessibility of the information, data, and feedback provided to Sailors in their roles. Figure 3-2 provides a visual overview of the RCA. Adequate environmental support encompasses the provision of sufficient resources, tools, and equipment necessary for optimal job performance. Organizational incentives, including both rewards and consequences, play a crucial role in influencing outcomes. Furthermore, individuals must possess the requisite knowledge, skills, and attitudes to achieve success. Personal motivation is also an essential factor. It is important to recognize that multiple elements may contribute to any existing challenges.

Example Problem: A group of technicians fail to install a RF antenna correctly.

Root Causes:

a. A lack of formal training dedicated to RF antenna installation.

b. Active instructors do not possess the technical knowledge or expertise to teach the course.

c. Publications associated with the training have not been updated.

d. The LC has limited access to RF antenna for training aids.

e. The LC has limited access to a lab with skilled trainers to provide hands-on training.

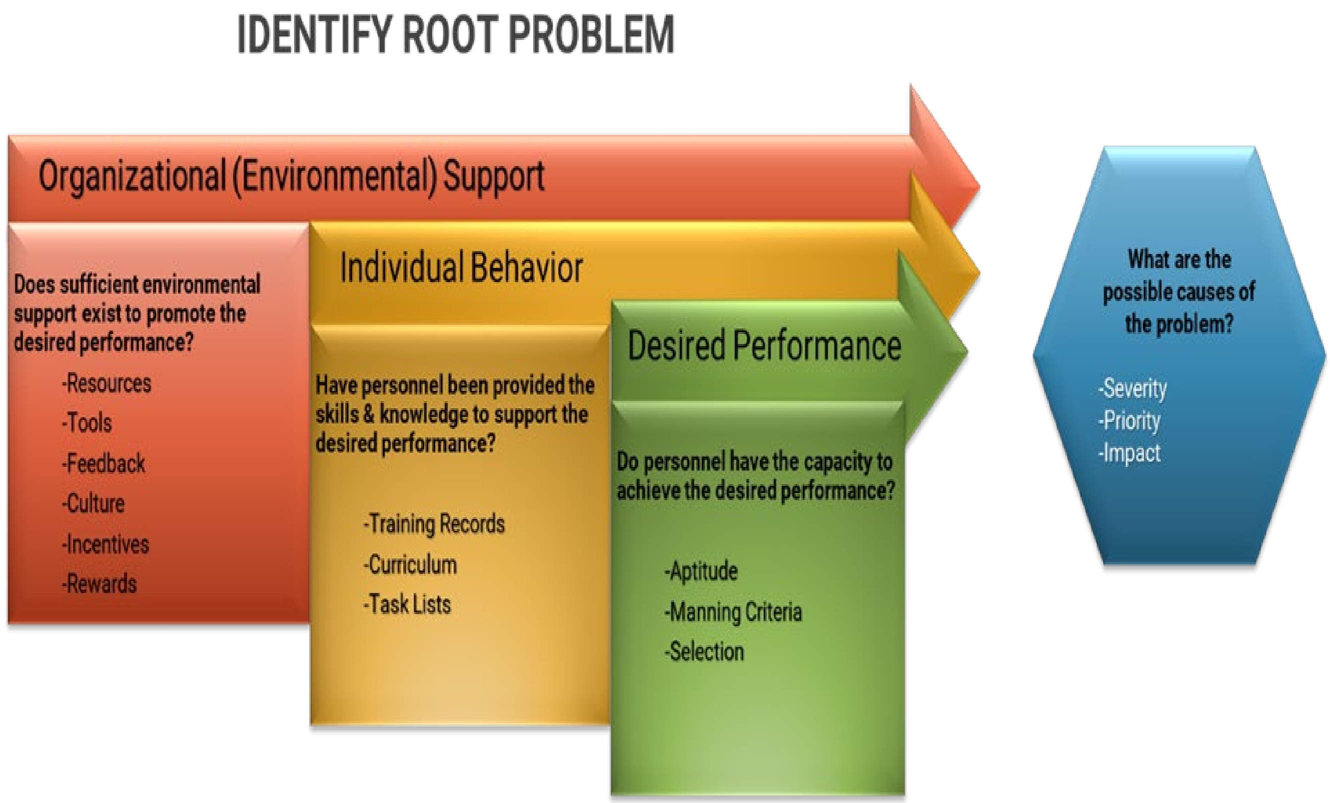


Figure 3-2: Root Cause Analysis

3.2.4. Intervention Selection. Intervention solutions used during needs assessments are strategies or actions implemented to address the underlying causes of problems or failures identified during the RCA process. These solutions aim to correct or prevent the recurrence of issues. Some questions to ask during intervention solution identification:

a. What general solution type is indicated?

(1) Work Re-Design

(2) Training

(3) Job Aids

(4) Tools/Resources

(5) Coaching

(6) Mentorship

b. What constraints affect each solution?

(1) Implementation Time

(2) Cost

(3) Infrastructure Requirements

(4) Timing

c. What intervention provides the best solution to address the deficiency (based on the 6-Ms framework)?

(1) Training

(2) Environment

(3) Motivational

d. What are the costs, effects, and development times of each solution?

(1) Return on Investment

(2) Business Case

(3) Mandate

(4) Importance

e. Are there multiple solutions that are needed to correct the problem?

f. Is there further analysis needed to determine the appropriate solution?

3.2.5. Intervention Selection Considerations. Intervention should be selected based on costs and benefits to the organization and performers. All information resulting from the needs assessment must be passed to the responsible activity for consideration of recommended solutions. These solutions aim to correct or prevent the recurrence of issues. Here are some common intervention solutions:

a. **Process Improvement:**

(1) Standardization of Procedures: Creating or updating technical manuals, policy, or Standard Operating Procedures to ensure consistency and eliminate variability.

(2) Process Redesign: Streamlining or redesigning workflows to eliminate inefficiencies, bottlenecks, or points of failure.

(3) Automation: Introducing automation to reduce human error or improve speed and accuracy in processes.

b. **Training and Education:**

(1) Training Considerations. Identify training aligned to the operational or maintenance tasks across the 6-Ms.

(a) If individual training (e.g., formal course of instruction) is aligned to the task, conduct an evaluation on the individual training task to determine what is needed for improvement (e.g., new training, revised training, higher fidelity training equipment, etc.).

(b) If no training is aligned to the task, conduct a task analysis to assist in determining a training solution.

c. **Root Cause Elimination:**

(1) Corrective Action: Implement solutions that directly address and eliminate the root cause, rather than just treating symptoms.

(2) Preventive Action: Take steps to prevent recurrence of the problem by addressing potential risks or vulnerabilities identified during RCA.

d. **Technology Upgrades or Changes:**

(1) Tool or Equipment Upgrades: Replacing outdated or malfunctioning tools, machinery, or equipment that contribute to the problem.

(2) Software or System Improvements: Updating or improving software or information technology systems to enhance functionality, security, or reliability.

e. **Changes in Organization Structure:**

(1) Role Clarification: Revising job descriptions, responsibilities, or reporting structures to ensure clarity and prevent miscommunication or role confusion.

(2) Resource Allocation: Adjusting resource allocation (e.g., staffing levels or equipment availability) to address capacity issues that contribute to the problem.

f. **Quality Control and Monitoring:**

(1) Improved Inspection Processes: Enhance quality control measures to catch defects or errors before they escalate.

(2) Performance Monitoring: Implement regular monitoring or audits to track key performance indicators and identify potential issues before they become critical.

g. **Maintenance and Upkeep:**

(1) Preventive Maintenance: Introducing or improving preventive maintenance programs to ensure machinery or systems are regularly maintained and less likely to fail.

(2) Condition-Based Monitoring: Using real-time data to monitor equipment condition and trigger maintenance based on actual need rather than scheduled intervals.

h. **Change Management:**

(1) Change Control: Introducing a formal change control process to manage modifications in procedures, tools, or systems, ensuring all changes are evaluated for potential impacts.

(2) Communication Plans: Ensuring proper communication of changes to all relevant stakeholders to prevent resistance and ensure successful implementation.

i. **Supplier and Material Management:**

(1) Supplier Improvement: Working with suppliers to improve the quality of materials or services provided to avoid defects or delays.

(2) Inventory Management: Revising inventory management processes to avoid stockouts, overstocking, or material quality issues that contribute to problems.

j. **Human Factors and Behavior Modification:**

(1) Ergonomics: Implementing changes to reduce physical strain or improve the work environment, which may be contributing to errors or inefficiencies.

(2) Behavioral Interventions: Addressing human factors such as fatigue, stress, or lack of motivation through wellness programs, better workload management, or incentives for high performance.

3.3. Needs Assessment Meeting. At the conclusion of the needs assessment, develop a needs assessment brief that provides the outcomes with recommended solutions and embed the NTP Requirements Development Workbook-Needs Assessment Tabs within the brief (see Appendix N). Conduct a needs assessment meeting using the needs assessment brief, to give key stakeholders the data required to decide whether training is appropriate, or if another intervention is needed. After a formal decision is made to move forward with a NETC training solution or RRL modernization effort, continue to NTP Step 3, Training Situation Analysis and TA, described in the NAVEDTRA M-142.2.

3.4. Needs Assessment Output. Output from the NTP Step 2 Needs Assessment is an updated needs assessment brief and completed NTP Requirements Development Workbook-Needs Assessment Tabs.

CHAPTER 4
PHASE I: DETAILED PROCESS STEPS

4.0. Overview. This chapter features tables detailing a step-by-step process referencing the NTP Map to assist in comprehending the Phase I Triggers process. Additionally, the NTP detailed steps are aligned to the NTP Workflow Tool in Flankspeed.

Phase I NTP Detailed Map is available for download:

https://flankspeed.sharepoint-mil.us/sites/MYNAVYHR_NETC/N7/1421/Forms/AllItems.aspx

Table 2: Phase I Detailed Process Steps Legend

LEGEND	
Icon/Color	**Meaning**
	Draft/Create – Document is placed in pending files in NTP Workflow Tool.
	Upload – Document is published in the NTP Workflow Tool.
	Review – Document reviewed by stakeholders.
	Update – Document is updated in NTP Workflow Tool.
	Schedule – Meeting is scheduled in NTP Workflow Tool.
	Approval – Approval process using NTP Workflow Tool or MFR.
	Decision Meeting/Gate.
	Step is conducted outside of NTP Workflow Tool.

Table 3: Trigger Initiation/Decision Step

PHASE I TRIGGERS			
Step 1A - Trigger Initiation/Decision			
STEP	**ACTION**	**RESPONSIBILITY**	**APPENDIX**
1A-1	Triggers are identified per paragraph 1.1 to include TYCOM identified discrepancies requiring needs analysis - RCA. TYCOM, requirement sponsor, or program office initiate trigger activities dependent on the trigger. If the trigger is a TYCOM issue to be investigated and is not tied to schoolhouse training, then the process can be used by the requirement sponsor and program office to identify the root causes. **RRL Only**: TYCOMs, program offices, NETC, LC or Curriculum Control Authority (CCA) determine if ratings need RRL modernization at the time on the FYDP, using RRL Business Rules.	NETC Leads LC or LS triggers. Requirement sponsor or program office leads TYCOM identified issues for RCA.	Appendix A - RRL Business Rules Appendix C - Trigger Assessment Instructions Appendix D - FYDP Decision Brief Template (RRL Only) Appendix G **-** Request for Analysis of Training Requirement
1A-2	Upload the trigger MFR.	NETC N72X/LC	Appendix P - MFR

Table 4: Alignment Meeting Steps

PHASE I TRIGGERS			
Step 1B - Alignment Meeting			
STEP	**ACTION**	**RESPONSIBILITY**	**APPENDIX**
1B-1 *(1B-1, 1B-2, 1B-3, 1B-4, 1B-5 are parallel)*	**Update/Populate the Stakeholder list**. Use NTP Workflow Tool in Flankspeed, as required.	NETC N72(X)/LC Leads **RRL ONLY:** Executing Organization collaborates.	Appendix B – Stakeholder Registration Instructions
1B-2 *(1B-1, 1B-2, 1B-3, 1B-4, 1B-5 are parallel)*	**Schedule the Alignment Meeting** with stakeholders.	Executing Organization leads. NETC N72(X)/LC/LS collaborates. TYCOM trigger POC collaborates.	
1B-3 *(1B-1, 1B-2, 1B-3, 1B-4, 1B-5 are parallel)*	**Upload the NETC GFI to SPO**.	NETC/LC/LS, TYCOM trigger POC, Executing Organization leads.	
1B-4 *(1B-1, 1B-2, 1B-3, 1B-4, 1B-5 are parallel)*	**Review NETC GFI** and collect any additional TYCOM, SYSCOM, TSPP GFI	Executing Organization leads. NETC N72(X)/LC/LS TYCOM POC collaborates.	
1B-5 *(1B-1, 1B-2, 1B-3, 1B-4, 1B-5 are parallel)*	**Draft the Alignment Brief Read Ahead** and distribute **RRL Only**: Include RRL Orientation Slides for Stakeholders unfamiliar with RRL.	Executing Organization leads. NETC/LC/TYCOM POC collaborates.	Appendix I –Alignment Meeting Instructions Appendix J –Alignment Brief Template

PHASE I TRIGGERS			
Step 1B - Alignment Meeting			
STEP	**ACTION**	**RESPONSIBILITY**	**APPENDIX**
1B-6	**Review the Alignment Brief** prior to the alignment meeting. Stakeholders make notes in preparation for discussion to occur during alignment meeting.	Stakeholders.	Appendix K - Stakeholder Review CRM and Instructions Appendix J –Alignment Brief Template
1B-7	**Update the Alignment Brief** with Stakeholder comments from comment resolution matrix (CRM).	Executing Organization.	Appendix J –Alignment Brief Template
1B-8	**Conduct the Alignment Meeting** (establish Manpower, Personnel, and Training advisory board, as required). ALL Stakeholders participate. If decision is made to proceed to needs assessment, then inform stakeholders of site visit for data collection and weekly integrated product team meeting with all stakeholders. **Ensure resource sponsor approves proceeding to needs assessment or other requirements development step.	Executing Organization leads. NETC/LC/LS, TYCOM POC collaborates.	Appendix I –Alignment Meeting Instructions Appendix H – Resource Sponsor Funding Notification

PHASE I TRIGGERS			
Step 1B - Alignment Meeting			
STEP	ACTION	RESPONSIBILITY	APPENDIX
1B-9	**Update the Alignment Brief** with stakeholder comments from CRM and alignment meeting.	Executing Organization.	Appendix J - Alignment Brief Template
1B-10	Review alignment brief. Provide updated comments in CRM, if required. **Approve Alignment Brief.**	NETC/LC/CCA, TYCOM POC.	Appendix K - Stakeholder Review CRM and Instructions
1B-11	**Upload the Resource Sponsor Funding Notification.**	NETC 72(X)/LC.	Appendix H – Resource Sponsor Funding Notification

Table 5: Needs Assessment Steps

PHASE I TRIGGERS			
Step 2A – Needs Assessment			
STEP	**ACTION**	**RESPONSIBILITY**	**APPENDIX**
2A-1	Schedule needs assessment site visit to include LS and Fleet.	Executing Organization leads.	Appendix M - Needs Assessment Site Visit Instructions
2A-2	Conduct needs assessment survey, as required. Prepare and distribute survey to collect data prior to the site visit. Request responses back prior to the site visit to review. Discuss responses at the site visit for any items that require additional data or clarification.	Executing Organization leads. LC/LS/Fleet stakeholders participate.	Appendix M - Needs Assessment Site Visit Instructions Appendix L - NTP Requirements Workbook - MASTER, Tab 1A
2A-3	Upload assessment surveys, as required.	Executing Organization leads.	
2A-4 *(2A-4, 2A-5, 2A-6 are parallel)*	**Conduct Performance Analysis.** Identify problems/performance gaps between actual and desired. Analyze GFI to determine gaps and deficiencies. Request from the stakeholders the GFI listed in the NTP Requirements Book TAB 1. Review all the materials to ensure total understanding of the rating, issues, training materials, etc. Extract	Executing Organization leads. LC, LS, TSPO, TYCOM collaborate.	Appendix L - NTP Requirements Workbook - MASTER, Tab 1, 1A, 1B Appendix M - Needs Assessment Site Visit Instructions

PHASE I TRIGGERS			
Step 2A – Needs Assessment			
STEP	ACTION	RESPONSIBILITY	APPENDIX
2A-4 *(Continued)*	any desired performance standards and current performance metrics. Document general information, photos requested in the NTP Workbook using the GFI or requesting assist from stakeholders. **Conduct Site Visit** to collect all the data required to determine root causes. At the site visit, as allowed, take photos of the classrooms, trainers, building, etc. that informs the analysis and will visually assist with reporting recommendations in the needs assessment brief. **Conduct Teams Interviews** with all stakeholders (use the Alignment Stakeholder list and others identified) to understand the rating and collect data on performance gaps, root causes. *Note: TSPO must be included.* **Conduct additional analysis** to arrive at recommendations using GFI, data collected, and further discussions with stakeholders.		

PHASE I TRIGGERS			
Step 2A – Needs Assessment			
STEP	**ACTION**	**RESPONSIBILITY**	**APPENDIX**
2A-5 *(2A-4, 2A-5, 2A-6 are parallel)*	**Conduct Cause Analysis**. Determine root causes of the performance gap Use the NTP Requirements Workbook to document the root causes to the identified problems. Ensure that you provide a singular root cause with recommendation.	Executing Organization leads LC, LS, TYCOM collaborate.	Appendix L - NTP Requirements Workbook, Tab 1C Appendix M - Needs Assessment Site Visit Instructions
2A-6 *(2A-4, 2A-5, 2A-6 are parallel)*	**Determine Intervention** to meet performance gap. For RRL: Use the RRL Business Rules following this Table to ensure alignment to RRL. Document the intervention in the NTP Requirements Workbook aligned to 2H and 2I.	Executing Organization leads. LC, LS, TYCOM collaborate.	Appendix L - NTP Requirements Workbook, Tab 1C
2A-7 *(2A-4, 2A-5, 2A-6 are parallel)*	Draft NTP Requirements Workbook, Tabs 1, 1A, 1B, 1C Culmination of steps 2A-4 thru 2A-6 inputs into the Workbook.	Executing Organization leads. LC, LS, TYCOM, program office collaborate.	Appendix L - NTP Requirements Workbook, Tabs 1, 1A, 1B, 1C
2B-1 *(2B-1, 2B-2, 2B-3 are parallel)*	Schedule needs assessment meeting.	Executing Organization leads.	

PHASE I TRIGGERS			
Step 2A – Needs Assessment			
STEP	**ACTION**	**RESPONSIBILITY**	**APPENDIX**
2B-2 *(2B-1, 2B-2, 2B-3 are parallel)*	Draft needs assessment recommendation brief.	Executing Organization leads.	Appendix N - Needs Assessment Brief Template
2B-3	Review needs assessment brief.	All stakeholders USFFC, NETC, LC, LS, TYCOM, SYSCOM, NAVSUP, TSPO.	Appendix K - Stakeholder Review CRM and Instructions
2B-4	Update needs assessment with stakeholder comments from CRM.	Executing Organization leads.	Appendix N - Needs Assessment Brief Template
2B-5	Conduct needs assessment decision meeting with all stakeholders. If training intervention is not appropriate, leadership determines other human performance interventions - ***End project and/or RRL.*** If training intervention is appropriate, move to NAVEDTRA M-142.2 for requirements development or NAVEDTRA M-142.3 for course development.	Executing Organization leads. Prepares meeting minutes. Update assessment brief, as required. TYCOM approves. All stakeholders participate: USFFC, NETC, LC, LS, TYCOM, SYSCOM, NAVSUP, TSPO.	TYCOM approval via signed e-mail.

PHASE I TRIGGERS			
Step 2A – Needs Assessment			
STEP	**ACTION**	**RESPONSIBILITY**	**APPENDIX**
2B-6	Update needs assessment brief with stakeholder comments from CRM and needs assessment meeting.	Executing Organization.	Appendix N - Needs Assessment Brief Template Appendix K - Stakeholder Review CRM and Instructions
2B-7	Requirement sponsor (TYCOM) reviews needs assessment, updated brief for concurrence and approval. Executing Organization updates brief with comments from CRM.	Stakeholders provide review comments in CRM. Executing Organization updates needs assessment brief. Requirements sponsor (TYCOM) approves brief.	Appendix N - Needs Assessment Brief Template Appendix K - Stakeholder Review CRM and Instructions
2B-8	Upload meeting minutes.	Executing Organization.	Appendix O - Meeting Minute Templates

APPENDIX A
READY RELEVANT LEARNING BUSINESS RULES

Purpose: RRL Business Rules will be used during the trigger assessment to determine which courses will undergo RRL modernization efforts or if the rating will be moved to a later FYDP.

BR #	Short Title	Business Rule (BR)	Rationale / Comment
BR001 – BR005 apply for selecting courses to be included in the RRL process.			
BR001	Sundowning	Courses sundowning within three calendar years will be excluded from RRL modernization. Courses planned for sundowning within three to five years will be evaluated on a case-by-case basis and require the LC, NETC, and TYCOM concurrence to be excluded from RRL modernization.	There is some risk in excluding courses in the three-to-five-year window because sometimes the reason for sundowning a course may not materialize (e.g. funding for the replacement system is cut).
BR002	Low Throughput	Courses with low throughput (less than 25 students per year) will be evaluated on a case-by-case basis and require the LC, NETC, and TYCOM concurrence to be excluded from RRL modernization.	Typically, these courses will sundown within five years but also may be courses that are not essential to readiness or that are outdated.
BR003	Non-NETC Owned Courses	Courses that are not under NETC ownership will not be evaluated for RRL modernization unless the proper coordination has occurred with the course owner (Bureau of Medicine and Surgery, other service, etc.), and the RRL Executive Steering Committee (ESC) has reviewed and approved the rating for inclusion in the modernization effort.	Courses owned by other services and commands are generally not evaluated. This rule would also apply to courses still under acquisition program development, and once transitioned to NETC would be eligible for evaluation.

BR #	Short Title	Business Rule (BR)	Rationale / Comment
BR001 – BR005 apply for selecting courses to be included in the RRL process.			
BR004	Non-Accession Courses	Courses outside a rating's accession training pipeline will not be included in RRL modernization until such a time that the RRL program begins formal evaluation of journeyman and master learning continuums with technical and professional training.	"C" Schools in the accession pipeline would be evaluated, however, those that are currently "F" and "C" schools designed for Fleet returnees will not be evaluated during RRL accession level modernization unless specifically tasked.
BR005	Course Revisions	The training community (NETC/LC/TYCOM/resource sponsor/SYSCOM/TSPO) will initiate course revisions following the commencement of the RRL rating analysis efforts. They will notify the ESC and coordinate efforts with the relevant TSPO to ensure efforts are aligned to the greatest extent possible.	Multiple course revisions running concurrently can cause confusion and duplication of efforts wasting valuable time and funding. Emergency or safety changes will be implemented immediately and briefed to the ESC.
BR006 applies to workshops			
BR006	Workshops	Developing activity will provide a rating workshop schedule in advance of the workshop. • Workshop schedule will identify key support needed for personnel and logistics. • Scheduling/coordination will begin six weeks prior to the scheduled event. • If the event is not locked down 10 days prior to the event occurrence, ESC/O-6 leadership will be informed to engage. • If attendees are not finalized by 10 days prior to the scheduled start date, the event may be rescheduled at USFFC direction.	

<table>
<tr><th>BR #</th><th>Short Title</th><th>Business Rule (BR)</th><th>Rationale / Comment</th></tr>
<tr><td colspan="4">BR007 – BR010 apply to approval of analysis documents at Gate 3</td></tr>
<tr><td>BR007</td><td>Heel-to-Toe: Prior to the First Assignment</td><td>Heel-to-toe modern delivery requirements incorporate the following to match the Distribution Guidance Memorandum. The following exceptional situations and categories require the delivery of heel to toe training (prior to the first assignment):
Other service students.
Foreign National students.
Sailors ordered to FDNF.
Sailors ordered to Train to Qualify/Train to Certify (TTQ/TTC) platforms.
Sailors ordered to minimally manned platforms (MMP).
Sailors ordered to other service expeditionary forces.
Once validated by the appropriate TYCOM that modernized training exists and can be provided at the platform, FDNF, TTQ/TTC, and MMP platforms may be exempted from this business rule with the RRL ESC approval.</td><td></td></tr>
<tr><td>BR008</td><td>First 12 Months</td><td>When aligning training to the time of performance during a Sailor's first assignment, any training, such as, instructor facilitated interactive training (IFIT) or self-directed interactive training (SDIT), recommended for delivery within the first 12 months of that assignment must be realigned back to Block 0.</td><td>This business rule accounts for the diverse onboarding and qualification requirements of junior Sailors during the first 12 months of their initial assignment (e.g., temporary food service assignments, I-Division, Basic Damage Control, etc.) and provides the required rating specific training prior to the point of need during initial accession training (e.g., A-school or C-school).</td></tr>
</table>

BR #	Short Title	Business Rule (BR)	Rationale / Comment
BR007 – BR010 apply to approval of analysis documents at Gate 3			
BR009	Span of 12 Months Between Training	When aligning IFIT training during a Sailor's sea tour, a minimum of 12 months should be planned between training requirements.	Ensures training is close to the time of need without undue burden to the Sailor and platform affecting Operational Force Readiness Plan(s) (OFRP) and readiness.
BR010	Sea Tour Timing	When scheduling IFIT training during a Sailor's sea tour, it may be completed up to nine months prior to the planned date, or no later than three months after the planned date.	Provides flexibility in scheduling training to ensure the Sailor receives it prior to the time of need while also allowing OFRP demands to be met. Assumes instructional systems designers have included a three-month buffer in optimum timing.
BR011 – BR013 apply to feasibility analysis			
BR011	TYCOM Manpower Funding	Any needed increases in TYCOM manpower will be funded by TYCOM's resource sponsor.	Defines resource responsibilities.
BR012	LC Instructor Funding	LC instructors (military, civilian, and contractor) are funded by the LC resource sponsors.	Program requirement and table of allowance for LC instructors have been the responsibility of respective resource sponsors since fiscal year 2013.
BR013 A	Rating Specific Equipment Acquisition	Acquisition of rating specific equipment is the responsibility of the LC resource sponsor (OPNAVINST 1500.76E applies).	"Rating specific" - Required to meet occupational standards and tasks tied to specific rating/set of ratings (e.g., part-task trainers).

BR #	Short Title	Business Rule (BR)	Rationale / Comment
BR011 – BR013 apply to feasibility analysis			
BR013 B	Non-rating Specific Equipment Acquisition	Initial acquisition of non-rating specific equipment is the responsibility of RRL until otherwise noted.	"Non-rating specific" – Generally configurable to multiple ratings (e.g., multipurpose reconfigurable training system (MRTS), electronic classrooms, information technology hardware, facility enhancements, oil lab).
BR013 C	Equipment Sustainment	Sustainment of both rating specific and non-rating specific equipment is the responsibility of the LC resource sponsor.	
BR013 D	Equipment and Sustainment Timing	Equipment and sustainment must be programmed and budgeted a "lead-time away from need" to ensure that equipment deliveries do not lag behind the RRL program.	Schedule for content development and fielding drive equipment programming decisions.

APPENDIX B
STAKEHOLDER REGISTRATION INSTRUCTIONS

Purpose: Identify, input, and update rating stakeholders into SharePoint Online using Flank Speed NTP Stakeholder Registration.

Responsibility: NETC N72(X)/LC will maintain primary responsibility to ensure list is up to date, adding stakeholders as identified in supporting commands. Executing organization will collaborate with stakeholders for rating entering RRL modernization.

Action: At the beginning of any project identified as a trigger, respective NETC N72 enterprise content review and re-engineering teams will enter stakeholder information in the stakeholder registration screen of the respective enterprise teams channel. The following fields should be entered:

-Rate (CIV, CTR, MIL Rank)

-First and Last Name

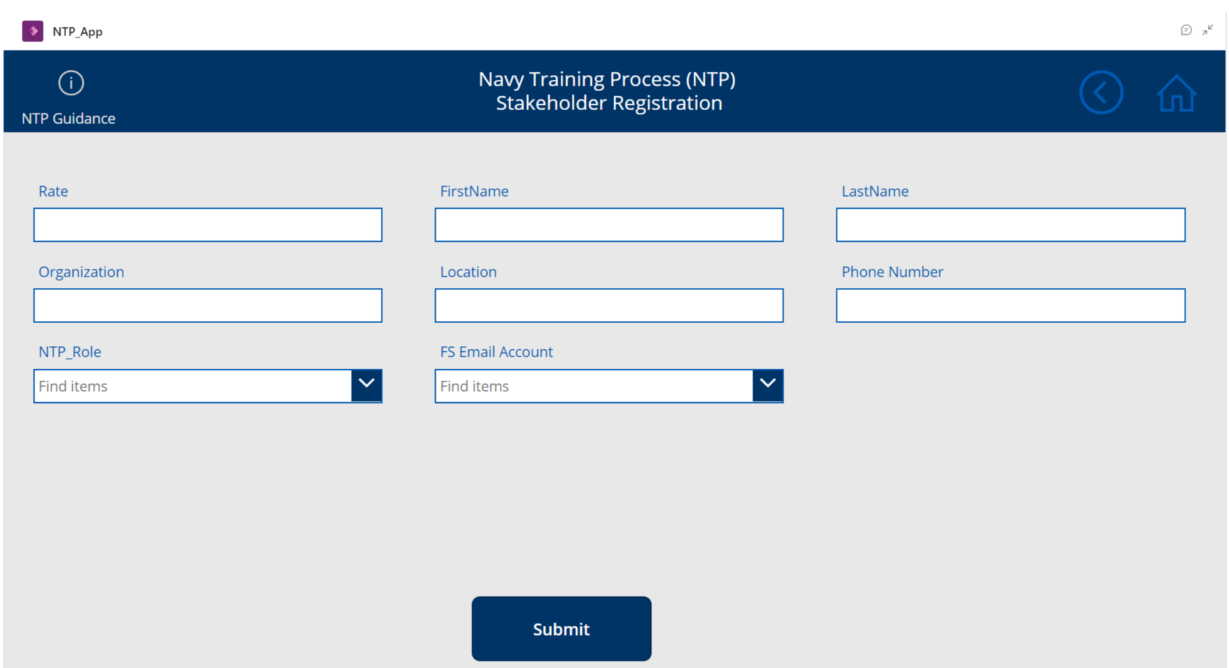
-Organization

-Location

-Phone Number

-NTP Role

-Flankspeed E-mail Account



Updates: It is important to update the stakeholder list at the beginning of each phase of the NTP. Organization leads can update anytime.

NOTE: Identify stakeholders immediately following a trigger event. Program offices and program managers may have course modifications or new courses that will affect the rating analysis. Delays will likely be encountered if there are changes to courses of which stakeholders are not aware. Program offices can be found in Part I of the applicable NTSP.

Roles	Access
Fleet Stakeholder	View Only
LC/CCA Stakeholder	View Only
LC/CCA Action Officer	Upload files, schedule, etc.
LC/CCA Approver	Approval Authority
LS Stakeholder	View Only
LS Action Officer	Upload files, schedule, etc.
Naval Air Warfare Center Training Systems Division Action Officer	Upload files, schedule, etc.
TSPO Action Officer	Upload files, schedule, etc.
NETC Action Officer	Upload files, schedule, etc.
NETC Approver	Approval Authority
NETC Stakeholder	View Only
NTP Project Lead	Full Access
N00R Approver	RRL Only
Resource Sponsor	Approval Authority
TSPO Action Officer	Upload files, schedule, etc.
TYCOM Action Officer	Requirement Sponsor
TYCOM Approver	Approval Authority

APPENDIX C
TRIGGER ASSESSMENT INSTRUCTIONS

Purpose: To provide a consistent set of actions and considerations that decides if a valid trigger is identified and whether to continue in the NTP.

Responsibility: TYCOM, TSPO, NETC, LC/CCA, and other stakeholders will assess whether a valid trigger exists and then reach consensus on the appropriate intervention. This could involve determining the root cause through Fleet analysis, conducting a needs assessment, moving the issue to a later FDYP for RRL, or deciding not to proceed.

Action: Stakeholders provide GFI (top degraders, etc.) as required.

Considerations:

a. POC – Roles and Responsibilities – Communication Plan
b. Analysis and Design Overview
c. Relevant Background Information:
    - Fleet feedback.
    - TYCOM readiness degraders.
    - Updated NMETL (e.g., changes to mission, contribution, courses of action, etc.).
    - NTSP.
    - Updated occupational standards or task analysis (e.g., changes to rating standards, duties, responsibilities, etc.).
    - Course reviews (e.g., result of formal course review, introduction of new systems, or negative trend(s) indicated by training quality indicator, etc.).
    - RRL Business Rules.
d. GFI
e. Potential Impacts to Effort
f. Assumptions and Constraints
g. Risks and Mitigations
h. Next Steps/Action Items

APPENDIX D
FUTURE YEARS DEFENSE PROGRAM DECISION BRIEF TEMPLATE

This template is available for download:

https://flankspeed.sharepoint-mil.us/sites/MYNAVYHR_NETC/N7/1421/Forms/AllItems.aspx

APPENDIX E
COSTING DATA ROUGH ORDER OF MAGNITUDE TOOL

This tool is available for download:

https://flankspeed.sharepoint-mil.us/sites/MYNAVYHR_NETC/N7/1421/Forms/AllItems.aspx

APPENDIX F
COSTING DATA ROUGH ORDER OF MAGNITUDE TOOL INSTRUCTIONS

Instructions are available for download:

https://flankspeed.sharepoint-mil.us/sites/MYNAVYHR_NETC/N7/1421/Forms/AllItems.aspx

APPENDIX G
REQUEST FOR ANALYSIS OF TRAINING REQUIREMENT TO NAVAL EDUCATIONA AND TRAINING COMMAND TEMPLATE

(LETTER HEAD)

From: Requirement Sponsor
To: Commander, Naval Education and Training Command (N92)

Subj: REQUEST FOR ANALYSIS OF TRAINING REQUIREMENT (Title of Requirement)

Ref: (a) NAVEDTRA M-142.2

Encl: (1) Training Requirement Description Form of (Date)

1. Per reference (a), the training requirement identified during (Name of Event) has been evaluated. Request that training be developed and integrated into Naval Education and Training Command (NETC) training to satisfy the requirement.

2. Request NETC analyze the requirement, identified in enclosure (1), and provide a Rough Order of Magnitude for resource sponsor funding determination.

3. Request NETC identify any foreseen resource or funding shortfalls that would need to be adjudicated before moving forward with this project.

4. If there are any questions or concerns regarding this matter, please contact (name and phone number/e-mail address).

SIGNED

Copy to:
Operational Chain of Command
Resource Sponsor

TRAINING REQUIREMENT DESCRIPTION

(DATE)

1. Requirement Sponsor is (Code, Name, Point of Contact (POC) info):

2. Resource Sponsor is (Code, Name, POC info):

3. If this requirement is a change to an existing course, complete Steps 3a through 3g below, skip Steps 4 and 5, and continue with Step 6. Otherwise, proceed to Step 4.

   a. Describe why current training is insufficient (for example, the skill level is not sufficient).

   b. List Course Identification Number (CIN) and Course Data Processing Code(s) associated with this issue.

   c. List any associated NEC, ratings, additional qualification designations, and/or Military Occupational Specialty (MOS).

   d. List associated Personnel Qualification Standards (PQS) or other qualification programs.

   e. List any associated system/NTSP.

   f. Describe any overlap this training may have with unit level or integrated training.

   g. Provide analytical data and metrics to support the issue.

4. New work requirement:

   a. Describe the new work requirement (for example, Sailors need to be able to manage their personal finances).

   b. Describe the desired proficiency level for an individual performing the work.

   c. Identify technical documentation associated with this requirement (PQS, technical manuals, etc.).

   d. Identify target audience for this training. Include rate or ratings, and military, civilian, or contractor personnel.

   e. List similar or related training that exists in other enterprises.

   f. Identify the performance requirement periodicity of the work (for example, daily, weekly, deployment, casualty).

   g. List any existing course CINs related to this work.

h. List other requirement/resource sponsors or other organizations that should be included in this effort.

i. List any safety issues or concerns related to this training requirement.

5. Describe what is envisioned for a training solution:

a. Estimate the projected annual throughput.

b. Identify desired training location(s) and annual throughput for each location.

c. Will this training award an NEC/MOS?

d. Describe your rationale for training strategy (modality) if there is a preference (for example, performance support, structured on-the-job training, SDIT, or IFIT).

6. Provide known constraints or amplifying data supporting this request.

7. Are resources currently in place to support the development, implementation, and maintenance of a training solution through the FYDP? If yes, is a ROM still desired?

8. Identify target date for training implementation. (If the resource sponsor is expected to fund the implementation of the requirement, recommend the target date align with the next program objective memorandum cycle or the requirement sponsor plan for funding the requirement.)

APPENDIX H
RESOURCE SPONSOR FUNDING NOTIFICATION FOR INTEGRATION OF TRAINING REQUIREMENT TEMPLATE

(LETTER HEAD)

From: Resource Sponsor
To: Requirement Sponsor
Commander, Naval Education and Training Command (N92)
Curriculum Control Authority

Subj: RESOURCE SPONSOR FUNDING NOTIFICATION FOR INTEGRATION OF TRAINING REQUIREMENT (Title of Requirement)

Ref: (a) NAVEDTRA M-142.1

1. Per Alignment Meeting held (Date), (Resource Sponsor) will provide funding requested in reference (a) to support the integration of the training requirement into Naval Education and Training Command training.

2. Request stakeholders continue with the Navy Training Process, upon receipt of requested funding.

3. If there are any questions or concerns regarding this matter, please contact (name and phone number/e-mail address).

SIGNED

APPENDIX I
ALIGNMENT MEETING INSTRUCTIONS

These instructions may be tailored to fit specific rating or stakeholder needs.

Purpose: The alignment meeting instructions provide guidance in facilitating the alignment meeting.

Responsibility: Executing organization will facilitate the meeting, take minutes and track action items.

Action:

a. Before:

(1) Study rating materials, current stakeholders list, alignment brief, and any communicated updates.

(2) Coordinate expectations with other speakers and key attendees; maintain communications in case of last-minute changes.

(3) Tailor the alignment brief to the needs of your rating and stakeholders.

(4) Practice facilitation using the same technology you will be using at the meeting.

(5) Practice with team members role playing and incorporate their feedback.

b. During:

(1) Confirm key attendees are present.

(2) Confirm designated note-taker is present to record minutes.

(3) Follow alignment brief.

(4) Manage the time.

(5) Facilitate discussions, decisions, and action items.

c. After: Follow up on action items.

APPENDIX J
ALIGNMENT BRIEF TEMPLATE

This template is available for download:

https://flankspeed.sharepoint-mil.us/sites/MYNAVYHR_NETC/N7/1421/Forms/AllItems.aspx

APPENDIX K
STAKEHOLDER REVIEW COMMENTS RESOLUTION MATRIX AND INSTRUCTIONS

This tool is available for download:

https://flankspeed.sharepoint-mil.us/sites/MYNAVYHR_NETC/N7/1421/Forms/AllItems.aspx

APPENDIX L
NAVY TRAINING PROCESS REQUIREMENTS DEVELOPMENT WORKBOOK

This tool is available for download:

https://flankspeed.sharepoint-mil.us/sites/MYNAVYHR_NETC/N7/1421/Forms/AllItems.aspx

APPENDIX M

Rating:	
Course/Platform/NEC:	
LS Location:	
Date:	
LS Location:	
Date:	

NEEDS ASSESSMENT SITE VISIT INSTRUCTIONS

Site visit preparations include: communication, data preparation, interviewee identification, onsite setup, process preparation, rating preparation, security, travel, and update workbook.

<table>
<tr><th>Category</th><th>Action Item</th></tr>
<tr><td>Communication</td><td>Request the top 10 issues within the fleet from TYCOM.</td></tr>
<tr><td>Communication</td><td>Distribute Agenda, questions, and data collection Excel Workbook, as applicable prior to site visit.</td></tr>
<tr><td>Communication</td><td>Set up file collaboration site for rating stakeholders.</td></tr>
<tr><td>Communication</td><td>Hold stakeholder meeting, including the site security officer, for preparation where all attending can be oriented on any questions regarding site access. The following information should be gathered:
<table>
<tr><td>Customer Organization.</td><td></td></tr>
<tr><td>Location for Visit</td><td></td></tr>
<tr><td>Location Address:</td><td></td></tr>
<tr><td>POC:</td><td>[Security officer info]</td></tr>
<tr><td>POC Phone Number:</td><td></td></tr>
<tr><td>POC E-mail Address:</td><td></td></tr>
<tr><td>Date(s) of Planned Visit:</td><td></td></tr>
<tr><td>SMO code:</td><td></td></tr>
</table>
Security Management Office (SMO) code (if there is any possibility of needing to pass through classified areas).</td></tr>
<tr><td>Communication</td><td>Review site visit minutes Contract Data Requirements List (CDRL) from contracting company, or, if not contracted, write site visit minutes.</td></tr>
<tr><td>Data Preparation</td><td>Prepare agenda, questions, and data collection Excel Workbook, as applicable.</td></tr>
<tr><td>Data Preparation</td><td>Create roster for demographic data and assign interviewee number.</td></tr>
</table>

Interviewee Identification	Determine who needs to be available onsite, their contact info, where they are located, and who their backups are. Be prepared to communicate how much time it will take to interview each person.
Onsite Setup	Procure equipment as needed (e.g., Wi-Fi, projector, portable printer, video adapter, laptop charger/mouse, wireless hotspot, paper, pens, tape).
Onsite Setup	Procure printed materials as needed (e.g., subject matter expert (SME) roster, job aids, sign-in sheet, SME handout package).
Onsite Setup	Determine desired interview setup including room size, equipment (e.g., projector, printer), and duration. Be prepared to adapt with what is actually available.
Process Preparation	Review needs assessment intervention analysis options (e.g., fishbone analysis).
Process Preparation	Review – need assessment section.
Rating Preparation	Review GFI for known issues. Add to issues tab.
Rating Preparation	Pre-populate Excel Workbook fields as appropriate prior to site visit (e.g., organization data for non-maintenance tasks).
Security	Send personal electronic device (PED) forms to security officer. Specifically, get name of the site security officer. Request the officer to send the travelling group their PED form. The PED form should be filled out with everything necessary, especially laptops and cameras or vocal recorders. Submit completed form back to the security officer.
Security	Obtain requirements and best practices for accessing the site and parking, as applicable.
Travel	Arrange travel. Confirm travel arrangements with stakeholders.
Travel – Contracting Company	If a contracting company is attending the site visit, send them the location, POC, SMO, etc. data so that they can also confirm travel arrangements.
Travel – Contracting Company	Review contracting company site visit plan (e.g., B006 CDRL), and return with any comments.
Travel	If classified, submit a Classified Visit Request via Compass.
Travel	Send cross organization travel documents to the financial departmental travel administrator.
Update Workbook	Add questions to list of needs assessment questions based on potential deficiencies for your rating (e.g., based on quality Deficiency Reports, post deployment reports, top ten issues from the fleet, etc.).
Update Workbook	Add list of issues that we need to assess to focus our needs assessment (completed after GFI is received).

APPENDIX N
NEEDS ASSESSMENT BRIEF TEMPLATE

This template is available for download:

https://flankspeed.sharepoint-mil.us/sites/MYNAVYHR_NETC/N7/1421/Forms/AllItems.aspx

APPENDIX O
MEETING MINUTES TEMPLATE

Rating:	Rating Name
Course/Platform/NEC:	
Location:	Online (Microsoft Teams) with teleconference.
Date:	Thursday, Day Month Year
Start Time:	0000
Stop Time:	0000

Attended	Name of Participant	E-mail	Organization	Role

Meeting Purpose: Add content (Look at Example)

Topic – Presenters First Last Name

- Add Content
  - Add Content

Next Sync – Day Month Year

Item	Action Item	Command	Suspense Date	Status
A1	**Action Add Content** Add updates from each meeting until closed			Open Closed
A2				
A3				
A4				

APPENDIX P
MEMORANDUM FOR THE RECORD TEMPLATE

Ser #
dd mmm yy

From: Name of Command
To: Name of Command

Subj: <rating abbreviation> RATING <Needs Assessment / Gate 3/ Gate 6> APPROVAL

Ref: (a) NAVEDTRA M-142.1

Encl: (1) NTP Requirements Workbook for <XXX> rating dated <DD MMM YYYY>
(2) Total Lifecycle Cost Estimate (TLCE) Worksheet

1. Per reference (a), enclosures (1) through (x) document the approved Learning Center (LC)/Curriculum Control Authority (CCA) training and management materials and associated artifacts for the <XXX> rating.

2. <Lead Type Commander (TYCOM)>, as the lead representative for the <XXX> rating, approves the following per enclosure (1):

- <list as appropriate for Gate>
  EXAMPLE
- Paths to modernize
- Courses within paths
- Course versions/revisions
- Current version of occupational standards
- Training situation analysis/training task analysis data

3. All CCA-approved documentation has been uploaded to the Navy Training Plan SharePoint Online Site.

4. My Point of Contact is <TYCOM, TITLE, NAME, COMM, and E-MAIL>.

NOTE: Per USFFC N1T email to all TYCOM of 25 January 2023, Gates 1 through 6 processes, a digitally signed email serves as official Naval correspondence and will be used for Gates 1, 2, 4, and 5. This MFR will be used to document Trigger Decision/Needs Assessment, Step 5 (Gate 3), and Step 7 (Gate 6) as required.

Signed

Copy to:
List Command/Activity

APPENDIX Q
NAVY TRAINING PROCESS PHASE I DETAILED MAP

Navy Training Process Phase I Detailed Map can be viewed here:
https://flankspeed.sharepoint-mil.us/sites/MYNAVYHR_NETC/N7/1421/Forms/AllItems.aspx