MCRP 3-0B

How to Conduct Training

US Marine Corps

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FOREWORD

Marine Corps Reference Publication (MCRP) 3-0B, *How to Conduct Training*, provides guidance to assist units on how to conduct Marine Corps training. This publication deals primarily with training's implementation phase. It also explains how to carry out the fundamental procedures of the unit training program and how to control a period of training using performance to test training methods. It is to be used in conjunction with MCRP 3-0A, *Unit Training Management Guide.* The appendices are examples of supporting training documents that are used throughout the Marine Corps.

This publication has been prepared primarily for trainers (officers, staff NCOs, and NCOs) at the company level and lower throughout the Fleet Marine Force. It reflects the techniques and procedures that have been developed over the years to improve the overall training effort in the Marine Corps. It may also be used as a reference for instruction in training the trainers.

This publication supersedes Marine Corps Reference Publication (MCRP) 3-0B, *How to Conduct Training*, dated 25 November 1996.

Reviewed and approved this date.

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HOW TO CONDUCT TRAINING

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To Our Reader

CHAPTER 1
UNIT TRAINING MANAGEMENT

Training is an integral part of the Marine Corps' preparation to go anywhere and take on any adversary. As such, Marine Corps units train as they expect to fight. This warfighting training philosophy provides the Marine Corps with a unifying goal for individual and collective training. With this common thread woven throughout Marine Corps units, and with the Nation requiring greater accountability of public funds, effective and efficient training must focus on attaining and maintaining the state of operational readiness to support Marine air-ground task force (MAGTF) warfighting operations.

Unit readiness planning (URP) is the application of the systems approach to training (SAT) and Marine Corps training principles to maximize training results and to focus the unit's training requirements on the wartime mission. Marine Corps Reference Publication 3-0A, *Unit Training Management Guide*, explains the URP process. The SAT process is used to identify, conduct, and evaluate Marine Corps training. NAVMC [Navy/Marine Corps Departmental Publication] 1553.1, *Systems Approach to Training User's Guide*, outlines the SAT process. This systematic approach ensures that training and education are conducted in an environment of awareness and continuous feedback.

SYSTEMS APPROACH TO TRAINING

The SAT process is an effective and efficient tool, not a program, used to control the mission training and requirements directed by higher headquarters. It is a five-phased approach that provides commanders with the training management techniques they need to analyze, design, develop, implement, and evaluate performance-oriented training. The application of SAT and training principles to unit training occurs at all levels of command. Its most important product is the unit's mission-essential task list (METL). The METL becomes the unit's unique focus for effective and efficient training. Once a unit's METL is developed, commanders set training priorities and allocate resources based on how well the unit executes its METL tasks and the related training and readiness (T&R) collective and individual training events drawn from the Marine Corps T&R manuals and mission requirements.

The Marine Corps trains continually to develop and maintain combat-ready Marines and units that can perform core and assigned tasks to specific standards. Marine Corps training is standards-based, performance-oriented, and prioritized in accordance with mission requirements. The Marine Corps training program builds self-confidence, promotes teamwork and esprit de corps, and develops professionalism in its leaders.

Marine Corps training principles and SAT, the foundation for URP, apply at every echelon of command, from the Marine expeditionary force commander practicing tactical command and control with division commanders in a command post exercise to the squad leader training Marines to conduct resupply operations. Training is effective only if it produces technically and tactically proficient Marines and leaders who form cohesive units capable of accomplishing their mission-essential tasks. Local training support centers can assist units through the application of the SAT

process in analysis of training requirements and identification of available resources (e.g., simulations, training enablers, ranges) and training support services aboard their home station.

Table 1-1 provides the details of the five phases in the SAT process.

Table 1-1. SAT Process.

Phase	Processes and Products
Analyze	Assess unit's strengths and weaknesses in support of the mission and commander's training guidance. Identify training opportunities within higher headquarters' training plan. Identify obstacles that impact training.
Design	Identify T&R events based on higher headquarters' commanders' training guidance and training plan. Identify and prioritize T&R events based on unit assessment. Design unit level training guidance. Design short range training plan. Publish commander's training guidance and training plan(s).
Develop	Develop letters of instruction, (see app. A for an example of a letter of instruction). Coordinate logistical and support preparations. Develop training schedules. Develop/acquire training materials and secure support. Develop performance evaluation checklists. Coordinate appropriate trainers and support personnel. Prepare trainers, evaluators, assistant instructors, and position safety officers. Conduct rehearsals of training plans and lesson plans. Conduct confirmation briefs and modify letters of instruction if required. Continue operational risk assessment and develop operational risk assessment worksheet for training events.
Implement	Conduct time critical operational risk assessment (ongoing). Stage resources and personnel. Ensure personnel know and understand application of training plan in accordance with unit standing operating procedure. Conduct safety brief. Conduct combat staff exercises, unit exercises, field training exercises, drills, and individual training as scheduled. Conduct debrief with participants on each event conducted. Conduct training remediation. Record training results.
Evaluate	Evaluate throughout all phases of SAT. Conduct internal after action reviews and document. Capture feedback from the implementation phase and apply toward improvement of future training. Review performance evaluation checklist and evaluator feedback. Review training deficiencies of subordinate units and individuals.

EMPHASIS ON TRAINING

Training as a unit builds teamwork, transmits skills and knowledge, and sustains proficiency in individual and collective events. Commanders must implement the best mix of individual and collective training to ensure that Marines learn and sustain proficiency in mission-essential skills.

Marines learn best through performance-oriented training. This method requires them to perform tasks according to specified behaviors and standards, but not necessarily to occupy a specified time. The times indicated on the training schedule are only a guide; training is conducted until standards are met. Training's focus must be on the actual performance or simulation of the tasks.

TRAINING PRIORITIES

Priority is given to training that is critical to the unit's combat mission accomplishment. Battalion and squadron commanders set training priorities and defer/waive training in their training plans and schedule when authorized by higher headquarters. If time or the lack of sufficient resources prevents the accomplishment of all required training, the commanding general has the authority to defer and/or waive training. The authority to defer/waive training may be delegated to battalion and squadron commanders. Training prioritization is discussed in the following subparagraphs.

Mission-oriented

Mission-oriented individual and collective training provides Marines with the knowledge, skills, and attitudes necessary to execute combat-related missions.

Directed

Directed training (e.g., marksmanship, PFT [physical fitness test], CFT [combat fitness test], hazing, sexual harassment, and information assurance) can be conducted via multiple methods an included as part of the unit's overall training plan. Appendix B provides additional information on the methods available to accomplish opportunity training (hip-pocket training).

CHAPTER 2
HOW TO CONDUCT STANDARDS-BASED TRAINING

Standards-based training is one of the Marine Corps' training principles. Standards-based training is the use of common procedures and uniform operational methods to create a common perspective regarding unit and individual performance within the Marine Corps. This perspective allows Marines to train, operate, maintain, and fight with efficiency and effectiveness.

FORMAL SCHOOL TRAINING

The primary tasks a Marine needs to know to perform successfully in a military occupational specialty (MOS) are published in applicable Marine Corps T&R manuals as individual training events (ITEs). Standards-based training is conducted in formal schools through formal programs of instruction. Training and readiness events are executed via this approved program of instruction, which exercises the events through terminal learning objectives and enabling learning objectives. The T&R manual order and corresponding community T&R manual task the formal school with the responsibility of ensuring that all Marines in an MOS can perform formal designated ITEs upon graduation from the school. Individual training events will be discussed further in chapter 3.

UNIT TRAINING

Unit commanders will ensure that Marines receive formal ITE sustainment training. They will also provide initial training and sustainment of designated managed on-the-job training (MOJT) ITEs and collective training events. These training standards are used by commanders to establish and measure the effectiveness of the unit's training programs. Individual training events and collective training events will be discussed in detail within chapter 3. The following subparagraphs discuss training standards at the unit level.

Determine Individual or Collective Proficiencies and Deficiencies

An individual Marine's proficiency can be determined by administering a pretest on each task the Marine is expected to perform. To assess a team's proficiency, commanders can conduct battle drills, training events, training exercises, or low-cost battle simulator exercises. Information on team proficiency can also be gathered by conducting inspections and analyzing information from previous training reports, including formal evaluation reports. The commander selects tasks based on the information gathered from individual or team proficiency/deficiency reports.

Determine Instructional Settings, Methods, and Media

The tasks that are selected can be taught in a number of ways. The training standard may identify other resources such as MarineNet courses, training aids/devices, or simulations as approved by the applicable T&R manual. The training resource module within the Marine Corps Training Information Management System (MCTIMS) is another resource for all Marines to utilize in support of training as it provides access to formal school lesson plans, student outlines, and supporting media.

Develop Resources

It is necessary to develop the training resources required to assist individuals and units in mastering deficient skills. Planning must be done to ensure that instructors, ammunition, equipment, ranges, simulations, and classroom space are available as necessary.

Commanders and trainers at all levels may contact training support centers to facilitate—

- Exercise planning, design, and scenario support.
- Product development to support exercise framework (e.g., events, intelligence products).
- Exercise resource integration and training execution.
- After action review (AAR) product development.

Evaluate Proficiencies as a Result of Training

The T&R event is designed to be used as an evaluation tool. Evaluators will use performance evaluation checklists (PECL) to ensure that individuals and teams can perform all the required tasks. Individuals/units that do not meet the training standards can be retested following remediation to determine if skills have been successfully trained to standards. Exercises, battle drills, and inspections can be used to evaluate teams.

Record the Results of Training

Training results must be recorded once training is completed. The proper tracking of performance aids assessment and can be used to determine when follow-on sustainment training should be scheduled. Appendix C outlines resources and techniques for the management of individual and collective training records.

CHAPTER 3
TYPES OF TRAINING

The Marine Corps' URP program addresses both individual training and collective training within a unit. Individual training develops the technical proficiency of both the Marine and the leader. Collective training builds on individual skills and provides the basis for unit proficiency in executing combat missions.

INDIVIDUAL TRAINING

Individual Marine training focuses on training skills to standards that support the unit's collective events. The following methods and programs are used to develop individual skills:

- Sustainment training.
- MOS leadership training.
- Cross-training.
- MOJT.

It is important to evaluate how well the individual Marine can accomplish a task after training. The ITEs for each task are designed to aid in the evaluation process. The performance steps derived from the applicable T&R manual will be used as a checklist to determine if training was effective.

Sustainment Training

Sustainment training is the repetitive execution of essential, previously trained tasks. It maintains skill and task performance at the required level of proficiency. The unit commander determines the level of proficiency necessary to accomplish the unit mission. Sustainment training corrects identified performance weaknesses and reinforces strengths. It maintains the required level of readiness and sustains high performance while correcting areas of low proficiency.

MOS Leadership Training

Leaders should provide opportunities for Marines to train at the higher skill levels of their career field once they become proficient in their MOS tasks. Thus, MOS leadership training prepares Marines to perform tasks at higher levels of responsibility. It provides the unit with a broad base of experienced personnel that can assist in the conduct of training during periods of personnel turbulence or loss. It also prepares Marines for promotion.

Cross Training

Cross training is performed within a squad, section, or detachment in order to train Marines on other jobs and MOSs within the team. Cross-training allows a small unit to operate, despite personnel shortages, and it broadens a Marine's professional development.

Managed On-the-Job Training

Another effective training technique is MOJT and may be used to support the progression of a Marine's individual training and to sustain skills. Managed on-the-job training is also used to train personnel for additional or collateral duties.

COLLECTIVE TRAINING

Teamwork is required to accomplish the unit's mission consisting of the coordinated, sustained, and successful execution of collective and individual skills. Collective training builds units that can accomplish the combat mission. Training programs stress collective training because—

- Marines fight best as members of a unit.
- Collective training develops the confidence and teamwork units need for success in combat.
- Collective training is efficient. Marines practice individual skills while developing collective skills under proper supervision.
- Collective training allows leaders at all echelons to assess a Marine's and a unit's strengths and weaknesses during training exercises.
- Collective training allows leaders to practice leadership skills.
- During collective training, units can train concurrently for MAGTF operations as a combined arms team in a challenging and realistic environment.

Commanders and leaders are responsible for the collective training of their units. Battalion commanders train company commanders, company commanders train platoon commanders, platoon commanders train squad leaders and crew chiefs, and squad leaders and crew chiefs train individual Marines. The key point is that the leader is a part of the unit and the unit's trainer.

Teamwork is essential to success in combat, regardless of the echelon or component involved. Initial squad, crew, or section training helps both leaders and individual Marines understand how their actions relate to those of other team members. Once initial training is completed, commanders have Marines, teams, and staffs practice selected missions and tasks until the tasks become routine. Commanders then challenge their Marines with carefully planned training events. These events should realistically duplicate the stressful, unpredictable, high-pressure environment of actual combat situations. These events can include continuous operations over extended periods of time and the loss of leaders through simulated casualties. Evaluation teams and staffs gather information during these simulated events in order to plan future training.

Techniques for Collective Skills

Leaders and staffs must also train as teams. Some of this training occurs during daily operations, but additional training is usually needed to prepare for combat missions. Effective training techniques include coaching and critiquing by senior leaders, tactical exercises without troops (TEWTs), map exercises, battle simulations, fire support coordination exercises, and mission rehearsal exercises. Tactical exercises without troops and map exercises train leaders and selected subordinates to consider mission-unique factors and the best use of terrain and tactics. With a minimum of troop support, command post exercises and fire support coordination exercises provide commanders and their staffs with opportunities to practice combat missions in realistic settings. Mission rehearsal exercises serve as culminating exercises to validate the proficiency of the integrated unit. Participants perform command, control, and communication functions under stress similar to that of war. A realistic battlefield simulation gives the company staff practice in command and control functions, provides detailed familiarity with battle plans, and an appreciation of the commander's concept of tactical employment.

Individual skills and tasks must be learned before trainers can focus on collective tasks. Training begins with simple tasks conducted under ideal conditions. Once the unit or individuals can perform the tasks under simple conditions, trainers increase speed, require greater accuracy, and progressively increase realism until Marines perform to standard under all situations and conditions.

Collective Events During Exercises

During a field training exercise, small units execute their collective events under realistic combat conditions. Evaluators and opposing forces (OPFORs) should be briefed as to where an event is executed and the events' outcome.

Throughout the time allotted for practice, trainers critique each task to identify what Marines perform to standard and how to improve their proficiency. After action reviews are conducted at the end of the training event. If needed, AARs are also conducted during training to correct deficiencies.

Battle Drills

Battle drills are standard methods and techniques used to execute a small unit collective task (e.g., reacting to an IED attack, dismounting a vehicle under fire, performing actions upon enemy contact, operating a crew-served weapon). They are the connecting links between individual and collective tasks. Battle drills are repeated until a unit can instinctively execute its drills to standard.

Once individuals and units can perform to standard, leaders increase the level of realism beyond the minimum conditions established by the T&R manual. Leaders must train individuals to perform under conditions similar to those experienced during combat. Some variable conditions are—

- Enemy capabilities (nuclear, biological, and chemical [NBC]; electronic warfare; smoke; gas).
- Terrain and climate (mountains, deserts, jungles).
- Physical or mental fatigue.
- Situation complexity.
- Day or night operations.

Once the unit has trained an event to standard, its performance must be sustained. Sustainment training, performed in accordance with intervals outlined in the applicable T&R manual, ensures the maintenance of proficiency required in combat. Battle drills follow a specific progression—

- *Setup.* The trainer ensures that the equipment required to enhance performance-oriented training is available. The trainer inspects Marines, their equipment, and the appropriate range or facilities orders prior to the start of training.
- *Talk-through.* The trainer explains the standards and the method of evaluation (if applicable). Each Marine then repeats the details of the tasks so the trainer can correct any errors.
- *Walk-through.* Walk-through is performance-oriented training, but it is conducted at a pace that allows the trainer to control the training in order to achieve effective training results
- *Run-through.* The trainer conducts training until the standard is met. The training is conducted with all vehicles and equipment, at a faster and faster pace, and under increasingly more realistic conditions such as smoke, MOPP [mission-oriented protective posture], or darkness.

> **Note:** Faulty performance is corrected during the run-through phase of battle drill training, even if this means stopping the battle drill and starting over.

Situational Training Exercises

Situational training exercises (STX) are mission-related exercises designed to train one collective task or a group of related tasks and drills through practice. Situational training exercises teach the standard and preferred method for carrying out the task. Situational training exercises are more flexible than drills and may also include leader and individual tasks. Situational training exercises may be modified or expand in scope to meet special mission requirements.

Situational training exercises and other similar exercises are usually trained by the company commander, while platoons execute drills. The battalion commander does the same for company exercises. The battalion commander assigns staff members to evaluate and assist with the STX.

Situational training exercises may be conducted using the "thin-slice principle." This principle involves representation of combat support elements by only a portion of their normal quantity of personnel and equipment. For example, an artillery battery may be represented by a single howitzer section and a fire direction center or a helicopter squadron may be represented by two or three helicopters. Regardless of the size, it is essential that all elements work together as they would in combat. There should be no administrative or constructive aspects to the exercise. Destroyed vehicles are evacuated under conditions that simulate a combat environment. Calls for fire should be computed and shot using either full-service or sub-caliber ammunition, if safety requirements allow. Preliminary training for this exercise is progressive in nature. The STX's final objective is to prepare units for large-scale exercises, such as combined arms drills and field training exercises.

Large-Scale Exercises

Commanders use these exercises to train collective skills, survivability, and weapon systems training. Commanders select a particular training exercise, or combination of exercises, based on the unit METL, collective events, and missions. They select the training exercise that best meets the unit's mission objectives. For training exercises at the battalion/squadron level, commanders and their staffs must be proficient in command and control. Commanders and their staffs learn to use the available combat power at the right place and time, to maneuver units, to plan and coordinate fire support, and to integrate all applicable systems during large-scale exercises.

LEADER TRAINING

Leader training consists of individual training that equips leaders to perform leadership tasks associated with the unit's operational mission. It prepares a leader to lead a unit, make decisions, and develop tactical and technical proficiency. The unit leader's training program develops the leadership skills of subordinates. The program can also concentrate on preparing noncommissioned officers to supervise one or more MOSs at a particular skill level. Managed on-the-job training is also an effective method for conducting leader development training. A valuable part of MOJT is instruction through the use of role models. Marines can learn much by observing a technically proficient and effective leader. Other techniques that develop and practice hands-on leadership skills include—

- Conducting unit physical training.
- Performing inspections.
- Training drills.
- Coaching and critiquing on-the-job performance.

- Presenting classroom instructions.
- Conducting objective AARs.
- Pursuing independent study. This can include correspondence courses, Service publications, and professional journals. Civilian and military schools also provide instruction to improve leader performance and potential.

CHAPTER 4
INSTRUCTING

During instruction, leaders present the information Marines need to perform the training standards.

PRESENTATION PURPOSES

Presentations serve four distinct purposes:

- *To supply Marines with what they need to know*. The amount of detail contained in the presentation depends on the Marines' proficiency. By planning practice activities first, leaders identify the key elements that must be performed and eliminate elements that don't require training. Most importantly, leaders must ensure that the information to be presented is accurate.
- *To instruct Marines how to make the decisions required carrying out tasks.* For example, they must know how to respond to certain enemy tactics or to an equipment malfunction. If there are several ways to perform a task, leaders show Marines how and when to choose the best way. For example, if Marines must select a firing position, they base their decision on terrain and the enemy situation.
- *To encourage transfer of learning.* Leaders point out steps or actions that apply to more than one task or set of conditions. Marines then understand how training for some tasks helps them train for others. For example, after Marines learn to shift gears on a 1/4-ton truck, they can quickly learn to shift gears on a larger truck.
- *To promote learning among Marines.* For example, when Marines train in tactics, leaders emphasize the main points by relating lessons learned from past wars. This information promotes greater interest in the training and helps promote retention of the lesson's content.

PREPARATION OF MARINES

Marines must know when and where training will occur and what equipment will be required. They must also be trained in any prerequisite tasks prior to the training session. To properly prepare Marines for training, leaders—

- Use pretests to identify Marines or units to be trained and to confirm the level of training proficiency. Training and readiness standards provide a good metric for this assessment.
- Identify Marines who do not need training. These Marines may be scheduled to conduct cross-training in other unit duties or to assist as peer trainers.
- Motivate Marines before they receive training. Marines must know why the training is important and how it will help them do their jobs.
- Identify and train in prerequisite tasks before scheduled training.

The required support personnel must know their roles thoroughly and also be properly equipped and prepared to carry out their tasks.

LEARNING COMPREHENSION PRINCIPLES

There are six basic learning comprehension principles: relevance, conceptual framework, learning objective/outcome, method, evaluation, and primacy/recency. By using these principles, instructors help Marines comprehend the instruction.

Relevance

Relevance addresses the significance of the lesson to the Marine. A lesson's relevance is usually addressed in the attention-gaining portion of the lesson. This part of the lesson identifies the benefits the student will receive throughout the lesson.

Conceptual Framework

The conceptual framework provides two important things for the student. First, it is a road map of where the instructor will take the student during the lesson. Second, it creates gaps in the student's mind that must be filled. For example, if we tell a student that we are going to talk about three things and then name them, we create conceptual gaps in the student's mind that can be powerful tools in the learning process. By filling these gaps, we provide the student with closure and understanding.

Learning Objective/Outcome

By stating the proposed learning objective/outcome, leaders identify tasks that Marines must be able to perform at the end of the training session. Specifically, the proposed learning outcome identifies what Marines will be able to do, under what conditions they will perform these tasks, and the required proficiency. Knowing the learning objective/outcome can reduce a Marine's anxiety, enabling the Marine to concentrate on learning.

Method

The method of instruction identifies how Marines will learn; e.g., practical application, lecture, demonstration. Knowing the method ahead of time can reduce Marines' anxieties so they can concentrate on learning.

Evaluation

Identifying how a Marine will be evaluated also decreases anxiety. Leaders should identify the method of evaluation (i.e., performance or written testing) and when the evaluation will occur. Evaluation information is passed to Marines so they know what to expect for feedback.

Primacy/Recency

Research indicates that humans tend to remember the first and last things they hear or see. Therefore, instructors should not present a main idea in the middle of a lesson. This is an important concept that instructors must understand. Studies also reveal that humans can remember about seven things in a group at a time. This is just a rule of thumb, but instructors should try to keep the main ideas and secondary ideas to seven or fewer.

METHODS

There are many methods of presenting information. Common methods—demonstrations, guided discussions, lectures, and practical applications—are discussed in the following subparagraphs. They can be used alone or in combination.

Demonstrations

A demonstration shows Marines the correct way to perform a task and often holds their interest. It is effective for training tasks in leadership, equipment operations, and tactics. It helps Marines see their individual role in a collective task.

Demonstrations can be done several ways. Demonstrations must be performed slowly. This allows Marines to see all the steps as they are performed. This is critical if speed is essential to the task. Demonstrations emphasize key points and create pauses for discussion. If the task contains many actions, the trainer performs the task first, and then demonstrates each step of the task separately.

Demonstrations that incorporate practice times are similar to live demonstrations, but with an added practice session. They are sometimes referred to as talk-through, walk-through demonstrations. After procedures are demonstrated and understood, Marines are given a chance to practice the steps under increasingly realistic conditions until they can perform to T&R standards.

A skit is another type of demonstration. Skits show how skills or tasks work in real-life situations and frequently use humor as an attention keeping device. This type of demonstration works best with person-to-person communications, staff procedures, and chain-of-command functions.

If, due to size, Marines cannot view the entire demonstration, then sand tables, scaled-down models, or videos are more effective than a live demonstration. Videotaped and/or filmed instruction can effectively demonstrate tasks that may otherwise require substantial resources.

Guided Discussions

During guided discussions, Marines discuss the information presented. Trainers initiate, facilitate, and guide discussions by giving information and asking questions. Guided discussions work best when there is more than one correct procedure, when Marines have some knowledge of the tasks, or when time is not critical. Guided discussions are effective when—

- The group is familiar with the subject. Even though the discussion is guided, experienced Marines will make many good training points, increasing interest among others.
- The subjects are interesting and open to discussion. Guided discussions allow Marines to state options that trainers and other Marines can then discuss. To encourage participation, trainers must guide the discussions.
- Facilitators must ensure all conversations and discussion remain focused around the learning objectives to prevent deviation from the intended outcome.

Guided discussions do not require Marines to perform tasks. They encourage a free exchange of information. Trainers must know their subject well, and they must also have or develop the ability to guide a discussion among Marines.

Lectures

Lecturing presents information with little discussion. Typically, it is a one-way form of instruction: from instructor to instructed. As the least preferred method of instruction, lectures should be utilized only when—

- There is a large group and no performance activities are required, such as for training on the Uniform Code of Military Justice or Code of Conduct.
- Training time limited and no other method allows the trainer to present information as quickly.

- Marines are unfamiliar with a subject and lectures prepare them for demonstration and practice.
- Trainers want to emphasize technical material with one correct or preferred method.
- Effective lectures incorporate questioning, periodic summaries, and examples, to ensure students remained engaged in active learning.

Practical Application

If using practical application, the trainer seeks to provide as realistic a training scenario as possible. This can be time-consuming and involved, but it provides students with the best training environment in which to learn a task. Marine Corps training, which focuses on performance-oriented training, requires the trainer to provide practical application whenever feasible. Factors that can affect the use of practical application are range availability, safety, ammunition, weather, and equipment availability.

INSTRUCTIONAL TECHNIQUES

The following subparagraphs identify effective training techniques. Although these guidelines have proven successful, it must be recognized that training is personality-dependent. Each technique should be matched to the situation, instructor, and audience.

Demonstration

Demonstrations must be practiced until they can be performed satisfactorily. If a video is to be used, it must be reviewed first. If a skit is to be used, it must be rehearsed until mastered. Trainers should write appropriate performance steps in brief, everyday language on a chart or chalkboard to help Marines remember the steps in the proper order.

Once a demonstration has begun, it should not be interrupted by questions. Once the demonstration ends, trainers should review the order in which the tasks must be done, ask questions, and explain the steps as often as needed.

Questioning

Questions reinforce the information presented in the training session. The effective way to pose a question is to state the question first, and then identify someone to answer it. By stating the question first, the trainer holds the attention of all the students and makes all of them prepare an answer in case they are called upon to answer the question. It prevents Marines from relaxing and disregarding the question if they don't know who will be responsible for answering it. Trainers should critique both correct and incorrect responses. To ask a question effectively—

- State the question clearly.
- Allow Marines time to think of the answer.
- Select someone to answer, taking care not to set a pattern.
- Critique the answer.

If a trainer cannot answer a Marine's question, the trainer should admit that he does not know the answer, offer to research it, and provide an answer later. The trainer should not attempt to answer if he is unsure. Trainers who present inaccurate information lose credibility, especially if someone in the group knows the right answer. Trainers who regularly find themselves unable to answer basic questions must improve their knowledge of the subject. If trainers know the subject and know how to train the subject, they will be able to speak with confidence and answer questions.

Trainers can gauge how well they presented the information by the way Marines practice. For example, a trainer will know that he did not present enough information if Marines ask many simple questions or need too much coaching on basic points during the first practice.

Demeanor

Marines get to know their leaders through their actions. Those who act unnaturally when they instruct will make Marines think about the trainer's performance, not about the tasks being taught. While being nervous is normal, trainers use training outlines and well-rehearsed training sessions to reduce nervousness. Trainers must use language and terms that all Marines understand and avoid unfamiliar acronyms and abbreviations.

Trainers should avoid simply reading the training outlines to Marines; doing so gives the impression that the trainers are unfamiliar with the subject. Reading also prevents proper eye contact with Marines. To be effective, trainers look and talk directly to Marines, not to the equipment.

The equipment can also be distracting. If possible, trainers should cover the equipment if it is not being used. Trainers attempt to direct a Marine's attention to where it should be and to minimize distraction. Trainers should avoid distracting mannerisms; e.g., playing with pointers or pacing back and forth. An incorrectly worn uniform also distracts.

MEDIA

Prepared products, such as videos and DVDs, present information the same way each time. This offers standard procedures that help Marines as they move from unit to unit and saves preparation time.

Prepared products also have disadvantages. They may not correspond with the assigned training objectives, may lack needed information, and become outdated. It may be necessary to modify or delete portions of the material presented. If used in the field, audio visual materials may require special hookups, generators, internet connectivity, etc.

To use training products effectively—

- Ensure that Marines perform the lesson's required steps (any needed materials or equipment must be available).
- Practice using video media, especially if they have to be stopped and started numerous times.
- Introduce the materials being presented. Marines must be told what to learn from the video media. If video media is to be discussed, Marines must be told to watch for discussion points.
- Stop as needed to comment on important points.
- Discuss the video media. Trainers must answer questions and discuss or reinforce the main points to ensure Marines learned the correct information.

Video Recording of Instruction

A video recording of a period of instruction provides instructors with instant feedback regarding the quality of instruction he or she presented. Once recorded, instructors can review methods used and student response to critique the overall effectiveness of the instruction. Identified instructional

deficiencies can be addressed resulting in positive instructor development. To use video recording of instruction effectively—

- Practice using the equipment. Try different shots on live subjects, such as a company formation or an individual. Determine what sounds the microphones can pick up.
- Start with a fully charged battery pack. Long recording sessions will require an extra battery pack (one should be charging while the other one is in use). External power is best.
- Assign someone to operate the camera that is not directly involved in the training. The operator should know the training plan so camera moves can be planned in advance.
- Share the recordings. Good performances can be used to train other Marines. Rehearsal tapes and critique videos can be erased and reused once trainers are finished.

Distance Learning

Computer-based distance learning is useful, but advanced planning is required to use the courses. Group enrollments for distance learning courses are a good way to train small groups of Marines such as detachments, squads, sections, or crews. Based on command guidance and a leader's experience, the leader selects key tasks for Marines to learn and then arranges for enrollment in the appropriate distance learning courses.

Actual Equipment and Models

The use of actual equipment improves demonstrations. For most equipment-related tasks, the equipment itself is the best training aid. Sometimes, models can be more effective than the equipment. For example, some equipment parts cannot be seen as they operate, but they can be seen in a cutaway model.

Some models, such as a compass model, are larger than the actual piece of equipment, making it easier for groups of Marines to see. Some models are smaller than the actual piece of equipment; this can offer a different vantage point from the actual equipment. For example, Marines seldom get to see an assembled bridge from the air, but a model bridge on a sand table gives Marines a realistic view. Models are also used to describe unavailable equipment; e.g., OPFOR vehicles. If a model does not exist, it can be constructed. Field expedient models can be made of available materials depending on the setting. The use of models is limited only by the trainer's imagination.

Sand Tables

Sand tables are used to build terrain models for demonstrating terrain use and techniques and for describing tactical principles. Marines can frequently get a better view of the situation at a sand table than from the actual terrain. Sand tables should not be used as a substitute for performing the task on actual terrain in the mission area or close to the garrison. Trainers can use sand tables to demonstrate a task before executing the task on actual terrain. To use sand tables effectively—

- Keep the models interesting. Cardboard cutouts, bits of wood, or stones can represent equipment, buildings, and units. Trainers are only limited by their imagination.
- Keep the models simple. Lights, colored sand, and similar features may be distracting.
- Keep the training informal. Use conferences and demonstrations and invite discussions.
- Provide a legend.

Chalkboards, Charts, and Whiteboards

Chalkboards and charts are easy to use, easy to change, easy to see, and usually available. Chalkboards can be used almost anywhere. They are useful in the field to conduct quick training critiques or during a formal AAR. Other surfaces that can be written on with chalk and easily cleaned include—

- Sides of vehicles.
- Scraps of canvas.
- Walls.

Chalkboards, whiteboards, and flip charts are good to use for lists and drawings that must be changed but usually cannot be prepared ahead of time. Poster-size, self-made charts are also useful. They can be made elsewhere and easily carried and stored for reuse. To utilize chalkboards and whiteboards effectively—

- List main points in shortened form as each is introduced. If too many main points are put up at once, Marines will read ahead and their attention may be lost.
- Use the chalkboard or whiteboard for diagrams that change, especially if Marines have difficulty reading. Leaders can draw techniques on the board and change them as needed. Marines can work at the board as the last part of the presentation phase.
- Plan chalkboard or whiteboard use. Whatever goes on the board should be in the training outline to ensure smooth use of the board. Stand to one side of the board, Marines can see the board better and the trainer is less likely to talk to the board instead of to the Marines.
- Erase material no longer needed. Failure to do so causes distraction.
- Load the material in reverse sequence if using a flip chart. This allows the instructor to flip each page forward rather than struggling to pull the page over the top of the holder.

Overhead, Digital Media, and Slide Projectors

Graphics can be made quickly and easily for overhead projectors. Trainers can use clear acetate and grease pencils to create graphics. These graphics are also easy to store. Before making a large collection of overhead slides, trainers must remember that they can be used only when an overhead projector, electricity, and a dark room are available. Some information is best presented in pictures, and the best quality pictures are presented as color slides. Digital media presentations can also be utilized. Overreliance on any one type of media diminishes the effectiveness of any presentation.

Training Simulation and Training Enablers

Training simulation and training enablers capabilities provide an opportunity to build and sustain proficiency. Commanders should take into consideration simulation tools as a matter of course when designing training. Simulation should be considered to enhance knowledge, skill, and attitude to execute a task to standard.

Miscellaneous Technologies

Existing and emerging technologies have provided many new types of media:

- Computer-based training.
- Learning resource centers.
- Digital media presentations.
- Video teleconferencing

CHAPTER 5
PRACTICAL APPLICATION

Practical application is the actual hands-on, skill-development part of training. It should follow as soon as possible after instruction. There are three levels of practical application—

- Learning tasks for the first time (initial training).
- Meeting training standards (proficiency training).
- Practicing previously learned training standards (sustainment training).

INITIAL TRAINING

Initial training introduces Marines to a task. The initial stage of practice should follow the presentation, while information is still fresh in a Marine's mind. This way, Marines will begin practice with a clear idea of the task to be performed because the task has just been explained and demonstrated to them.

Performance Steps

Initially Marines perform relatively small steps rather than completing entire training objectives. Marines practice each step until they can perform all the steps properly and in the correct sequence. Each task in the T&R event can be initially trained step-by-step.

Control

Leaders control step-by-step practice. They supervise each of the Marines' actions because they want Marines to know the correct way to perform the task. During this stage of practice, Marines must be able to concentrate on performing the task without worrying about failing. After Marines understand the basic steps, they are allowed more freedom.

There are many areas where step-by-step practice on almost any individual or collective task or drill may be conducted. See appendix D for more detail.

PROFICIENCY TRAINING

Once Marines know the task's steps and when to perform them, they concentrate on performing the entire task to proficiency. During proficiency training, Marines perform tasks repetitiously until they meet the training standard. During this stage, Marines are taught the relevance of those tasks.

Requirements

Since Marines have already learned the task, they usually do not need a detailed presentation of basic information. A simple demonstration may be enough. Marines are then required to—

- Practice to the standard. Marines increase their speed, accuracy, output, or quality of work until they achieve the training objective standards.
- Practice under more realistic conditions (e.g., Marines practice at night while wearing protective equipment or while working on difficult terrain). With each new practice session, training becomes more challenging.

Techniques

During proficiency practice, leaders turn Marines' mistakes into effective training tools. For example, if Marines in a unit fail to use proper light and noise discipline at night, a leader can point out that they are revealing their position and providing a target for enemy direct and indirect fire. Mistakes in practice are acceptable if—

- There is no risk of injury to Marines.
- There is no danger of damaging equipment.
- The mistake will not waste time.
- The mistake will not erode confidence.
- The trainer is ready to critique the mistake and turn it into a learning experience.

During practices, trainers demonstrate authorized field expedients. For example, if the authorized radio antenna is broken, a field expedient antenna can be made from available materials (e.g., field wire, rope, wood). Good field expedients are based on correct procedures and a solid understanding of the proper way to perform a task. Field expedients should not be discussed until Marines have demonstrated proficiency on the basic task.

During crew or small unit practices, leaders are key planners. They conduct the training and participate as members of the crews or units during task performance. If the leader participates in the task performance, then the next higher leader or a peer leader must observe, evaluate, and critique the actions of the crew or small unit. For example, if a squad is practicing a movement to contact, the platoon sergeant or platoon commander observes and critiques as required, the company commander then observes and critiques platoons during the platoon practice. Leaders should always participate in the critiques of their Marines.

Some practice is conducted on the job. This is true when the unit performs its missions on a daily basis; e.g., aviation and combat service support units. Leaders must remember that Marines are never fully trained until they can perform to standard under combat conditions. Until Marines meet the standard, trainers must carefully observe, coach, and critique as needed.

SUSTAINMENT TRAINING

Sustainment training ensures that the task is practiced and peak proficiency is maintained. During sustainment training, leaders raise the level of realism until the quality, speed, stress, and environment come as close as possible to actual combat missions. Collective training in this stage of practice is more efficient and effective if individual crews, squads, or sections have already achieved proficiency through earlier practice. The crew, squad, and section tasks in the T&R manual as well as battle drills are designed to train Marines and their leaders to function effectively as teams.

Leaders add realism and complexity to the situation as rapidly as possible. The nature of the task or drill and Marine proficiency dictate the setting. For example, a squad leader training Marines on patrol formations talks to the troops and uses a sand table or chalkboard to reintroduce basic formations. Marines then practice formations on a parade field or a vacant parking lot to learn team relationships. The open practice area allows the leader to observe and critique individual and group performance. Success under such conditions gives Marines confidence.

After mastering formations in an open area, the squad moves to a more realistic terrain. The squad leader gradually adds combat loads, pyrotechnics, and other elements of realism. Since Marines have already mastered the basic formations, the squad leader can concentrate on how terrain and a simulated enemy situation affect the tasks. If timing is a factor, time standards are also mastered at this stage.

At this point, the squad leader is ready to practice leader tasks as the functioning participant leader of the squad. Doing this may limit the squad leader's objectivity as an evaluator of squad performance. The platoon commander or platoon sergeant must now assume the primary evaluation responsibility for the squad. Still more practice follows to prepare the squad for an exercise against an OPFOR or automated engagement systems.

During collective training, units must perform T&R events to standard. If they do not perform events to standard, they must continue to practice until they can demonstrate all performance steps to standard. Additional practice must occur immediately and under the same conditions. Leaders also determine if certain Marines, leaders, or subordinate units need additional training on selected individual tasks before more collective training is conducted.

When training in a realistic setting, leaders usually work on more than one task at a time. For example, Marines practice clearing a minefield while performing in an NBC environment. The limiting factor is the amount of activity taking place. Practicing too many tasks at once can cause confusion. If this happens, reduce the number of tasks being practiced and get additional leaders or assistant trainers to help with the practice. Small-unit leaders should take every opportunity to emphasize and evaluate individual events, while performing collective unit events.

Realistic practice should emulate how Marines and leaders will be structured to perform the job or during the mission. The leader plans and conducts the training; positioning himself so he can coach and critique subordinate leaders. Subordinate leaders coach Marines whenever possible, interrupting them briefly and infrequently. Sustainment training emphasizes critiques, which leaders conduct jointly. Critiquing occurs after the practice has ended or at some natural break in the action.

CHAPTER 6
EVALUATION

Once Marines complete the practice portion of their training, leaders evaluate individual and collective performance against T&R events. The commander is responsible for the evaluation phase. The trainer and the Marines being trained also provide input to the evaluation.

Evaluations help determine if the training program is meeting its training goals. The evaluation phase measures the efficiency and effectiveness of the training program. Training effectiveness is determined by how well Marines meet or exceed the established training standards. Training efficiency is determined by how well the trainer (and indirectly the training manager) used available resources (e.g., training resources, time, funds, personnel, facilities, equipment) to train Marines. Evaluation results can indicate that additional training is necessary or that the training program needs revision.

Individual training proficiency is best evaluated by hands-on performance tests. Performance tests measure how well a Marine can perform a specified task. Team proficiency can be evaluated by the use of battle drills and exercises designed to measure how well Marines perform as a unit.

EVALUATIONS AND ASSESSMENTS

Leaders at all levels continuously evaluate the performance of Marines and units. Leaders must know Marines' capabilities so they can lead properly, improve the training environment, and coach and critique effectively during training. Commanders must know their Marines' capabilities so they can better plan for the necessary resources such as time and equipment.

Performance evaluations include internal and external evaluations. Internal evaluations are performed by the leaders of the unit conducting the training. For example, the squad leader continuously assesses the training status of the squad and the individuals within the squad. External evaluations are conducted by the next higher echelon or by peer leaders.

Assessments are given to determine if a Marine or unit can perform each task to standard. The tester does not interfere with the performance; the tester only reports results.

There are four primary techniques for evaluating training performances:

- Post training checks.
- Sampling.
- On-the-job observations.
- Evaluations by higher headquarters.

Post Training Checks

Post training checks are evaluations of training effectiveness. For the most timely results, trainers make the post training check the last part of the training session if time and resources permit. This provides the trainer with immediate feedback on the training's effectiveness and immediately identifies if the trainer needs to conduct remedial training to resolve deficiencies.

Post training checks also assess the need for sustainment training. When assessing the need for sustainment training, Marines do not receive pre-training information before the assessment. To achieve the best evaluation, leaders personally observe the training of Marines or units.

Sampling

Sampling determines if Marines and units can still perform specific tasks to standard. Leaders use performance evaluations, similar to a post training check, to randomly evaluate several Marines or a portion of a unit. This sampling technique can be applied to either individual or unit tasks. It provides the evaluator with an idea of the individual's or unit's proficiency level on a specific task.

Evaluators sample individual or unit performance as it exists at the time; advanced sustainment training is not provided. The intent is to determine the individual's or unit's level of proficiency without additional training. Marines are given just enough notice of the sampling so they have time to report to the evaluation site. They should not be notified too far in advance and should not be given time to study or practice beforehand. For example, an evaluator can simply walk up to a Marine and say, "Show me how to emplace a Claymore mine." Then the evaluator gives the Marine the task, conditions, and standards. The results will indicate the Marine's actual level of proficiency.

Evaluator proficiency is important since the evaluator is tasked to observe a Marine's actions, decide if a Marine met the standard, and critique a Marine's performance. Therefore, evaluators may also need sustainment training if they have not performed the task for some time. They should be basing their evaluations on their proven abilities and recent experiences in accomplishing the same tasks.

To have effective sampling, evaluators must assess more than one Marine, crew, squad, or platoon. Ten percent of the unit's personnel strength is usually an adequate sampling and provides a good indicator of the unit's proficiency level. Evaluators should not sample too many tasks at once, but concentrate on certain areas at a time.

On-the-Job Observations

Many Marines, particularly in support or aviation units, regularly perform their combat mission during their daily performance on the job. Therefore, leaders can conduct performance evaluations simply by watching Marines perform their daily tasks. Leaders then compare the results of the Marines' work to the standards.

Evaluation by Higher Headquarters

The chain of command conducts several kinds of performance evaluations at regular intervals. This allows leaders to assess how well their Marines and units perform their missions in the evaluated areas. They observe their Marines during evaluations and review the results. This helps leaders decide if their Marines are proficient or need more practice. These evaluations include—

- Battalion/Squadron led internal evaluations.
- Marine Corps Combat Readiness Evaluation.

Leaders use evaluation results to determine the proficiencies as well as the deficiencies of their Marines and subordinate units. During training meetings, they recommend future training based on this information.

PERFORMANCE-ORIENTED EVALUATIONS

Performance-oriented evaluations normally follow this sequence:

- Establish the conditions.
- Restate the tasks/conditions/training standards.
- Observe and evaluate.
- Coach and critique.
- Record and report the results.

Establish the Conditions

T&R manuals establish the T&R event conditions as part of the training objectives. For example,—

- If a T&R manual's training objective lists a 7.62mm, M240G machine gun with all components, cleaning kit, cleaning solvent, rifle bore cleaner, lubricant, rags, and patches, then these materials must be on hand for use during the evaluation.
- If a training objective condition states during darkness, then the leader schedules the evaluation at night.
- If the evaluation is conducted as part of a field exercise, the leader works with the exercise planner to incorporate the conditions as part of the exercise.

Restate the Tasks/Conditions/Training Standards

The training standards are the evaluation objectives. Trainers restate the tasks, conditions, and standards to the Marines, even if the Marines have heard them before. This ensures that Marines know exactly what is required of them.

Observe and Evaluate

Trainers tell Marines when to start by giving them realistic verbal or visual cues.

Commanders must ensure that sufficient evaluators are available to evaluate the task. Evaluators compare a Marine's or unit's performance to the standards and take notes to use during the critiques or AARs.

Coach and Critique

Coaching and critiquing are the primary tools leaders use to tell Marines how they performed. Coaching and critiquing techniques are covered in greater detail in appendix E.

Record the Results

Trainers record individual performance evaluation results in the appropriate records. They record the results of unit training in the AARs or appropriate records as determined by service policy or the unit standing operating procedure (SOP). (After action reports are covered in detail in app. F.) Evaluations help leaders determine individual or unit proficiency and are used as a basis for future training management decisions. Evaluators' reports include—

- PECL, which can be generated in MCTIMS unit training management (UTM)/T&R modules.
- How evaluations were conducted.
- What happened? Description of what they saw, both good and bad.
- Recommendations for future training needs or changes.

Report the Results

Trainers must inform the chain of command which tasks were or were not trained to standard. Unit training policy determines if this report is given at a scheduled training meeting or by a written report. The MCTIMS UTM Module is one tool available for units to report individual and collective T&R event training completions.

EVALUATORS

To evaluate training effectively, evaluators must—

- Establish/follow procedures for evaluating individual and unit performance.
- Determine the standards they will evaluate.
- Understand their critique and AAR responsibilities.
- Know who is in charge of the evaluation team, who is on the team, and what the individual evaluation tasks are.

Evaluators must also—

- Be proficient in the task to be evaluated.
- Be equal or senior in rank and position to the leaders being evaluated. Unit commanders should evaluate unit commanders, company commanders and platoon commanders should evaluate squad leaders, etc.
- Use the same movement techniques as the units being evaluated.
- Be familiar with the tactical and field SOPs for the units being evaluated.
- Wear the same uniform as those being evaluated.
- Know how to use sampling techniques.

To evaluate effectively, evaluators require training and the necessary resources. Such training is usually conducted by the chief evaluator together with the commander responsible for the training. Additional guidance for evaluators may also be appropriate and should be issued by the commander or the commander's representative prior to the start of the evaluation.

EVALUATION OF TRAINING RESULTS

The training manager and the trainer work together to evaluate the results of the training once the activity is completed. Initial training evaluation results come from assessing the performance of individuals and units. No other indicator is as important as the initial training evaluation. The most difficult part of the evaluation is to correctly identify the cause of a training problem. The training evaluation report and feedback from Marines provide information on the possible causes of training problems. Usually, failure during performance can be attributed to one of the following factors:

- Individual failure.
- Unit failure.
- Trainer failure
- Training program failure

Individual Failure

One possible cause for individual failure is the inability of a Marine to perform certain tasks required to accomplish the objective. The Marine may have a skill deficiency or may have misunderstood the directions. Another possible cause for individual failure is lack of motivation. Some Marines do not pay attention, fall asleep during the activities or events, allow personal problems to interfere with their progress, or just do not have the proper attitude to receive training. For example, the Marine who failed rifle requalification may have missed the instruction for placing the proper windage on the weapon and, as a result, never fully understood the procedure.

Unit Failure

Unit failure can be caused by lack of training as a unit, which leads to a deficient performance. If an aviation crash crew cannot work smoothly to rescue the pilot, they need further training.

Unit failure can also be caused by the deficient performance of an individual. If the driver of a crash vehicle does not choose the correct firefighting agent, the rescue of the pilot may not be successful.

Unit failure may be caused by a lack of leadership. The unit will not perform to standard if the unit leader cannot make decisions quickly and communicate decisions clearly.

Trainer Failure

If the trainer does not know enough about the subject matter to teach it, his lack of knowledge could cause the Marine's performance failure. This frequently occurs during a shortage of qualified personnel or if one trainer has to fill in for another trainer without enough time to prepare. If the trainer does not know enough to teach the subject, Marines will not be successfully trained.

At times, trainers may also lack motivation. They also must overcome personal problems, uncertainty about duty requirements, or apathy about the assigned duty. A trainer's lack of motivation can seriously impair training for the individual and the unit.

Finally, the trainer must be familiar with training materials. The trainer must devote the necessary time to research and become familiar with the materials so that the activity progresses as intended.

Training Program Failure

Marines may fail because they did not receive adequate training. Deficiencies in training materials are a common cause of trainee failure. Marines cannot be expected to pass performance tests if important information is omitted or inaccurate. To determine if a training program failure exists, trainers must ask the following questions:

- How was the instruction given?
- How were assessments conducted?
- Were all the resources available when required?
- Were all instructional personnel present and in sufficient numbers?
- Was the test conducted in a reasonable time after the instruction was presented?

CHAPTER 7
PERFORMANCE-ORIENTED TRAINING

Performance-oriented training is recognized as the best training technique available to teach Marines to perform their missions. Hands-on training imprints the information in the mind of the trainee as no other type of training can. However, a good, performance-oriented training package can be difficult to implement at the unit level due to time constraints, personnel turbulence, and lack of trained instructors.

The following discussion will aid the small-unit commander in establishing, managing, and conducting an efficient and comprehensive training program that uses trainers and the small-unit leader (fire team, section, squad, and platoon) to conduct training. Although the discussion centers around the preparation and execution of a fire team live fire battle drill or training event, any subject that can be taught as performance-oriented training by a small-unit leader is applicable.

BATTLE DRILLS/TRAINING EVENTS

The purpose of battle drills/training events is to teach individual and collective skills to Marines. Ideally, the Marine's leader (team, section, squad, or platoon) teaches the skill. This develops team integrity and places the small-unit leader in a position of authority and responsibility. Commanders must hold their trainers responsible for the training they have been tasked to conduct. Each evolution is divided into three phases and the components listed in the following subparagraphs are not all inclusive. Initial training or more complex battle drills/training events may require more components to be added to each phase. However, battle drills/training events that are being executed as part of sustainment training could require fewer components. Appendix E contains a detailed example of an instructor's guide that can be used to develop unit battle drills/training events.

Phase 1

Phase 1 includes the trainer's preparation prior to and on the day of training. Preparation by the trainer prior to the day of training includes—

- Determining the references, conditions, and standards for the skill to be taught from the applicable T&R manual.
- Obtaining the applicable references from the unit S-3 or MCTIMS T&R module and training resource module. Ensure that the references are current.
- Developing the PECL.
- Studying the material and learning it thoroughly.
- Writing an instructor's guide.
- Determining what training aids are needed and rehearsing until confident with the material.
- Conducting final rehearsals with all training aids and in front of an audience that is knowledgeable of the subject matter. If possible, rehearse on the same ground as where the class will be given.

- Ensure trainers, demonstrators, position safety officers (PSOs), and assistant instructors (AIs) understand their roles and responsibilities.
- Conducting a reconnaissance of the training area and verifying the training plan.

The trainer performs the following steps on the day of training with the required training support personnel and equipment—

- Reviews applicable orders, regulations, and lesson materials.
- Inventories training aids, supplies, and ammunition.
- Sets up the training area as planned.
- Constructs a sand table/terrain model of training area.
- Inspects weapons and equipment.
- Conducts safety brief and ensures that it is understood.
- Completes any unfinished preparations.
- Conducts a final review with trainers, demonstrators, PSOs, and AIs to ensure they understand all roles and responsibilities.

After arrival of the Marines to be trained—

- Explains the purpose of the lesson.
- Inspects weapons and equipment.
- Conducts safety brief and ensures that it is understood.
- Maintains unit integrity when possible. If applicable, organizes Marines for training and makes designated leaders responsible for Marines' conduct.
- Distributes supplies and explains how they are to be utilized.

Phase 2

Phase 2 consists of the lecture and demonstration of the new skill. The trainees are given the chance to conduct a walk-through/talk-through practice of the new skill.

During phase 2, the trainer will—

- Introduce the subject (who, what, when, where, why, and how of the instruction).
- Explain the knowledge or skill.
- Have demonstrators execute the knowledge or skill.
- Verify that the trainees understand what they heard and saw and what they are required to accomplish.
- Have the trainees conduct a walk-through/talk-through practice and make on-the-spot corrections.
- Continue the practice until the skill can be performed to standard. The trainer should ask the trainees direct questions in order to check for understanding.

Phase 3

Phase 3 involves final practice and evaluation.

BATTLE/TRAINING EVENT PICTURE

The battle/training event picture is issued from a vantage point, using a sand table/terrain model to supplement. It is used to give Marines both a general and specific picture of the situation. The presented information is similar to the information found in a patrol mission brief.

Preparations include—

- Indicating the area where the preparation is performed.
- Setting a time limit for preparation.
- Pointing out the direction of the enemy and the location of special ground features.
- Showing the limits of the training area as per range orders.
- Stating the time and place of the orders brief.
- Ensuring that all Marines know the mission and the situation, have a plan of execution, and know the range or training area limits and the routes they are to use.
- Ensuring the Marines understand what is being evaluated (utilize MCTIMS to generate PECLs for evaluating all T&R events).
- Explaining any scoring system that will be utilized throughout the training event that is not captured within a T&R event.

Conduct the final practice and evaluation to—

- Ensure range is called in hot to range control.
- Give safety brief.
- Conduct radio checks.
- Ensure corpsman, safety personnel, and safety vehicle are in position.
- Issue ammunition and explain how it is to be loaded/prepared.
- Issue fire team leader's fragmentary order.
- Re-emphasize safety and command make Condition 1 weapon. The fire team leader is now in full control and the time starts at this point.
- Accompany the fire team and observe all actions. Do not interfere except in order to avoid safety violations.

End of lesson procedures are as follows—

- Clear and inspect all weapons and magazines.
- Critique the exercise, provide evaluation feedback, and allow for questions.
- Prepare for the next evolution, if applicable.
- Police the range/training area.
- Account for all gear and personnel.
- Conduct retrograde.

APPENDIX A
LETTER OF INSTRUCTION EXAMPLE

Orientation: Omitted.

Ref:
(a) NAVMC 3500.44B, Infantry Training and Readiness Manual

Encl:
(A) Training Support Requests (TSR)
(B) Operational Risk Assessment Worksheet (ORAW)
(C) Training Schedule
(D) Strip Map
(E) AI Smart Packs
(F) PSO Smart Packs
(G) Confirmation Brief

TASK ORGANIZATION: Omitted

1st Platoon	2d Platoon	3d Platoon	Headquarters		

SITUATION: Alpha Company has been conducting individual and fire team training for the last six weeks in order to (IOT) improve overall proficiency of skill sets needed to successfully operate within an infantry rifle squad. This training package, consisting of counter improvised explosive devices (C-IED), ambush, and live fire squad attacks, will provide the Marines of Alpha Company with an invaluable training opportunity, which will build on these skill sets and provide an environment to train and fight as a fully functioning infantry rifle squad.

Enemy: Omitted**.**

Friendly:

Higher Mission: Omitted.	**Higher Commander's Intent:** Omitted.
Adjacent: -Not applicable (N/A)	**Supporting:** - Battalion motor transport - S-3 - Battalion communications - S-4 - Medical

MISSION: A COMPANY WILL CONDUCT C-IED, AMBUSH, AND LIVE FIRE SQUAD ATTACKS FROM 120501-120505 ON RANGE L-5 IOT ENSURE SUSTAINMENT AND MASTERY OF SKILL SETS REQUIRED TO OPERATE AT THE SQUAD LEVEL.

Commander's Intent: The **purpose** of this training is to improve overall proficiency of skill sets required of Marines to successfully operate as an infantry squad. The **method** we will use includes fire team and squad tactics, techniques, and procedures utilizing weapon systems organic to these units. **End state** is that our Marines sustain and increase their abilities to shoot, move, and communicate at the squad level.

Scheme of Maneuver and Concept of Operations:

Phase One – (**Movement to and occupation of Tactical Landing Zone [TLZ] Condor)** - On 120501, Alpha Company will draw weapons and equipment and conduct a movement via 7-tons, buses, and high mobility multipurpose wheeled vehicles (HMMWVs) to TLZ Condor (assembly area). Upon arrival, Marines will stage gear in assembly area and conduct accountability of all gear and personnel. Once this is accomplished, Marines will be

given an orientation of the training area, safety brief, and overview of how training will be accomplished and what is expected of the Marines during the training package. Concurrently, the range safety officer (RSO) will ensure communications with range control are established and all range regulations followed as per designated range regulations. Marines will receive classes on processing detainees, analyzing tracks, and identifying and reacting to improvised explosive devices (IEDs).

Phase Two - (**Tactical march to and occupation of L-5)** On 120502**,** Alpha Company, will conduct a 3-mile tactical march, occupy L-5, and conduct accountability of personnel and equipment. Upon occupation, Marines will receive a range safety brief, set up the range, and begin squad attack rehearsals and ambush and tactical first aid classes.

Phase Three - **(Squad attack, ambush, and C-IED practical application)** On 120503-120504, individual platoons will receive safety briefs for respective training evolutions. This will be done in a round-robin fashion, which will include squad attacks, ambush, and C-IED practical application. At the completion of the practical application, platoons will conduct these same evolutions again, utilizing blank fire. All training will end with a detailed AAR.

Phase Four - **(Live fire squad attacks)** On 120504-120505, squads will conduct live fire squad attacks, terrain model, and call for fire classes. Again, platoons will round robin through each event, conducting AARs upon the completion of each one. **Shakedowns will occur at the conclusion of the live fire squad attack evolution.**

Phase Five - **(Police call, shakedown, and movement back to camp)** On 120505, Alpha Company will conduct police, breakdown, shakedown, and movement back to camp. Accountability of all personnel and equipment will be conducted before departure of range and upon arrival at camp.

Tasks:

Company
☐ N/A

Executive Officer
☐ Ensure coordination with all battalion commodities and company staff is conducted IOT facilitate successful execution of this training.
☐ Supervise the completion of an operational risk management matrix for this training evolution IOT ensure the safe execution of the training.
☐ Supervise the construction of a strip map from range L-5 to battalion aid station and the Naval Hospital IOT ensure timeliness in case of medical evacuation.
☐ Provide a strip map for each vehicle supporting training and in the company operations center (COC) IOT ensure compliance and understanding of all involved.
☐ Maintain overall accountability of all company personnel IOT allow for proper accountability of all Marines and Sailors.
☐ Ensure an alpha roster is complete with all company personnel conducting training IOT allow for proper accountability of all Marines and Sailors.
☐ Observe and provide information for critique and after-action comments upon completion of training IOT facilitate learning and improvements.
☐ Ensure platoon commanders designate required AIs and ensure they are prepared for instruction IOT facilitate effective execution of the training.
☐ Conduct range walk with the range inspector.
☐ Ensure that all weapons undergo limited technical inspections and pre-fire inspections prior to training.

Company Gunnery Sergeant

☐ Maintain overall accountability of all company equipment IOT prevent misuse, loss, or misappropriation of gear and equipment.

☐ Coordinate with battalion S-4 to ensure designated ammo for Phase Three (Blank Fire) is scheduled for pickup and delivery on the morning 120502 IOT facilitate successful execution of the training evolution. Ensure that ammo for Phase Four (Live Fire) is scheduled for pickup and delivery on the morning of 120504.

☐ Coordinate with battalion S-4 to ensure that we have corpsman support on 120501-120505 IOT ensure medical requirements are covered per range regulations. Ensure that corpsman has medical bag and spine board w/neck brace.

☐ Ensure weapons have undergone limited technical inspections and pre-fire inspections and all equipment needed for training are drawn from the armory.

☐ Submit requests for all logistic requirements IOT ensure successful execution of training (ammunition, chow, communications, water cans, safety vehicles, corpsman, and transportation).

☐ Provide instruction, as required, in field skills training to Marines IOT facilitate successful execution of training.

☐ Prepare, coordinate, and pick-up all special equipment and materials by 120429 IOT ensure training can be properly executed.

☐ Ensure tactical resupply of logistic items from camp to the training area IOT facilitate the successful execution of training, as needed.

☐ Ensure all equipment and materials listed under extra gear requirements are accounted for and brought out to range L-5.

☐ Ensure there is an ammunition watch for ammunition.

☐ Ensure we have a compass to designate left and right lateral limits.

Platoon Commanders

☐ Identify four AIs/PSOs no later than (NLT) close of business (COB) on 120427 for squad attacks, ambush, and C-IED.

☐ Conduct brief back, NLT COB on 120429, with squad leaders on their roles and responsibilities IOT ensure successful execution of desired training goals.

☐ Ensure alpha rosters, full equipment density lists (EDLs), and mission cards are given to the executive officer NLT COB on 120429: three copies are needed, include blood types, social security numbers, all the required info; one copy to the executive officer; one copy for platoon; one copy for RSO and/or officer in charge (OIC) at the range.

☐ Act as OIC for squad training during designated day. Coordinate with executive officer for further details.

AIs/PSOs

☐ Serve as AIs and PSOs for this training evolution IOT facilitate effective execution of the training evolutions.

☐ Make every effort to ensure debrief and critique of performance for fire team members IOT facilitate the desired learning and education from the training.

☐ Ensure all Marines wear full personal protective equipment IOT properly develop the conditioning of their bodies for the wearing of this equipment.

☐ Understand and follow timeline IOT ensure Marines show up to required stations on time with all necessary gear.

☐ Coordinate request and delivery of tactical resupply and personnel rotation, as required IOT facilitate realistic training.

☐ Keep Marines informed IOT ensure that all Marines are aware of training plans, goals, and exercise commitments in advance.

☐ Meet with executive officer NLT COB on 120429 at the company office IOT discuss the upcoming evolution.

RSO/OIC

☐ Conduct safety briefs to each element prior to every live fire evolution IOT ensure safe execution of training evolution.

☐ Maintain overall supervision for safety in the training area IOT allow for the safe execution of all training.
☐ Validate operational risk management matrix for these evolutions IOT facilitate the safe execution of all training.
☐ Maintain constant radio communications with range control and the Company COC during the exercises IOT facilitate safe execution of the training.
☐ Ensure training packet with operation risk management (ORM), range can, required communication, and required documentation is brought to each range.

Fire Support Matrix: Omitted.

Coordinating Instructions:

Training Standards:

0311-M16-1101: Perform weapons handling procedures for the service rifle.
0311-M16-1104: Field expedient zero a service rifle.
0311-M16-1105: Engage immediate threat targets with a service rifle.
0311-M16-2106: Engage targets with a service rifle using a rifle combat optic.
0311-M16-1101: Perform weapons handling procedures for the service rifle.
0311-M203-1110: Perform weapons handling procedures for the M203 grenade launcher.
0311-M249-1123: Rush with an M249 squad automatic weapon.
0311-M203-2115: Engage targets at unknown distance with the M203 grenade launcher.
0311-PAT-1001: Read a map.
0311-PAT-1000: Conduct preparations for combat.
INF-MAN-4002: Conduct an ambush
INF-MAN-3001: Conduct fire and movement.
INF-MAN-4001: Conduct ground attack

Training Area: TLZ Condor, L-5, range L-5

ADMINISTRATION AND LOGISTICS:

Administration:

Location of Naval Hospital: (11SMS123456)

Injured Marine Plan:
If a Marine is injured and requires assistance, notify the RSO. If any Marine hears a cry for help, immediately cease training, notify the RSO of the situation, and seek out the injured Marine to provide assistance. Red Dog procedures will be implemented, if required. Routine and priority casualties will be brought to battalion aid station or the base hospital via HMMWV. Urgent casualty evacuations will be executed via coordination with range control.

Lost Marine Plan:
If a Marine becomes lost, follow the lost Marine plan as briefed during the range safety brief or follow unit SOPs.

Boundaries: TBD

Logistics:

Concept of Support:
Marines will depart assembly area with 2 ½ quarts of water each day. Chow will be staged at L-5. Marines will be given two meals ready to eat each day. Resupply will be provided by company gunny, if needed. Insertion and extraction of individual personnel from training will occur by tactical vehicle upon request, if necessary.

Vehicle Requirements:
One 7-ton and two HMMWV's are required for these evolutions. Drivers and assistant drivers will be designated

and will meet with the company gunnery sergeant NLT 120429. One 7-ton will be staged NLT 0600 on 120429. One HMMWV will act as the initial safety vehicle to occupy the range. One HMMWV will be used for miscellaneous items and utilized as a second safety vehicle, which will allow each safety driver to participate in training. The designated safety vehicle at the time will be collocated with the RSO during the entire training evolution. Ensure all vehicles have troop straps and drivers follow posted speed limits.

Ammunition:
Phase Three Ammo (Blank Fire) will be staged on the morning of 120502 and Phase Four (Live Fire Ammo) will be staged on the morning of 120504.

Medical Requirements:
Injury to a Marine will be treated by individual/buddy first aid, corpsman aid, then by medical evacuation. Two corpsman are required for 120501-120505 in support of the company. This corpsman will meet/contact the company gunnery sergeant NLT COB 120429 to go over roles and responsibilities. One corpsman will be collocated with the RSO when the ranges are hot. Ensure corpsman has proper medical equipment and spine board w/neck brace. Every Marine will maintain an individual first aid kit at all times.

Extra Gear Requirements:
One range box, staple gun w/staples, air panel, range regulations, ORM, letter of instruction, landing zone brief, red pyrotechnics, roll of engineer tape.
Twelve silhouette targets.

COMMAND AND SIGNAL:

Signal:

All communication equipment will be picked up and stored in the Alpha Company armory NLT COB on 120429. Ensure communication equipment is loaded and transported on vehicles the morning prior to movement:

9 PRC-119A radios.
2 Motorola radios.
5 PRC-153 squad radios.
1 OE-254 are required for this evolution.
2 Extra battery for each piece of communication gear.

One Motorola radio will be located with the RSO to maintain radio communications with long rifle and one Motorola radio with safety vehicle.

Long rifle – 49.00 primary / 30.35 alternate
Primary communications – very high frequency (VHF) radio
Secondary communications - cell phone
Internal - PRC-119A radios – 5150 primary/3030 alternate
Challenge and password – N/A

Command:
1. Battalion command post is located at camp.
2. OIC will be the platoon commander and RSO will be the platoon sergeant, both will be located at range L-5.
3. Company commanding officer, executive officer, and company gunnery sergeant will be located at COC/L-5.
4. Training point of contact is the company executive officer, 1stLt Hardcore (757) 345-5555.

Acknowledge Receipt

APPENDIX B
OPPORTUNITY TRAINING (HIP-POCKET TRAINING)

Opportunity training is conducted by squad, section, crew, detachment, or team leaders when unexpected training time becomes available. Opportunities occur when units are waiting for transportation, when scheduled training is postponed or completed early, or when there is a break in action during an exercise.

Opportunity training is also known as hip-pocket training. The term "hip pocket" derived from the trainer's ability to carry opportunity training materials in his hip pocket. During unscheduled lulls in training, the leader can reach into his hip pocket and pull out training outlines that allow him to fill the vacant time. For example, during an unscheduled break in an exercise:

- An artillery gun crew leader may conduct hip-pocket training on aircraft identification.
- A mechanized company vehicle track recovery crew chief could review recovery techniques for different vehicles.

Spare training time can also be used for sustainment or ancillary training. Hip-pocket training improves the trainer's confidence in his ability to train and lets him make the best use of the available training time. Refer to the commander's training guidance to outline specific priorities and focus for opportunity training.

SELECTING TOPICS

Examples of tasks performed during this type of training include—

- NBC.
- Survival, evasion, resistance and escape.
- Hazing.
- First aid.
- Suicide prevention.
- Range estimation.
- Call for fire procedures.
- Camouflage techniques.
- Map reading.
- Annual or ancillary

HIP-POCKET TRAINING STEPS

Leaders who execute hip-pocket training need to identify specific training objectives.

Step 1
Review training schedules, training directives, and on-the-job performance in order to identify hip-pocket training tasks. Discuss these tasks during training meetings. Consider the following:

- Look for prerequisite topics needed for other upcoming training.
- Look for topics identified as requirements in ancillary training directives.
- Attempt to break larger hip-pocket training topics down into smaller increments (approximately 15 to 30 minutes each).
- Identify topics that need minimal resources and equipment to train and that can be trained almost anywhere.

Step 2
Prepare a training outline. Plan for a 15 to 30 minute session. If needed, use more than one session.

Step 3
Announce the training. The specific date, time, and place cannot be given to Marines. However, they can be alerted that training is imminent. This allows them to prepare themselves mentally. Hip-pocket training should not be limited to work station or garrison areas, but may be more effectively utilized in a field environment.

Step 4
Conduct the training.

Step 5
Document the training via unit's recording method/policy.

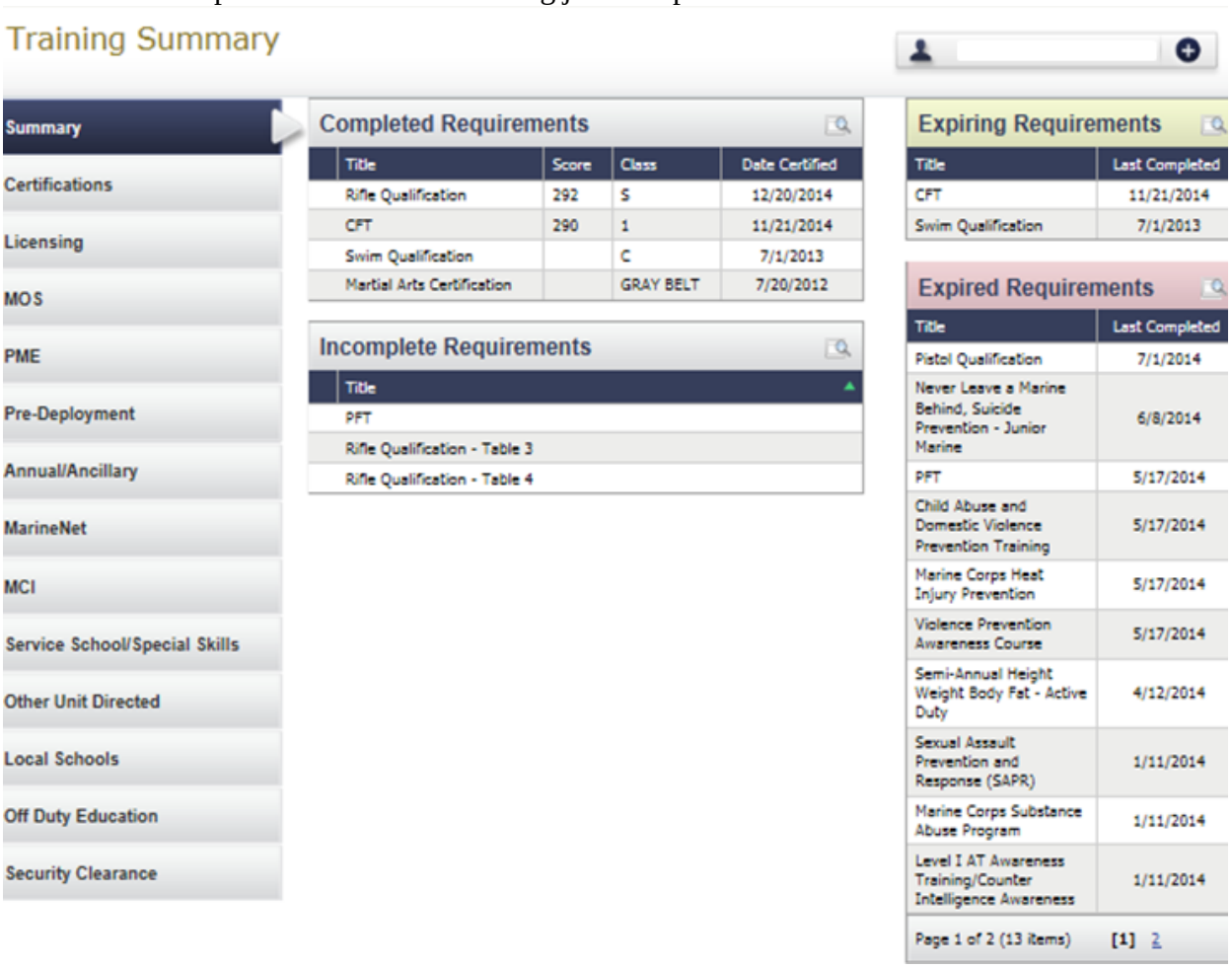
POINTERS

Leaders must conduct hip-pocket training effectively. Time limitations do not allow detailed, step-by-step explanations. However, commanders must plan and prepare for hip-pocket training as they would any other training. Some unit commanders specify topics for hip-pocket training in their commander's training guidance, during training meetings, or as notes on unit training schedules. Some even make assignments to personnel so they may prepare for their lesson. Small-unit leaders must be ready to present hip-pocket training on any assigned topics as time becomes available.

APPENDIX C
TRAINING RECORDS

Training management is a vital, yet often time-consuming, task. For a training management program to be effective, unit leaders must record and track all individual and unit training completions. If properly maintained, training records provide commanders with the immediate training status of individuals, teams, sections, squadrons, and platoons. Marine Corps Training Information Management System UTM provides leaders with a centralized and automated system to effectively and efficiently manage their unit training programs. Planning, recording, tracking, and reporting, via MCTIMS UTM substantiates training completions and provides a single point of entry for tracking training progress in relation to a unit's METL/Marine Corps Tasks. Use of MCTIMS UTM eases the burden for unit training leaders/managers and is considered the authoritative data source for all unit training.

Within MCTIMS UTM, every Marine's current and historical training completions are recorded against the requirements associated to his current rank, MOS, and billet. The electronic training jacket contains a cradle to grave archive of all training a Marine completes during the course of his career. An example of an electronic training jacket is provided below.



APPENDIX D
TRAINING AREAS

The unit's training needs influence the training area selection. If only simple training is to be done and no pyrotechnics or blanks are used, local maneuver areas may suffice. If the training is more complex and requires a more varied landscape with cover, obstacles, and an impact area, then a range or training area designed for that type of training must be found. The following discussion will guide the commander in determining the type of training area needed and where it may be located.

SIMPLE TRAINING TASKS

If training involves the accomplishment of a simple task or tasks, the commander may locate a suitable area within walking distance of the unit to conduct training. Usually an open area, a parking lot, or even the edge of a large wooded area can be found nearby. Training sites within proximity of the unit are both economical and convenient and may be used for formal instruction or practicing tactics and unit SOPs prior to movement to other training areas. Although a close training site is preferred, trainers must also account for local environmental impact regulations before scheduling training. They must also check with the unit S-3 if training close to billeting and work areas.

CAUTION AREAS

Wooded areas or areas close to personnel are not suitable if training involves the use of hazardous pyrotechnics or munitions.

COMPLEX TRAINING TASKS

If the planned training is too complex to make use of local areas, the trainer must request a suitable training area that meets the planned training requirements. Range control can provide detailed information on available training areas and firing ranges aboard the base. The commander will need to know the following information in order to secure the appropriate training area.

Number of Personnel to Train

The commander must know the maximum number of personnel to be trained during the evolution. This determines the size of the training area. If platoon tactics are the terminal objective, the area will need to be larger than the area typically assigned to a squad. If three platoons are training in an area, but only one needs the use of a live fire range, then maneuver areas adjacent to the range that will allow the other platoons to conduct their training must be requested.

Length of Stay in the Area

The amount of time required to perform the training determines if the training area can support the unit for the duration of the training. The sanitation and environmental impacts of living in the field are important considerations when planning a training evolution.

Training Conditions and Standards

Training conditions and standards, references, and range regulations are reviewed to determine—

- The type and quantity of weapons to be fired.
- The ammunition and pyrotechnics required.
- The targets and simulators required and if training support personnel are needed.
- If terrain satisfies the training objectives.
- Specific objectives; e.g., bunkers, trenches, built-up areas.

THE TRAINING AREA

Before the commander schedules the training area, he must conduct a reconnaissance of the area to verify that it meets the unit's needs. If the training area does not meet the unit's needs, then another, more suitable area must be found. The training area must be subdivided in order to facilitate control and safety. For example, an infantry company usually needs an area equivalent to a grid square (1,000 x 1,000 meters). Each platoon has a 500-meter square area to conduct its training. This allows simultaneous evolutions to occur without one platoon interfering with another platoon. Each platoon area is further divided to facilitate squad training. Obviously, training that requires considerable tactical movement requires a larger area. Consideration should be given to segregating the training site into the following areas:

- An administrative area for troop staging and inspection.
- A concurrent training area where Marines may practice skills that allow them to accomplish the terminal objective, such as tactical weapons handling and selecting cover and concealment for a terminal objective of assault on a fortified position.
- A teaching and practice area resembling the actual exercise area. This area cannot interfere with adjacent training evolutions.
- An assembly area for final inspections, preparation, and safety checks prior to the final evaluation.

APPENDIX E
COACHING AND CRITIQUING

Coaching and critiquing are tools that leaders use to provide feedback during training. In coaching, leaders make corrections or give additional guidance during the actual performance or practice of a task. In critiquing, leaders identify the strong and weak points of a unit's or team's performance.

Throughout the performance or practice of a task, leaders constantly coach and critique Marines to correct their mistakes and to reinforce what they do well. Coaching and critiquing are especially important the first time Marines practice a task. Once tasks are performed correctly, leaders can reduce the amount of coaching and critiquing, but coaching and critiquing are never eliminated. See table E-1.

Table E-1. Tools for Evaluating Performance.

COACHING (During Performance)	CRITIQUING (After Performance)
Corrects errors on the spot	Identifies strengths/weaknesses
Provides help when needed	Answers critical training questions
Focuses on critical details	Indicates any additional practice needed
Prevents negative learning	Encourages open discussion/group participation
Improves speed	Improves understanding of tasks
Provides immediate feedback	Promotes retention

COACHING

Coaching is the most powerful tool a commander has to improve performance. It permits immediate correction of a mistake and prevents negative learning. During step-by-step practice, leaders coach heavily to reduce errors. Coaches and leaders watch every action performed by Marines, correct mistakes on the spot, and provide guidance to ensure that Marines, crews, and units learn correctly. This type of formative feedback is essential to the building block approach to training.

It is important to start coaching as soon as Marines need help and before they become frustrated. While Marines are practicing tasks, leaders use coaching to focus on fine points that improve speed and quality of performance. Leaders also use coaching to help Marines perform daily operational jobs and tasks. Coaching emphasizes safety and security and continues until Marines perform the task correctly. When Marines practice tasks the right way, they learn the tasks the right way.

Leaders must develop solid, effective coaching skills. To coach effectively, leaders must—

- Be able to perform the tasks themselves.

- Coach the way they would want to be coached. During initial practices, leaders are understanding and patient. They assume that every Marine can improve. During advanced practice, leaders become more demanding to ensure that Marines perform their tasks to standard. Coaching becomes more detailed as practice focuses on proficiency.
- Provide constructive feedback when signs of confusion or frustration appear.
- Point out the critical cues. As practices progress, leaders reinforce cues to ensure that Marines have learned the proper responses.

CRITIQUING

Critiques are discussions that leaders conduct after practice. They are mini AARs. They bring out both strengths and weaknesses. Critiques answer three questions that are important to learning:

- What happened?
- Why did it happen?
- How could it have been done better?

Leaders critique each task after it is practiced. After each critique, Marines practice the task again to reinforce what they learned in the critique.

Critiques occur at a logical breakpoint; e.g., right after a platoon has taken the objective, reorganized, and consolidated. The platoon leader might call a break in the training session and conduct a critique on the tasks associated with making the hasty attack. Critiques are verbal and informal, taking only a short time immediately after completion of the task.

During critiques, Marines talk about what they did during the training. As they attempt to answer the three questions, they correct each other's understanding of the tasks. The leaders listen to the discussion, add the appropriate information and comments, reinforce the correct actions taken, identify incorrect actions, and determine if additional practice is required. If necessary and possible, leaders conduct more practice immediately after the critique. Such repetition helps Marines remember what they learned in the critiques. Leaders ensure that Marines correct their mistakes and then critique the practice again.

For collective events and missions, subordinate leaders are also critiqued, but never in front of their Marines. After their private critiques, subordinate leaders help critique the Marines. This approach has several advantages:

- Leaders maintain credibility with their Marines.
- Subordinate leaders practice their critiquing skills under the supervision of experienced leaders.
- Leaders reinforce their own learning as they pass on corrections to subordinates.
- Leaders and subordinate leaders work in unison, creating a healthy command climate.

To be effective, leaders must keep in mind that critiquing—

- Centers on the Marine.
- Is required if incorrect performance is caused by confusion or lack of understanding.
- Reinforces good performance and corrects deficiencies or weaknesses.

- Occurs as often as needed.
- Lasts as long as needed to get the points across.

The spirit and tone of the critiques are important. Marines must feel that they can discuss their practice honestly. Leaders encourage open, honest conversation and encourage all members of the group to participate. They convince Marines to help themselves and each other by taking part in the critiques. Critiques consist of three parts: description, analysis, and definition.

Description

Marines should describe both good and bad points in their own words. The description does not encourage opinions or judgments; it is limited to facts. To get Marines to state the facts themselves, leaders may have to prompt them on some of the details by asking questions. As they talk, Marines are forced to think about their performance, which helps them profit from the review.

Analysis

During a critique, Marines and leaders analyze what they did correctly and what they did poorly. The analysis concentrates on why performance fell below standards. Standards and performance steps in the T&R manual, or unit SOP are referred to as often as needed. The analysis should not over emphasize mistakes, but should reinforce strong points and good performance. Since much of our training is intended to prepare for war, the analysis identifies the consequences that would result if these actions had occurred during combat. Knowing why tasks must be performed a certain way in combat gives Marines more incentive to perform tasks correctly and gives them a greater sense of responsibility to the team.

It is best if Marines judge their own performance and discover the correct answers themselves. If they can identify their own faults, their confidence will be higher. Even if only one or a few Marines were responsible for short falls, sessions should cover everyone's performance. Weak performers are critiqued separately. Although personal embarrassment should be avoided, positive peer pressure is also an effective tool for rapid improvement, when required.

Definition

Any problem identified during the analysis must be defined in detail. Marines should have enough information to determine what to do differently the next time. Leaders guide the discussion so that Marines learn how to perform the tasks properly. If Marines develop proper performance methods themselves, they are more likely to remember the correct method longer, especially if their leaders confirm their findings.

APPENDIX F
AFTER-ACTION REVIEW (AAR)

The evaluator first discusses an AAR with the unit leader alone. The unit leader, assisted by the evaluator, conducts an AAR with the entire unit. The procedures for both reviews are the same.

SAMPLE AAR PROCEDURE

Step 1

Each platoon evaluator develops a discussion outline. The discussion outline guides the AAR.

Step 2

The evaluator first reviews the training standards with the platoon commander. Next, the evaluator leads a discussion of the training events (from the training schedule) in the sequence in which they occurred. Graphics and maps help in describing these events. To conduct an effective pre-AAR, the evaluator—

- Guides the discussion by asking leading questions.
- Discusses not only what took place, but why it happened.
- Guides the discussion so that important tactical lessons surface.
- Relates tactical and mission events to the T&R manual and subsequent results.
- Ensures that alternative and more effective courses of action are explored.
- Avoids detailed examination of events not directly related to major training standards.
- Avoids discussing excuses for poor actions. Turns excuses into teaching points and keeps the review positive in nature.

The evaluator covers all events associated with the unit's training session and evaluation. The Marine summarizes what took place with respect to the training goals. The evaluator never criticizes the leader. Based on the facts presented, the leader will have to critique himself mentally.

Step 3

The platoon commander reviews the training event with the entire platoon. The review is moderated by the evaluator. The same procedures are used as in the platoon commander's AAR, except that the leader, not the evaluator, conducts the discussion with his Marines. The evaluator maintains a secondary role and serves only to keep the meeting on track regarding training standards and to prevent arguments. This procedure strengthens the chain of command and puts the focus of the review on the unit leader as the primary trainer of the unit. The review focuses on the unit's collective event performance. The evaluator must be careful not to embarrass the unit leader in front of his troops.

The AAR is interactive and troops learn best when they learn from each other and their leaders. Leaders and evaluators are there to guide that learning. Formal or informal reviews should be conducted for all training.

Step 4

Upon completion of the AAR, the leader or evaluator prepares an after-action report. It contains the evaluation results and any additional details obtained during the review in a format directed by the unit SOP. The same basic principles used for developing the discussion outline for the review apply to the after-action report. It must be as detailed as possible. It identifies the causes of both substandard and proper performance. The after-action report is forwarded to the next higher commander per unit SOP. Information in the after-action report is used to plan future training.

POINTERS

For effective AARs—

- Discussions must not embarrass leaders or Marines, but emphasize the positive.
- Commanders guide the discussion, not by critique or lecture, but by asking leading questions. They enter the discussion only to sustain the AAR, to get the discussion back on track, or to bring out new points.
- Participants describe what happened in their own words.
- Thought-provoking questions are prepared to stimulate discussion.
- Discussions identify alternate, and possibly more effective, courses of action.
- Discussions avoid minor events that do not directly relate to the major training objective.
- Participants must not excuse inappropriate actions. They examine why actions were taken and what alternatives were available.
- Every unit or element that participated in the exercise must be represented at the AAR.
- Actions required to correct training deficiencies brought out during the AAR are incorporated into the unit training schedule as soon as possible after the exercise.

APPENDIX G
INSTRUCTOR'S GUIDE EXAMPLE

This example of an instructor's lesson guide reflects a squad being trained by its squad leader in a particular battle drill with no modifications to their normal fire team organization.

1. SUBJECT

Firing from cover and reaction to effective enemy fire.

2. PURPOSE

To teach Marines to fire from natural and prepared covered positions and to react to effective enemy fire as individuals in a fire team.

3. REFERENCES

a. NAVMC 3500.44B, Infantry Training and Readiness Manual

4. INSTRUCTOR EQUIPMENT AND TRAINING AIDS

a. Assistants/Demonstrators. Two assistants/demonstrators, equipped with normal arms and equipment for demonstration, act as the enemy during the final practice.

b. Ammunition/Pyrotechnics.

(1) 150 rounds 5.56mm blank A080.

(2) 1 red smoke grenade G950 (for safety signaling).

(3) 1 red star parachute L311 (for safety signaling).

(4) 4 green smoke grenades G940 (for enemy).

5. TRAINEE EQUIPMENT

Trainees require normal arms and equipment, 10 rounds of 5.56mm blanks per Marine, and 2 white smoke grenades per fire team.

6. PHASE 1

Preparation by the trainer on the day of training.

a. Prior to the arrival of assistants, demonstrators, and students:

(1) Review applicable orders, regulations, and the lesson.

(2) Inventory training aids, supplies, and ammunition.

(3) Set up the training area as planned. (Provide details as necessary.)

(4) Construct a sand table model of the training area with a detailed emphasis on the teach/practice area and the final practice area.

b. After arrival of demonstrators/assistants:

(1) Inspect weapons and equipment.

(2) Issue the safety brief and ensure that it is understood.

(3) Complete any unfinished preparations.

(4) Rehearse the demonstrators and ensure they understand their role in the training.

c. After arrival of the Marines to be trained: (20 minutes)

(1) Explain the Purpose of the Battle Drill. The purpose of this battle drill is to teach Marines to fire their weapon accurately from varied types of natural and prepared covered positions. Marines will also be taught to move from these positions to other positions as individuals in a fire team. This will be accomplished while Marines are undergoing effective enemy fire.

(2) Inspect Weapons and Equipment. The inspection of weapons and equipment may be delegated, but the trainer is ultimately responsible.

(3) Issue the Safety Brief. Issue the safety brief and ensure that it is understood. Include in the safety brief:

(a) Location of corpsman.

(b) Actions for injuries.

(c) Actions for fires.

(d) Radio and landline locations. (Station a list of applicable call signs, frequencies, and grid coordinates at each location for directing aid.)

(e) Location of principal roads in the area and suitable landing zones.

(f) Signal plan for use in emergencies. (A red star parachute is used for

signaling medical evacuation helicopters into the area once sound or visual contact is made. A red smoke grenade is used for marking the landing zone and to aid in determining wind for the aircraft.)

(g) Station Marines at principal points that lead into the training area. These Marines will act as guides for vehicular evacuations.

(4) Maintain Fire Team Organization. Maintain normal fire team organization if possible. If required, reorganize as per normal progression.

(5) Distribution. Distribute supplies and ammunition and explain how they are to be prepared/loaded.

(6) Trainee Preparation. Have the trainees prepare individual weapons and camouflage. Make on-the-spot corrections.

(7) Review Training. Prior to phase 2, the lecture and demonstration phase of the training, fire teams review the following related tasks in the concurrent training/review area and meet at the teach and practice area in 15 minutes.

(a) Immediate action for weapons.

(b) Individual movement and fire team formations.

(c) Individual camouflage and concealment.

(8) Describe the Training Area. Use the sand table model to describe the training area. The following areas are identified and discussed:

(a) Administrative area.

(b) Concurrent training/review area.

(c) Teach and practice area.

(d) Assembly area.

(e) Final practice area.

(9) Explain the Scoring System. The squad is scored in the areas of preparation and execution. A detailed breakdown of scoring is explained in the assembly area prior to the final practice.

(10) Prepare for Phase 2. Have squad members move to the review training area and prepare for phase 2. Supervise and make on-the-spot corrections.

7. PHASE 2

Lecture and demonstration. (20 minutes)

a. Introduction. Explain that in a defense, fighting is normally carried out from a fighting position. During the attack or while patrolling, Marines make the best use of cover to conceal themselves from view, to protect themselves from enemy fire, and to provide a firing position. During operations, the enemy presence is usually indicated by his fire. The speedy reaction and the efficient use of cover by our troops can help survival and bring about the destruction of the enemy in battle.

b. Firing From Behind Cover. Explain and demonstrate:

(1) Always try to rest the forearm for more accurate shooting.

(2) When the forearm cannot be rested, rest the back of the hand on the cover. If the cover is either too hard or sharp, rest the rifle on the cover as close to the hand as possible.

(3) Do not rest the barrel, as this will displace the shots fired.

(4) No matter how the cover is used, basic marksmanship principles apply.

c. Fire Positions. Explain and demonstrate:

(1) The ideal fire position is one that:

(a) Allows Marines free use of their personal weapon and grenades.

(b) Provides cover from high explosives and small arms fire and also gives cover from view.

(c) Enables an unobstructed view of a wide field of fire.

(2) Cover from view can be obtained by the skillful use of trees, bushes, and outcrops. Permanent defensive positions require camouflage that appears natural.

(3) When selecting a night fire position, Marines must be aware of the danger of dead space near the position and places where the enemy will be silhouetted against the skyline.

d. Fighting Positions. Explain and demonstrate:

(1) To achieve the best firing position, Marines use the right corner of the hole. They place both elbows on the elbow rest and the forearm against the parapet in front. Left-handed firers use the left corner.

(2) Marines should ensure that maximum frontal protection is built into the position.

(3) If the hole is shallow, Marines kneel, squat, or stand with their feet apart in order to lower their body profiles.

(4) If the hole is deep, Marines stand on an ammunition box, sandbag, or firing step.

e. Bushes, Trees, and Buildings. Explain and demonstrate:

(1) Fire around the right side of the cover unless better concealment is available on the other side due to shadow.

(2) If the cover is narrow, Marines get behind the cover and keep their legs together.

f. Scrub. Explain and demonstrate:

(1) When firing from scrub, Marines use squatting or kneeling positions for short periods.

(2) If the position is to be used for an extended time, Marines use the sitting position to reduce fatigue.

(3) Firing from the lower branches of large trees sometimes provides a better view of the arc of fire.

g. Low Banks and Folds in the Ground. Explain and demonstrate:

(1) To obtain maximum protection in the position, Marines keep muzzle clearance as close to the top of the bank or the breast of the fold as possible.

(2) The shape of the ground may necessitate lying at a greater angle to the line of fire than is normal.

h. Walls and Houses. Explain and demonstrate:

(1) Walls and houses provide good cover for fire positions during street fighting.

(2) If possible, Marines should remove a few bricks from the wall, near ground level, and fire through the gap rather than over the top of the wall.

(3) A wall with a thickness of one brick does not provide protection from fire, but it is useful for concealment.

i. Ensure Understanding. Ensure that Marines understand what they heard and saw.

j. Confirm by Practice. Have the Marines execute each type of firing position until each position is mastered.

8. REACTION TO EFFECTIVE ENEMY FIRE

a. Taking Cover. Explain and demonstrate: While advancing, Marines continue to advance until ordered to take cover. On the command TAKE COVER, Marines:

(1) Sprint toward nearest cover or the cover previously indicated by the squad leader.

(2) Get down, crawl into the position and observe, keeping the rifle behind the cover.

(3) Check that the sight is correctly set and fire at any visible enemy or target indicated by the fire team or squad leader. (It may be necessary to alter the fire position after the initial return of fire if the enemy fire is still effective.)

(4) Take care to listen to fire commands from the fire team leader and squad leader.

(5) Fire two rounds, then move their bodies left or right a few feet if possible while maintaining cover.

(6) Refill empty magazines during any lull in firing.

b. Advance. Explain and demonstrate:

(1) On the command PREPARE TO MOVE, Marines check the safety catch to ensure it is on safe (S) and then move back behind the cover. Make sure that full magazines are ready and pouches are fastened.

(2) On the command MOVE OUT, Marines break cover from a different position from where their firing took place and advance in the direction and formation indicated.

c. Ensure Understanding. Ensure that Marines understand what they heard and saw.

d. Confirm by Practice. Plan for five to seven run throughs, including one on an open forward slope that requires Marines to run back using cover of smoke grenades.

e. Location of Marines. Have Marines move to the assembly area.

9. PHASE 3

Final practice. (20 minutes)

a. Battle Picture. Orally present the battle picture from a vantage point and use the sand table to supplement: “Your fire team is the point for a platoon movement to contact. The enemy is known to be to our front in 3- to 4-man elements. They have normal arms and equipment and mortars for indirect fire support. I expect that they will stand and fight if encountered. You can expect observation posts, snipers, and ambushes during movement. You will normally have a 3- to 5-minute delay in getting support. Support is limited to organic platoon weapons and 60 millimeter

mortars in general support."

b. Battle Preparation. Preparation for the final practice is as follows:

(1) Indicate the area where the preparation is performed.

(2) Give a time limit for preparation.

(3) Point out the direction of the enemy and the location of special ground features.

(4) Show the limits of the training area as per range orders.

(5) State the time and place of the orders brief.

(6) Ensure that all Marines know the mission, situation, have a plan of execution, and know the range or training area limits and the routes they are to use.

c. Conduct of the Final Practice.

(1) Grading of a fire team leader's fragmentary order.

(2) Re-emphasize safety and command LOAD AND MAKE READY. The fire team leader is now in full control and the time starts at this point.

(3) Accompany the fire team and observe all actions. Do not interfere except for:

(a) Safety violations.

(b) Exceeding the training area limits.

(c) Crossing the limit of advance and completion of the exercise.

(d) Command CEASE FIRE at the limit of advance.

d. End of Lesson Procedure.

(1) Clear and inspect all weapons and magazines.

(2) Critique the exercise and allow for questions.

(3) Give the score, summarize, and look forward to subsequent training.

(4) Police the range/training area.

(5) Prepare for the next evolution.

(6) Repack the supplies and equipment and secure.

GLOSSARY

SECTION I. ACRONYMS AND ABBREVIATIONS

AAR ..... after action review

ITE ..... individual training event

MAGTF ..... Marine air-ground task force
MCTIMS ..... Marine Corps Training Information Management System
METL ..... mission-essential task list
mm ..... millimeter
MOJT ..... managed on-the-job training
MOS ..... military occupational specialty

NBC ..... nuclear, biological, and chemical

OPFOR ..... operating force

PECL ..... performance evaluation checklist

SAT ..... systems approach to training
SOP ..... standing operating procedure
STX ..... situational training exercise

TEWT ..... tactical exercise without troops
T&R ..... training & readiness

URP ..... unit readiness planning
UTM ..... unit training management

SECTION II. DEFINITIONS

battle drill—A critical collective action or task performed by a platoon or smaller element without the application of a deliberate decisionmaking process, initiated on cue, accomplished with minimal leader orders, and performed to standard throughout like units. (MCRP 5-12C)

combined arms—1. The full integration of combat arms in such a way that to counteract one, the enemy must become more vulnerable to another. 2. The tactics, techniques, and procedures employed by a force to integrate firepower and mobility to produce a desired effect upon the enemy. (MCRP 5-12C)

command and control—(See JP 1-02 for core definition. Marine Corps amplification follows.) The means by which a commander recognizes what needs to be done and see to it that appropriate actions are taken. Command and control is one of the six warfighting functions. Also called **C2**. (MCRP 5-12C)

Marine air-ground task force—The Marine Corps' principal organization for all missions across a range of military operations, composed of forces task-organized under a single commander capable of responding rapidly to a contingency anywhere in the world. The types of forces in the Marine air-ground task force (MAGTF) are functionally grouped into four core elements: a command element, an aviation combat element, a ground combat element, and a logistics combat element. The four core elements are categories of forces, not formal commands. The basic structure of the MAGTF never varies, though the number, size, and type of Marine Corps units comprising each of its four elements will always be mission dependent. The flexibility of the organizational structure allows for one or more subordinate MAGTFs to be assigned. In a joint or multinational environment, other Service or multinational forces may be assigned or attached. Also called **MAGTF**.

REFERENCES AND RELATED PUBLICATIONS

Navy/Marine Corps Departmental Publication (NAVMC)
1553.1 Systems Approach to Training User's Guide

Marine Corps Reference Publications (MCRPs)
3-0A Unit Training Management Guide

Marine Corps Orders (MCOs)
1553.1_ The Marine Corps Training and Education System
1553.3_ Unit Training Management (UTM) Program
3500.72_ Marine Corps Ground Training and Readiness (T&R) Program

Marine Corps Bulletin (MCBul)
1500 Annual Training and Education Requirements

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https://www.doctrine.usmc.mil.

Unless otherwise stated, whenever the masculine gender is used, both men and women are included.