MCRP 3-0A

Unit Training Management Guide

U.S. Marine Corps

Distribution Statement A: Approved for public release; distribution is unlimited

PCN 144 000020 00

DEPARTMENT OF THE NAVY
Headquarters United States Marine Corps
Washington, DC 20380-1775

25 November 1996

FOREWORD

1. PURPOSE

Marine Corps Reference Publication (MCRP) 3-0A, *Unit Training Management Guide*, assists unit commanders and their staffs in the preparation of unit training programs. It provides a background on the philosophy, principles, and policies of the Marine Corps training management system. It also provides guidance on how to support and evaluate training plans.

2. SCOPE

This publication was prepared primarily for operations officers at the battalion/squadron level and above throughout the Fleet Marine Force. However, the philosophy and procedures contained herein may be applied by all training managers and trainers, regardless of the size of their unit. This publication reflects the methodology and techniques developed over the years to improve the Marine Corps' overall training effort. It may also be used as a reference tool to train the trainers and to evaluate unit training management.

3. SUPERSESSION

FMFM 0-1, *Unit Training Management Guide*, dated 15 April 1991.

4. CHANGES

Recommendations for improving this manual are invited from commands as well as directly from individuals. Forward suggestions using the User Suggestion Form format to—

Commanding General
Doctrine Division (C 42)
Marine Corps Combat Development Command
3300 Russell Road Suite 318A
Quantico, Virginia 22134-5021

5. CERTIFICATION

Reviewed and approved this date.

BY DIRECTION OF THE COMMANDANT OF THE MARINE CORPS

Paul K. Van Riper

PAUL K. VAN RIPER
Lieutenant General, U.S. Marine Corps
Commanding General
Marine Corps Combat Development Command

DISTRIBUTION: 144 000020 00

User Suggestion Form

From:

To: Commanding General, Doctrine Division (C 42), Marine Corps Combat Development Command, 3300 Russell Road, Quantico, Virginia 22134-5021

Subj: RECOMMENDATIONS CONCERNING MCRP 3-0A, *UNIT TRAINING MANAGEMENT GUIDE*

1. In accordance with the foreword to MCRP 3-0A, which invites individuals to submit suggestions concerning this MCRP directly to the above addressee, the following unclassified recommendation is forwarded:

Page	Article/Paragraph No.	Line No.	Figure/Table No.

Nature of Change:

☐ Add

☐ Delete

☐ Change

☐ Correct

2. Proposed new verbatim text: (Verbatim, double-spaced; continue on additional pages as necessary.)

3. Justification/source: (Need not be double-spaced.)

Note: Only one recommendation per page.

(reverse blank)

Record of Changes

Change No.	Date of Change	Date of Entry	Organization	Signature

Unit Training Management Guide

Table of Contents

Chapter 1
The Marine Corps' Philosophy and Principles of Training

Training Philosophy 1-1
Training Mandate 1-1
Training Imperative 1-1
Principles 1-2
Train as You Fight 1-2
Make Commanders Responsible for Training 1-2
Use Standards-Based Training 1-3
Use Performance-Oriented Training 1-3
Use Mission-Oriented Training 1-3
Train the MAGTF to Fight as a Combined-Arms Team 1-4
Train to Sustain Proficiency 1-4
Train to Challenge 1-4

Chapter 2
Marine Corps Unit Training Management

Overview 2-1
Commander's Responsibilities 2-2
Implementation 2-3

Chapter 3
The Application of the Systems Approach to Training

SAT: The Concept Behind Unit Training Management 3-1
Analysis Phase 3-3
Design Phase 3-3
Development Phase 3-5
Implementation Phase 3-5
Staging of Resources and Personnel 3-5
Conducting the Scheduled Exercise 3-5
Evaluation Phase 3-6
Developing a Checklist 3-6
Conducting an After Action Review 3-6

Chapter 4
Training Standards

Overview 4-1
Unit Training and School Training 4-1
Individual Training Standards System 4-2
Individual Training Standards 4-3
The Task 4-3
Conditions 4-3
Standards 4-3
Performance Steps 4-3
Administrative Instructions 4-3
References 4-3
Collective Training Standards 4-4
How to Use Training Standards in Units 4-5
Determine Individual and/or Team Proficiencies and Deficiencies 4-5
Determine Training Methods 4-5
Specify Training Funding/Resources 4-5
Evaluate Proficiencies as a Result of Training 4-5

Chapter 5
Mission Essential Task List

Overview 5-1
Combat-Focused Training 5-1
METL Development 5-2
Commander's Analysis 5-2
METL Fundamentals 5-3
Training Standards 5-5
Training Assessment 5-5
Evaluation of Proficiency 5-5
Training Strategy 5-6

Chapter 6
Training Plans

Section I. Fundamentals 6-1
The Planning Process 6-1
MCTEEP 6-2
Types of Training Plans 6-3
Establishing Training Priorities 6-4
Training Techniques 6-5
Multiechelon Training 6-5
Individual Training During Collective Training 6-5
Concurrent Training 6-6
Prime Time for Training 6-6
Hip-Pocket Training 6-6
Section II. Long-Range Planning 6-7
Requirement for Long-Range Planning 6-7
Elements of a Long-Range Training Plan 6-7
Command Training Guidance 6-7
Long-Range Planning Calendar 6-8
Training Events 6-8
Training Resources 6-9
Preparing the Long-Range Plan 6-9
Step 1. List the METL 6-10
Step 2. Publish Commander's Guidance 6-10
Step 3. Establish Calendar 6-10
Step 4. Coordinate and Review the Plan 6-10

Section III. Midrange Planning 6-11
Requirement for Midrange Planning 6-11
Preparing the Midrange Plan 6-12
Step 1. Assess Current Unit Proficiency, Resources, and Training Environment 6-12
Step 2. State the METL 6-12
Step 3. Commander's Guidance 6-12
Step 4. Review the Long-Range Training Plan 6-13
Step 5. Review Previous Midrange Plans 6-13
Step 6. Develop Midrange Planning Calendar 6-13
Step 7. Coordinate with Subordinate and Higher Units 6-14
Review the Midrange Training Plan 6-14
Section IV. Short-Range Planning 6-15
Purpose 6-15
Training Schedules 6-15

Chapter 7
Evaluation of Training

Overview 7-1
Performance Evaluation 7-1
Evaluation Programs 7-2
Methodology of Evaluation 7-2
Methods 7-2
Continuous Process 7-3
Testing Versus Evaluation 7-4
Realism 7-4
Proficient Evaluators 7-4
Categories of Performance 7-4
Individual and Collective Performance 7-5
Quality of a Unit's Training Management Procedures 7-5
Quality of Training 7-5
Evaluation Results 7-6
Training and Readiness Manuals 7-7
Aviation 7-8
Ground Combat 7-8

Appendices

Appendix A. Recommended UTM Tasks by Grade A-1
Appendix B. Example of a Battalion's METL and METL Assessment B-1
Appendix C. Marine Corps Training Requirements C-1
Appendix D. Example of a Commander's Training Philosophy and Guidance Letter D-1
Appendix E. Sample Planning Calendar E-1
Appendix F. Sample Training Report F-1
Appendix G. After Action Reviews and Reports G-1
Appendix H. Glossary H-1
Appendix I. References and Related Publications I-1

Notes

Chapter 1
The Marine Corps' Philosophy and Principles of Training

Training Philosophy

"You are either in contact, moving to contact, or training!" [1]

LtCol "Chips" Catalone, USMC

The history of battle, a commander's experience, and the wisdom of military philosophers all confirm the direct correlation between training and victory in war. Successful combat units train as they intend to fight and fight as they were trained. Marines base their future success on the battlefield on this philosophy. The Marine Corps undergirds this philosophy with a training mandate and a training imperative. This philosophy is further backed by a number of training principles.

Training Mandate

The Marine Corps' mandate for training is simple and compelling: The nation must have units that are ready for combat! Because the Marine Corps trains for war, not for peace, the intended battle determines training directions and goals. War places rigorous physical, psychological, and moral demands on Marines, and a battle environment demands substantial dedication, perseverance, and motivation to ensure the highest possible chance of success. Success on the battlefield also demands the ability and willingness to fight. Combat-ready units are manned with motivated, disciplined, and proficient Marines; led by tactically and technically competent leaders; and conditioned through physically tough and mentally demanding training that ranges from individual Marine battle drills to joint combined-arms exercises. Pursuit of the highest possible quality of training must become a way of life in the Marine Corps.

Training Imperative

Training is a professional and moral imperative. It is the Marine Corps' responsibility to ensure that both regular and reserve components are properly trained. Training encompasses the full range of duties, responsibilities, and missions of Marines, and it must be embedded in all that Marines do. It can be as simple as practicing an individual task or as complex as conducting a joint or combined field training exercise (FTX) with an opposing force. It can vary from a squad leader informally making an on-the-spot correction, to a company commander teaching lieutenants how to apply tactical principles. Employing weapons, operating equipment, communicating information, maintaining vehicles, and rearming and resupplying units are all critical skills mastered only through training. From training comes the ability to

follow procedures, to execute techniques, to apply tactics, and to integrate the capabilities of arms and services.

Principles

Out of the Marine Corps' philosophy of training emerges fundamental principles that are applicable to all levels of Marine Corps training. All Marines must understand and apply these principles at every level of training. These principles provide sound and proven direction and are flexible enough to accommodate the demands of local conditions and the judgment of commanders and other trainers. The principles of Marine Corps training are discussed in the following subparagaphs. These principles are not inclusive, nor do they guarantee success. They are guides that commanders can use to assess unit training programs.

Train as You Fight

The battle is the ultimate test of training. To train as you will fight is the fundamental principle upon which all Marine Corps training is based. Therefore, all peacetime training must reflect battlefield requirements. All leaders are considered trainers and coaches, and they must ensure that individual Marines and units receive realistic training that simulates wartime conditions. Marines' training should prepare them to perform their tasks and meet operational standards during the complex, stressful, and lethal situations they will encounter in war. If units and elements are to function together during combat, they should train together during peacetime exercises. The Marine Corps' philosophy is to train well in peace so that it can fight well in war.

Make Commanders Responsible for Training

Commanders at all levels are responsible for the training and performance of their Marines and units. They do more than manage training. The commander's personal presence and involvement demonstrate to all that training is the number one priority. Senior commanders personally train each direct, subordinate commander; e.g., battalion commanders train company commanders, company commanders train platoon commanders, etc. This simple but practical approach allows for standardization from above and for flexibility at the trainer's level.

The ability to delegate authority to an individual who is trained to accept responsibility is vital to the Marine Corps' operational concept. Therefore, training the chain of command is an inherent part of the Marine Corps training philosophy. It is an integral part in developing subordinate commanders into effective leaders. This provides subordinate leaders both implementing and supervisory responsibilities and

also the opportunity to train other subordinate leaders. This delegation of authority fosters initiative throughout the chain of command and is vital to the teacher-trainer role.

Use Standards-Based Training

Training standards are published as individual training standards (ITSs) for each military occupational specialty (MOS) and as mission performance standards (MPSs) for each unit. All training must conform to these standards. Standards-based training is the use of common procedures and uniform operational methods to create a common perspective within the Marine Corps. This method of training is further reflected in Marine Corps doctrine, tactics, techniques, and procedures. This commonality allows Marines to train, operate, maintain, and fight from a common perspective. Standards-based training—

- Provides a measurement of performance.
- Provides Marines with the ability to adjust rapidly to changing tactical situations.
- Eliminates the need for retraining if units are cross-attached.
- Fosters flexibility in battle by reducing the need for complex orders.
- Teaches Marines to respond to changes in combat in a reflexive and automatic manner.

Since the Marine Corps' standards-based training is used throughout the Total Force, it provides commanders with a firm foundation upon which to request needed resources that support training throughout the Marine Corps. These resources include funding, equipment, ammunition, and ranges.

Appendix A is an example of the ITSs of individuals responsible for unit training management (UTM).

Use Performance-Oriented Training

Marines must be proficient in the basic skills required to perform their jobs under battlefield conditions. To achieve results, all training should be performance-oriented. Individual training occurs on a continual basis and is fully integrated into collective training. Marines are trained to meet published standards, not merely to occupy the time designated for training.

Use Mission-Oriented Training

To obtain maximum benefits during training, commanders develop training programs based on mission analysis. The mission analysis provides a careful assessment of possible warfighting missions, identifies

specified and implied tasks, and is the foundation for the mission essential task list (METL).

The unit's combat missions are the basis for the development of tasks and for the specific standards to which each task must be executed. A unit does not train for Marine Corps Combat Readiness Evaluation System (MCCRES) tasks that are not dictated by its combat mission. Units are taught these tasks according to prescribed collective and individual training standards set forth in MCCRES and the Individual Training Standards System (ITSS).

Train the MAGTF to Fight as a Combined-Arms Team

The cornerstone of today's Marine air-ground task force (MAGTF) is the combined-arms team. Combined-arms proficiency develops only when teams train together on a regular basis. Cross-attachment of units and routine employment of the full spectrum of combat, combat support, and combat service support functions must be practiced regularly. At the company, battalion, and regimental levels, combined-arms operations focus specific training requirements for combat support, combat service support, and aviation elements to rearm, resupply, evacuate casualties, and recover equipment quickly and to integrate indirect fires, electronic warfare, aviation, engineer, and air defense. Regimental and higher level commanders and their staffs must continually train to synchronize and integrate operations.

Train to Sustain Proficiency

Once units have trained to a required level of proficiency, they must sustain it. To sustain proficiency, commanders must continuously evaluate performance and design training programs that correct weaknesses and reinforce strengths. This means training year round, not focusing training on one or two key events during the year. MCCRES allows for both multi-echelon and individual training, and it develops and sustains mission proficiency. It is key to sustaining a high level of proficiency. MCCRES is the continuous process of training, evaluating results, analyzing feedback, and training again to strengthen weak areas.

Train to Challenge

Training must be challenging. If training is a challenge, it builds competence and confidence by developing new skills. The pride and satisfaction gained by meeting training challenges instills loyalty and dedication. It inspires excellence by fostering initiative, enthusiasm, and eagerness to learn.

Chapter 2
Marine Corps Unit Training Management

Overview

"In no other profession are the penalties for employing untrained personnel so appalling or so irrevocable as in the military."[2]

General Douglas MacArthur

The Marine Corps' traditional versatility and adaptability are being challenged by demands for a more frugal approach to operational excellence. To confront this challenge effectively, Marine Corps training programs must pursue warfighting requirements while meeting personnel and fiscal requirements. High personnel tempo, increased operational tempo, and decreased funding combine to present commanders with real challenges that directly impact unit readiness. Regardless of the challenges, commanders must continue to meet their mission requirements. In order to meet these requirements, commanders must first identify exactly what a unit must do to accomplish its wartime mission. Once a unit's wartime capabilities are identified, commanders then apply UTM principles to the unit's training program. UTM focuses training on the tasks that are essential to a unit's wartime capabilities. UTM is the use of the systems approach to training (SAT) (see chap. 3) and Marine Corps training principles in a manner that maximizes training results and focuses the training priorities of the unit on its wartime mission.

UTM governs the major peacetime training activity of the Marine Corps and applies to all echelons of the Total Force. It guides commanders in the development of a METL, which details the specific tasks a unit **must** accomplish. It is also the process that combines Marine Corps training principles with SAT to ensure that essential tasks are incorporated into the unit's training plan. This process maximizes training results by focusing a unit's training priorities on the accomplishment of its wartime mission.

For UTM to succeed in the Marine Corps, it requires an environment that is receptive to change. This requires a departure from our traditional training philosophy and a re-education of the Fleet Marine Force in how to focus training in order to obtain the benefits offered by UTM. The following points are critical to the Marine Corps' understanding and future application of UTM:

- Ensuring that every level of command understands the benefits that UTM provides to its training effort.
- Understanding that the principle force behind UTM is motivation and its principle message is that **all** Marines are a part of the process.

- Understanding that UTM is a top-down process that starts with the Commandant and that commanders at all levels must energize and sustain the process.
- Ensuring that the Marine Corps' UTM effort meets its present needs and stays head of its future needs; that training corrects deficiencies that could undermine short-term, midterm, and long-term success; and that training remains the most important peacetime activity.
- Reducing the need for inspections by correcting deficiencies as they surface.
- Implementing managed on-the-job training at the unit level by using professionally-prepared job aids, teaching materials, training aids and devices, "train the trainer" mobile training teams, and doctrinal support.
- Breaking down barriers among staff areas to enhance the selection of training priorities and allocation of assets. This is applied vertically within the chain of command and horizontally within all supporting commands.

Commanders' Responsibilities

Commanders at all levels are responsible for all of their units' training needs. To meet specific training needs, commanders develop overall unit training programs based on the best combination of available resources, materials, guidance, and time. Commanders must—

- Provide clear commander's intent/guidance throughout the process.
- Identify training objectives clearly.
- Plan training events and activities.
- Arrange for support.
- Ensure that the resources needed to conduct training are available.
- Ensure that training is conducted.
- Supervise and evaluate individual and unit proficiency.
- Supervise and evaluate training sessions, instructional quality, and UTM procedures.

Subordinate leaders are responsible for training Marines under their command. Battalion-, squadron- and company-level training is best planned and conducted by the leadership at the responsible level. Therefore, higher-level commanders must coach and critique subordinate commanders in order to help them achieve their training objectives. Higher headquarters commanders should not assume the training or training management responsibilities of their subordinate commanders. Instead, they must train their subordinate leaders to prepare and implement effective training programs. Commanders of higher headquarters provide guidance, approve plans, allocate funds and other resources, and inspect or evaluate training to ensure that subordinate programs comply with command guidance.

Commanders and their staffs manage unit training along with other programs to ensure that they are mutually supporting. All command programs must work together to accomplish a common set of goals. Maintenance, logistics, quality of life, base support, and other programs must be effectively managed so they do not disrupt the training program and consume funds/resources allocated for training.

Implementation

The Marine Corps' program to develop UTM skills consists of:

- Providing UTM instruction within the resident professional military education (PME) schools of the Marine Corps University and within the nonresident Marine Corps Institute (MCI) correspondence courses.
- Providing UTM training programs designed to share training management concepts and ideas as a Total Force effort to enable more effective and efficient use of training time and resources.
- Conducting mobile training teams to discuss UTM concepts, ideas, METL development, and related processes.
- Evaluating the UTM program as a whole and revising portions when necessary.

Chapter 3
The Application of the Systems Approach to Training

SAT: The Concept Behind Unit Training Management

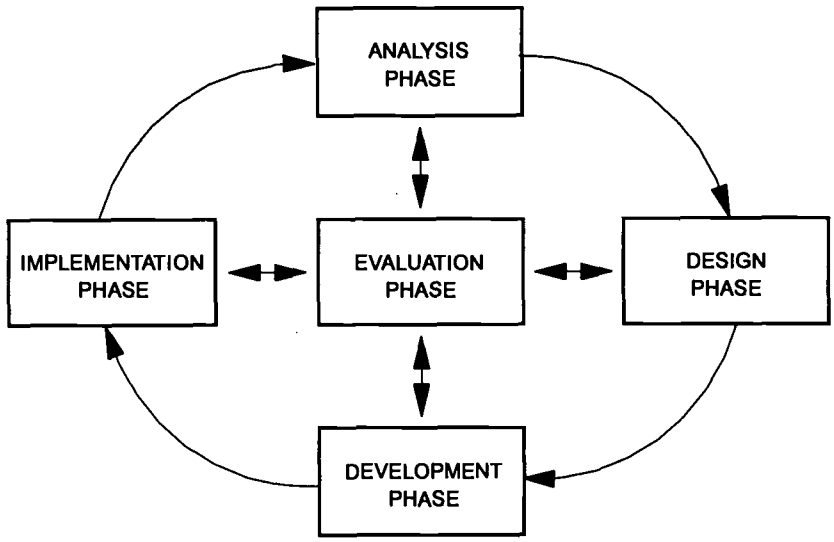
"Achieve, on a continuing and progressive basis, the effective integration of new weapons and equipment, new organization, and new techniques at all levels of command."[3]

Gen. Bruce C. Clarke, USA

UTM is the use of SAT and Marine Corps training principles in a manner that maximizes training results and focuses unit training priorities on the wartime mission. Units cannot achieve and sustain proficiency on every possible training task. The Marine Corps has neither the funds nor the time for such an endeavor. Therefore, Marine Corps training must focus on wartime tasks. SAT assists commanders in identifying critical warfighting tasks, both for the individual and the unit, and it guides the Marine Corps' frugal application of limited resources. SAT is a systematic, problem-solving model used by commanders to produce an effective training program, and it is used in the development of all Marine Corps' training. For example, the application of SAT in the formal schools or operational units results in specific products that improve unit efficiency and maintain readiness. For instance, if applied in—

- A formal school setting, a program of instruction is generated.
- An operational unit, a short-range training plan is generated.

No matter how it is applied, SAT provides commanders with needed training management techniques to analyze, design, develop, implement, and evaluate performance-oriented training. It guides commanders in the use of scarce resources by identifying where resources are needed most in order to maintain readiness. The SAT process, in regards to UTM, consists of five phases: analysis, design, development, implementation, and evaluation (see fig. 3-1).



ANALYSIS PHASE	EVALUATION PHASE
Review Marine Corps doctrine: ·Campaign plans. ·Contingency plans. ·T/O mission statement for type of units. ·Combat plans. Review higher headquarters, supported unit, and supporting unit METLs. Determine all specified and implied tasks for all units. Select METL.	Conduct internal after-action reviews. Review MCCRES/external evaluation feed-back. Review training deficiencies of subordinate units and individuals. Reprioritize tasks in training plans based on assessment of deficiencies. Additionally, evaluation is conducted concurrently throughout all phases.
DESIGN PHASE	
Relate mission-essential tasks to MPSs from MCCRES volumes. List collective and individual tasks for subordinate units and Marines that support METL tasks. Evaluate/assess unit strengths and deficiencies. Prioritize training of mission-essential tasks. Design appropriate training plans for units and individuals. Ensure that all training tasks/objectives are stated as performance, condition, and standards statements.	
DEVELOPMENT PHASE	
Develop training materials and secure support. Train the trainers. Staff rehearsal of training plans and lesson plans.	
IMPLEMENTATION PHASE	
Implement training plans. Conduct battle staff exercises, unit exercises, FTXs, drills, and individual training as scheduled.	

Figure 3-1. SAT Process in UTM.

Analysis Phase

The analysis phase determines the unit's performance objectives. The unit's performance objectives are written as tasks that the unit must be prepared to accomplish. The commander begins this phase with a detailed mission analysis. The inputs to this analysis include the commander's higher headquarters' METL, supported and supporting unit METLs, campaign plans, table of organization (T/O) mission statements, contingency plans, anticipated missions, and doctrine. Assistance available from the G-5 (plans) section should be sought in order to conduct a comprehensive analysis. If the analysis is conducted properly, the commander deduces a listing of **all** the unit's specified and implied tasks. The commander further analyzes this comprehensive listing of tasks to determine the unit's mission-essential, warfighting tasks. By doing this, the commander identifies a core listing of tasks that the unit **must** be capable of performing in a warfighting environment, vice a huge listing of tasks they could accomplish if unconstrained by time or resources. This smaller, detailed listing of mission-essential tasks is the product of the analysis phase. The METL is the tool the commander uses to prioritize and focus unit training. The METL, once approved by higher headquarters, becomes the descriptive training document for the unit and provides a clear, warfighting-focused description of the highest level collective actions needed to execute wartime mission proficiency. The METL is the starting point for the design phase of SAT.

Design Phase

The purpose of the design phase is to design or layout a training plan for a unit. Different plans may be designed for similar units. The design of each unit's training plan is based primarily on the unit's level of proficiency in its METL tasks. Unit training plans may consist of long-range, midrange, and short-range plans (see chap.6 for additional information on training plans):

- Long-range planning focuses on major exercises and the training needed to meet the commander's METL for the next 18-24 months. Facilities, logistics, evaluation of resources and personnel, and other factors must be included in the long-range plan.
- Midrange (annual) planning details how major subordinate unit METLs support the unit commander's METLs. It further refines the details of major exercises. It plans for required facilities, logistics, etc. Acquisitions/arrangements that require 8-12 months lead time for training are included.
- Short-range (quarterly) planning projects the training of collective tasks and drills of lower echelon units and all training events to be conducted in the next few months. The tasks, drills, and training events are taken from long-range and midrange plans.

During the design phase, the unit develops training plans that will result in the successful accomplishment of all mission-essential tasks. The unit's METL is the foundation used to develop its training plans. The METL is also supported by many other subordinate tasks from within the unit. Therefore, the unit training plan must address both unit METLs and subordinate tasks. The unit must plan for and schedule its training so that it successfully completes **all** of its mission-essential tasks. Appendix B provides an example of a battalion's METL and METL assessment.

The first step in the design phase is to relate mission-essential tasks from the METL to one or more published MPSs from the unit's applicable MCCRES volume in the MCO 3501.XX series. An MPS is a unit or collective performance objective that contains a performance statement, a condition statement, and a standard statement. An MPS strives to define an observable action that is a critical part of the unit's mission. Collectively, all of a unit's MPSs should cover all its potential missions. A unit should be trained to perform all its published MPSs, however no unit has the resources to train and sustain proficiency on every task. Therefore, a unit trains to the MPS that supports its METL, then it trains to other MPSs as time and resources allow.

Note

Contact Commanding General, Marine Corps Combat Development Command (C 461) if a mission-essential task cannot be related to a published MPS.

Mission-essential tasks are not prioritized, they are all equally essential. But, the training of the skills necessary to achieve proficiency in the performance of mission-essential tasks is prioritized.

The second step in the design phase is to prioritize the training of mission-essential tasks. Mission-essential tasks are not prioritized, they are all equally essential. But, the training of the skills necessary to achieve proficiency in the performance of mission-essential tasks is prioritized. Training priorities are determined by the commander's assessment of a unit's ability to perform a task when compared to its associated MPSs. Evaluation of a unit's past performance aids a commander in determining a unit's future training priorities. For example, if a unit successfully accomplished one mission-essential task, but did not perform another mission-essential task to standard, the unit must schedule training to correct the identified deficiency.

The third step in the design phase is to relate further subordinate, collective, and individual tasks to the MPSs that have been associated to each mission-essential task. Individual tasks are published as ITSs. ITSs are tasks that specify the individual proficiency requirements that support unit mission performance. Formalized listings of ITSs have been developed over the years based on identification of individual tasks that must be accomplished in order to accomplish collective and unit tasks. These ITSs are found within the ITSS, a series of orders that provide guidelines as to the tasks an individual Marine should be able to do by grade and MOS.

Development Phase

During the development phase, commanders ensure that all logistical and background preparations are completed prior to the actual start of the training evolution. The generation, submission, and follow through on requests for transportation, budgeting, ammunition, and other items that support the scheduled training are a critical part of this phase. All personnel and resources are allocated so that preparatory work can be conducted that will allow for the smooth execution of the training plans. Preparatory work may require the generation of letters of instruction (LOI) from the commander that direct specific implementation of training plans. Such LOIs serve to provide guidance and direction for preparation for training.

It is also during this phase that trainers are trained to meet the needs of the particular training evolution. Trainers should review their instructional procedures and the materials they will present during assigned periods of instruction. Officers and SNCOs, who will lead units through training exercises, should review/define training objectives and goals in accordance with the guidance provided from the commander.

Implementation Phase

Training plans are executed during the implementation phase. Trainers should understand the desired performance, the standards, and the conditions under which training should occur. The implementation phase has three basic steps.

Staging of Resources and Personnel

This step involves the transition from the development phase (which planned, coordinated, and arranged all support for the training evolution) into the implementation phase (where the training evolution actually begins). During this step, all resources and personnel needed to conduct the training are assembled at the training site. This may involve transportation to the site, issue of weapons, placement of opposing force (OPFOR) units, etc., or it may be as simple as having a projector set up in a classroom and the troops assembled at the appropriate place at the scheduled start time.

Conducting the Scheduled Exercise

During the execution of the exercise, trainers ensure that Marines know/understand the intended goals and procedures and that they receive the training needed to achieve the desired performance. For example, if the session is a platoon battle drill, it will contain formal instruction, demonstration, and practical application in accordance with the unit standing operating procedure (SOP).

Evaluation Phase

Evaluation is a continuous process that occurs at all echelons and during every phase of SAT. SAT is the dynamic process that allows continuous improvement to the training program by the application of evaluation techniques at any point along the process, not solely upon completion of a phase.

Commanders constantly evaluate planning and resource actions to ensure they are mission-oriented and that they build toward combat readiness. Leaders at all echelons evaluate leader and individual training performance and provide feedback to the chain of command, trainers, and those being trained.

Evaluation of unit training is the process of determining if the unit can accomplish the training objectives related to a specific training event. The drills and training exercises for a squad or crew are aimed at accomplishing the collective task(s) practiced in that drill/exercise. Training is evaluated when commanders, leaders, evaluators, or observers compare actual performance to the standards listed for that task. If evaluation indicates that a unit cannot perform to standard, that task becomes a priority for future training.

Developing a Checklist

The evaluator develops a checklist based on MPSs/ITSs and uses it to evaluate unit performance. A checklist can help to optimize training time by highlighting the strengths and deficiencies of the unit, therefore, focusing future training on what and who needs to be trained, rather than retraining the entire unit/event needlessly. The checklist also provides the evaluator with a quick reference tool that identifies specific training standards. During the training evolution, the evaluator can quickly refer to the checklist to ensure that training is being effectively carried out. This checklist usually states the objective (task/MPS) and the key substeps in the performance. Substeps include the collective tasks of subordinate units and the individual tasks of participating Marines. Substeps help the evaluator identify if a whole unit was deficient or if only a lower echelon unit needs additional training.

Conducting an After Action Review

This step occurs after the training evolution has been completed, but it is based on observations taken throughout the planning and execution cycles. From platoon-size lectures to battalion field exercises, the instructor/staff conducts an after action review (AAR) at all levels. AARs discuss what went right, what went wrong, and what needs to be changed in order to better accomplish the objectives. The AAR should be used as input during the evaluation phase.

Chapter 4
Training Standards

Overview

"Untutored courage is useless in the face of educated bullets."[4]

Major George S. Patton, Jr.

The Marine Corps' training system is a standards-based system. This means that the entire training system and all training programs are built around established individual and unit performance standards for specific tasks. These standards are published as ITSs or MPSs. All training standards derive from specific mission requirements and are based on current doctrine to ensure that Marines are trained for combat. A training standard measures collective or individual performance based on task accomplishment. It does this for each of the tasks that a unit or an individual Marine is expected to perform. A training standard also defines the level of proficiency required to satisfy the task. It is used to determine if Marines satisfactorily perform the assigned task to the standard. If the task is not performed to the standard, then a training deficiency exists. Once training deficiencies are identified, the commander can plan future training to address the deficiency. A training standard consists of three components: the task to be accomplished, the condition under which the task is performed, and the evaluation criteria used to determine if the task was performed at a satisfactory level. MPSs, ITSs, aviation syllabus sorties, and aviation maintenance tasks are all examples of training standards and all provide performance measures that are used as the basis for Marine Corp training.

Figure 4-1 illustrates the hierarchical breakdown of training standards and the relationship of mission requirements, training standards, training requirements, and unit training programs.

Unit Training and School Training

To be successful in combat, Marines must develop proficiency in a wide range of combat skills. Not everything required of Marines in combat can be taught in a formal school. Many of the skills depend on the cumulative effect of training within the units in which they will fight. Marine Corps Combat Development Command has developed a list of the various tasks that make up each military specialty. All of the tasks an individual needs to know to perform successfully are published in the MCO 1510 series by MOS. Unit tasks are reflected as MPSs and are found within the appropriate MCCRES manual by MOS. The

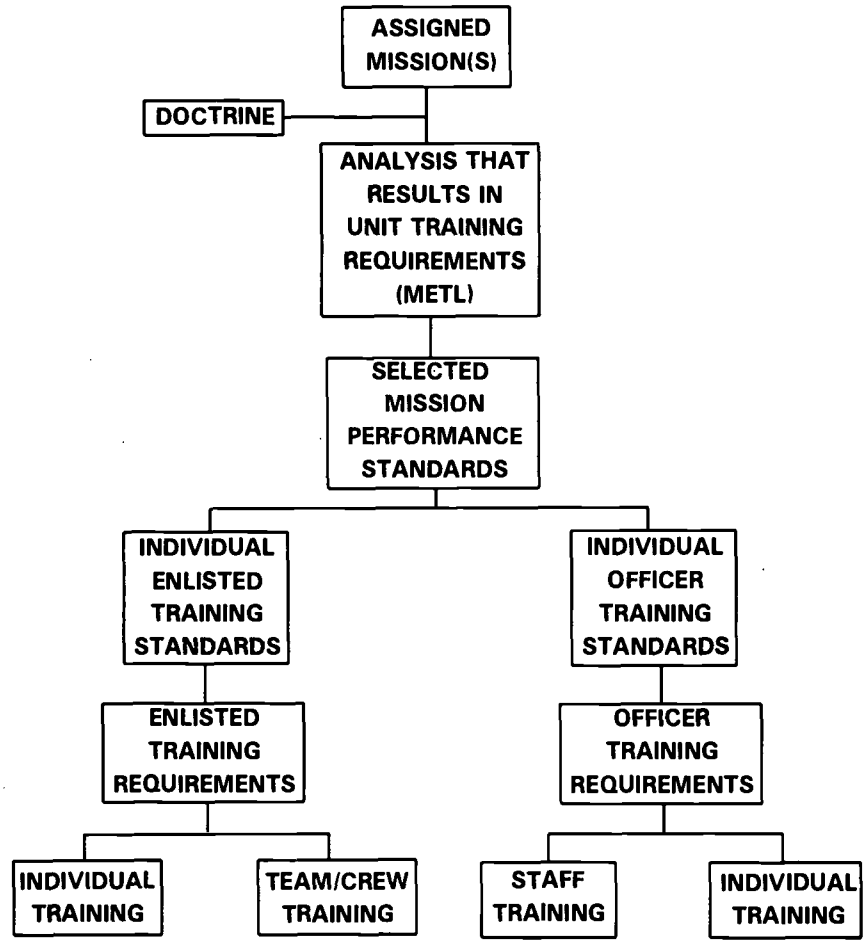


Figure 4-1. Training Standards System.

MCCRES is published in the MCO 3501 series and is composed of an introductory order and 13 volumes covering all elements of the MAGTF.

The formal schools and the unit commander share the responsibility for ensuring that Marines learn how to accomplish individual tasks. ITSs identify tasks that will be used by unit commanders to establish individual training programs that complement formal school training. Additionally, MPSs identify unit tasks that commanders use to build their unit training programs.

Individual Training Standards System

ITSs are developed and published within the ITSS. This system ensures that all Marines within a given grade for a particular MOS are trained to perform the same tasks to a standard level of proficiency. ITSs are derived from the MCCRES MPSs and prescribe individual tasks that a

Marine of a particular MOS and grade must be able to perform for the unit to successfully execute the MPS. The ITSS is a tool used by the unit commander to develop individual training programs. It should also be available to Marines that plan or conduct training since it outlines what they are expected to teach.

Individual Training Standards

ITSs prescribe the individual tasks that a Marine of a particular MOS and grade must be able to perform in order for the unit to successfully execute the MPS. Each ITS contains six essential elements that assist both the training planner and the trainer. These elements provide detailed information on the conditions, performance indicators, and references used by the planner and executor. The six elements of an ITS are as follows:

The Task

A unit of work usually performed over a short period of time. A task has a specific beginning and ending, can be measured, and is a logical and necessary unit of performance.

Conditions

Equipment, manuals, assistance/supervision, special physical demands, environmental conditions, and locations that describe the situation/environment under which Marines perform the task.

Standards

Accuracy, time limits, sequencing, quality, product, process, restrictions, etc., that indicate how well a task should be performed. Simply stated, a measure of performance.

Performance Steps

Steps that must be performed in order to accomplish the training objective.

Administrative Instructions

Describe the relative amount of simulation involved with the behavior, conditions, and standards in the training environment. If there is no simulation, only pertinent administrative instructions will appear in this component.

References

Marine Corps doctrinal publications, manuals, job aids, etc., not listed in the condition, that guides trainers, instructors, or performers.

Figure 4-2 contains an example of a ITS.

MOS 0311, RIFLEMAN

DUTY AREA 1: The M16A2 Service Rifle

TASK: 0311.1.1 Engage Targets with the M16A2 During a Daylight Attack

CONDITION(S): As a rifleman or assistant automatic rifleman in a fire team or larger unit attack, given a zeroed M16A2, all individual combat equipment, field protective mask and MOPP gear (as needed), stationary and moving targets at ranges between 50 and 500 meters, 40 rounds of ammunition and fire commands.

STANDARD: The Marine must hit seventy percent of the targets engaged (designated or opportunity). His fires must not endanger or injure friendly personnel. The Marine must maintain interval and communication with fire team members during fire and movement. During movement, the Marine must keep the weapon pointed in a safe direction and in **condition 1**.

PERFORMANCE STEPS:

1. Assume a firing position.
2. Place the weapon in **condition 1**.
3. Respond to firing commands.
4. Engage designated targets or targets of opportunity.
5. Select next firing position.
6. Move to next firing position as commanded, or by SOP.
7. Perform immediate action (as required).

REFERENCE(S):

1. FMFM 6-5, Marine Rifle Squad
2. TM 05538C-10/1A, Rifle, 5.56MM M16A2 W/E
3. FMFM 0-9, Field Firing Manual

Figure 4-2. Example of an Individual Training Standard.

Collective Training Standards

Collective training standards are measures of unit mission performance. They are published in the MCCRES as MPSs. MPSs prescribe the specific tasks that a unit must be capable of performing in order to successfully execute a particular mission. Whereas ITSs measure individual performance, MPSs serve as a means to evaluate the current training status of the unit. They assist the commander in identifying the unit's strengths and deficiencies, which provides an outline for correc-

tive action if mission area weaknesses are noted. They also help the commander determine the relative efficiency and effectiveness of the selected training by reviewing the evaluated performance against the training. Figure 4-3, located on pages 4-6 through 4-9, contains an example of an MPS.

How to Use Training Standards in Units

Training standards are used to guide the unit's training program. At the unit level, both collective (MPS) and individual (ITS) training standards are used to:

Determine Individual and/or Team Proficiencies and Deficiencies

The proficiency of an individual Marine is determined by administering a pretest on each task he/she is expected to perform; e.g., ITSs. Assessing team proficiencies is accomplished by conducting battle drills, training exercises, or battle simulator exercises using MPSs. Information on team proficiency can also be gathered by conducting inspections and reviewing information from previous training reports, including Marine Corps Combat Readiness Exercise (MCCRE) reports.

Determine Training Methods

Once training deficiencies are identified, a method to correct the deficiency can be selected. Training can include use of instruction, practical application, correspondence courses, training aids/devices, etc., to provide the desired results.

Specify Training Funding/Resources

Commanders must determine the training funding/resources required to train individuals and units to master deficient skills. Planning must be done to ensure that instructors, ammunition, equipment, ranges, and classroom space are available as necessary.

Evaluate Proficiencies as a Result of Training

After training is completed, the training standards are again used to ensure that individuals and teams can successfully perform all the required tasks. Individuals can be retested to determine if they have mastered the skills on which their performance was evaluated as unsatisfactory. Teams can be evaluated through exercises, drills, and inspections.

TASK: 10A.9.3 Conduct Assault Landing

CONDITION(S): CATF has issued the order to land the landing force. Assault amphibious vehicles, landing craft and helicopter operational readiness rates are equal to the numbers anticipated in the final version of the MAGTF landing plan developed after the final rehearsal. Close, continuous, and detailed coordination among the CATF, MAGTF, ACE, GCE, and CSSE staff members, as well as unit commanders, has occurred throughout the entire planning process.

STANDARDS: EVAL: Y; N; NE

.1 ____ Battalion receives and disseminates to subordinate units, final intelligence update which emphasizes critical aspect of the landing such as beach obstacles, known and suspected location of defensive positions in the vicinity of landing beaches, and antiaircraft weapons positions.

.2 ____ Battalion requests final confirmation of H-hour.

.3 ____ Battalion ensures that all boat teams are assembled, staged, and prepared for debarkation.

.4 ____ Battalion ensures that debarkation of initial assault elements is accomplished on schedule.

.5 ____ Boat team commanders demonstrate control over the loading of all troops and equipment.

.6 ____ Battalion monitors TACLOG and Primary Control Officer concerning landing force requirements and naval control agencies to ensure that the movement ashore is being conducted according to the schedule contained in the landing plan and keeps the GCE commander informed on the status of unloading and the progress of the ship-to-shore movement.

.7 ____ Battalion adheres to electromagnetic emission control (EMCON) condition set by the MAGTF, removing restrictions on radio transmissions only on order.

.8 ____ Battalion monitors the delivery of prearranged air and NSFS.

Figure 4-3. Example of a Mission Performance Standard.

.9 ____ Boat team commanders orient subordinates to visible terrain features on or near the beach (when practicable) and alert all team members when the wave is within 100 meters of the beach.

.10 ____ Unit commanders quickly regain control of their units, and maintain momentum of the attack by avoiding unnecessary delays.

.11 ____ Battalion demonstrates effective employment of air and NSFS to suppress and/or neutralize targets of opportunity.

.12 ____ Battalion provides accurate counterbattery fire data to the Supporting Arms Coordination Center (SACC).

.13 ____ Battalion demonstrates the ability to effectively reduce fortifications.

.14 ____ Battalion uses terrain effectively for cover and concealment.

.15 ____ Battalion demonstrates the ability to quickly gain control of forward elements as they land.

.16 ____ Battalion demonstrates effective indirect fire control/coordination via the SACC, using FOs; and adjusts the delivery times of preplanned fires to coincide with actual progress on the ground.

.17 ____ Battalion effectively utilizes Close-In Fire Support (CIFS) to support the assault.

.18 ____ Battalion controls the progress of the landing and expansion of the force beachhead by submitting timely requests, via the TACLOG, for the landing of on-call and nonscheduled waves as required by the developing situation, and through allocation of support in response to requests from subordinate units.

.19 ____ Battalion provides situation reports to the GCE commander as the assault progresses.

.20 ____ Battalion maintains momentum of the attack through issuance of fragmentary orders (FRAGOs), the integration of coordinated fire and maneuver, and aggressive small unit leadership.

.21 ____ Battalion Fire Support Coordination Center (FSCC) adjusts communications guard as direct support artillery is emplaced.

Figure 4-3. Example of a Mission Performance Standard—Continued.

.22 ____ Battalion coordinates the linkup of forces, demonstrating positive communications, and fire support coordination.

.23 ____ Battalion maintains reliable HF, UHF, and VHF communications.

.24 ____ Battalion establishes covered communications on those covered nets identified in the CEOI.

.25 ____ Battalion coordinates logistics support through the TACLOG.

.26 ____ Battalion maintains dispersion of personnel, equipment, and supplies on the beach.

.27 ____ Battalion demonstrates knowledgeable treatment and timely MEDEVAC of casualties.

KEY INDICATORS:

CRITICAL STANDARDS

TACLOG. Everything landing ashore after the scheduled waves must be at the direction of the commander. The unit representatives in the TACLOG must ensure that serials are not sent ashore unless needed, and those serials requested are sent when called. Priorities established in the assault schedule and landing sequence table are based on the scheme of maneuver. The sequence of delivery ashore must be per the commander's desire to get his Marines, supporting arms, and his combat material ashore in the order in which he intends to use them. If equipment is boated out of priority sequence, it will deny boat space to needed items and may arrive on the beach and cause unnecessary confusion and clutter.

Command and Control. The initial stages of the assault will generally result in some degree of decentralized control. Actions by subordinate leaders must be aggressive and bold. Tactical control measures are used to allow unit commanders to regain control as quickly as possible. Reliance on mission-type orders will further facilitate control and seizure of initial objectives.

Figure 4-3. Example of a Mission Performance Standard—Continued.

Indirect Fire. While many of the fires contained in the plan for supporting fires may be scheduled based on planned rates of movement, adjustments must be made to reflect the actual rate of movement on the ground. The battalion commander and his FSC must identify alterations needed to planned fires and make them known to the SACC.

Logistics Support. As material is delivered ashore, means must be established to make emergency resupply immediately available to front-line units. This capability must be sustained throughout the buildup of combat power.

Figure 4-3. Example of a Mission Performance Standard—Continued.

Chapter 5
Mission Essential Task List

Overview

Marine Corps training programs are based on combat requirements. Units cannot achieve and sustain proficiency on every possible task. Therefore, commanders must selectively identify the tasks that are essential to accomplishing the unit's combat mission. The compilation of tasks critical to combat mission accomplishment is a unit's METL. The METL provides the warfighting focus to a unit's training program by providing the commander with a listing of tasks the unit must be able to perform. It is the basis used to design the unit training plan and to develop the resources necessary to meet the training plan. The commander is key in the development and revision of the METL, which frames the outline of the unit's training plans.

"The unit commander must recognize that, even after the elimination of 'nice to have' activities, necessary functions remain which cannot be fully executed within the resources available to him. His only recourse is 'to do first things first.' He must analyze his mission and determine the relative priority and the degree of interdependence of the functions essential to mission accomplishment." [5]

Gen. Bruce C. Clarke, USA

Combat-Focused Training

Peacetime training requirements must focus on a unit's planned combat mission. Commanders can achieve a successful training program by consciously narrowing the unit's training focus to a limited number of tasks that are essential to mission accomplishment during combat. These tasks make up the commander's METL (see app. B for an example of a battalion's METL development). Each unit's training program ensures that its members train as they are going to fight by focusing training proficiency on accomplishment of METL tasks. A combat focus is critical throughout the training process as it provides priority to training for combat roles, vice peacetime routines. By prioritizing training to meet METL tasks, the commander can now allocate resources to the training priorities. Training must be prioritized in the following order:

- Mission-oriented training (training that ensures the unit can fulfill combat requirements).
- Formal training (see app. C).
- Ancillary training (see app. C).

Prioritization of training requirements is a crucial step in the commander's development of a plan to meet the unit's mission-essential tasks. Planning links the unit's METL with the subsequent execution

and evaluation of training. A relatively centralized process, planning develops mutually-supporting, METL-based training at all levels within a unit. The commander provides three principal inputs to this planning process: the METL, the training assessment, and commander's guidance.

METL Development

Commander's Analysis

The commander reviews all applicable tasks and identifies those tasks, for training priority, that are essential to accomplishment of the unit's combat mission. The commander focuses the unit's efforts and resources on training for these essential tasks to achieve proficiency. The unit trains for all other tasks as resources allow. This process concentrates the unit's peacetime training efforts on the most important collective training tasks required to accomplish the unit's combat mission. Since units cannot achieve and sustain proficiency on every possible training task, this selection process reduces the number of training tasks. Figure 5-1 depicts the process that leaders use to identify and select mission-essential tasks. Figure 5-2 shows an example of a division mission essential task, with subordinate unit MPSs associated to it, derived from its mission statement. The mission statement depicts the start of the METL development process by determining the most important division training tasks.

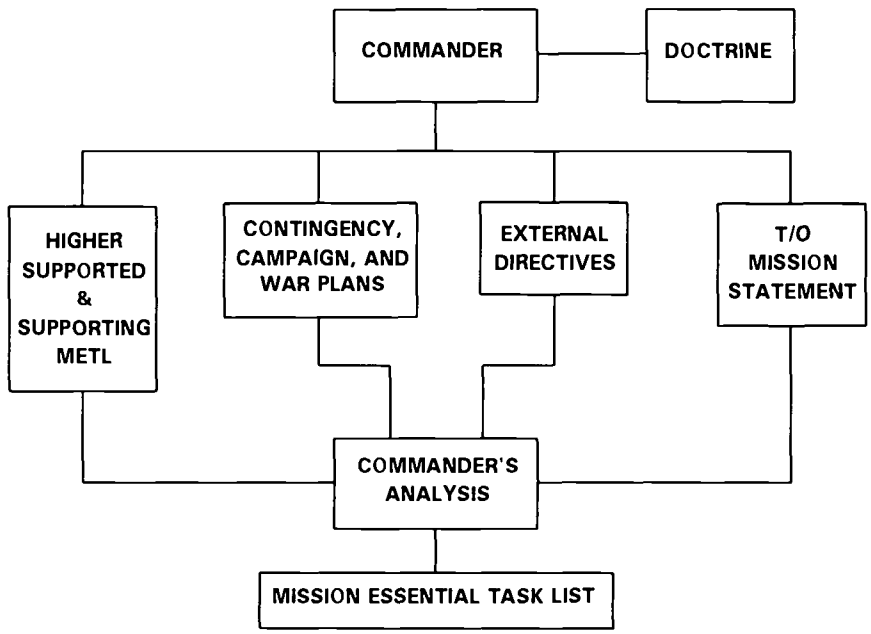


Figure 5-1. Inputs into METL Selection.

SAMPLE MISSION STATEMENT: At C-day, H-hour, the division deploys by air and sea. It occupies the assigned assembly areas and organizes for combat. On order, it conducts an amphibious landing, prepares to establish blocking positions, or prepares to assume the sector of another unit.

DIVISION MISSION-ESSENTIAL TASK

MET 1	Conduct amphibious operations.

Tank Battalion Mission-Essential Task: Conduct Assault Landing

MPS 10A1.3	Command group operations.
MPS 10A2.1	Perform intelligence operations.
MPS 10A3.4	Move tactically.
MPS 10A3.7	Assault.
MPS 10A3.8	Attack/counterattack by fire.
MPS 10A3.9	Defend.
MPS 10A4.1	Employ fire support.
MPS 10A7	React to NBC attacks.
MPS 10A9.3	Conduct assault landing.
MPS 10A9.5	Conduct amphibious withdrawal.

Infantry Battalion Mission-Essential Task: Execute Amphibious Assault

MPS 2A1.1	Conduct amphibious staff planning.
MPS 2A1.3	Conduct assault landing.
MPS 2A1.5	Conduct amphibious withdrawal.
MPS 2A5.2	Provide logistical support.
MPS 2A7.6	Conduct fire support coordination ashore.
MPS 2A9.13	Defend against mines and boobytraps.
MPS 2A10.10	Conduct a heliborne assault.
MPS 2A10.13	Conduct tank-infantry attack.
MPS 2A10.16	Conduct a mechanized attack supported by tanks.

Figure 5-2. Example of a Division Mission-Essential Task With Subordinate Unit MPSs.

METL Fundamentals

The following fundamentals apply to METL development:

- The METL is derived from the organization's T/O mission statement, doctrinal employment, combat missions, and other related tasks.
- Each organization's METL must support and complement higher headquarters' METL.
- The availability of resources does not affect METL development. The METL is an unconstrained statement of the tasks required to accomplish combat missions.

- In similar types of units, mission-essential tasks may vary significantly because of different combat missions or geographical locations.
- All units, from a Marine expeditionary force to individual battalions/squadrons, prepare METLs. Command groups and staff elements at each level develop METLs to address mission-essential tasks in their areas of responsibility. Each unit's METL is approved by the next higher commander in the operational chain of command. Command group METLs are approved by the commander. Staff METLs are approved by the unit's commander or chief of staff.
- Units that conduct daily support functions also prepare a METL. The METL for these support units must address the differences between a peacetime operating environment and a combat operating environment that requires the support mission to be accomplished under austere conditions on an active battlefield.
- The METLs for combat, combat support, and combat service support organizations must be coordinated during the development process. This requirement supports the concept that, whenever possible, training is conducted as combined-arms teams. A key component of the senior commander's METL approval process is to determine if subordinate units and units that frequently accompany the command on operations have properly coordinated their METLs.
- Since the METL forms the basis for the funding and resourcing of a unit's training plans, it is stabilized once approved. The METL is normally modified only if changes occur in the unit's missions. Since combat plans are the most critical input to the METL development process, senior commanders make every effort to stabilize combat missions. A significant revision of a unit's mission can result in major changes to its METL and require subsequent major modifications to training plans.
- The commander has the responsibility for developing a training strategy that maintains unit proficiency for all tasks designated as mission-essential. There should be no attempt to prioritize tasks within the METL. By definition, all METL tasks are equally essential to ensure mission accomplishment.
- Commanders involve subordinate commanders and their senior SNCOs in METL development to create a team approach to mission-oriented training. Subordinate participation develops a common understanding of the unit's critical mission requirements so that METLs throughout the organization are mutually supporting.
- After the commander designates the collective mission-essential tasks required to accomplish the unit's combat mission, the senior SNCOs identify individual tasks that support mission-essential tasks. Training publications, such as *Marine Battle Skills Training Handbooks* and ITSS, are major source documents for selecting appropriate individual tasks.

Training Standards

After mission-essential tasks have been identified, commanders extract supporting conditions and evaluation criteria for each task from the appropriate MCCRES volume to provide clear statements of expected training performance. See figure 4-3, located on pages 4-6 through 4-9, for an example of a battalion-level training standard. The following documents can assist commanders and their staffs in the selection of collective and ITSs that support training for the unit's mission-essential tasks:

- MCOs 1510 series (ITSS).
- MCOs 3500 series (Training and Readiness [T&R]).
- MCOs 3501 series (MCCRES).
- MCOs 4790 series (Maintenance Training Management and Evaluation Program [MATMEP]).

Training Assessment

The training assessment compares the organization's current level of training proficiency with the desired level of combat proficiency. The desired level is defined in training standards within MCCRES volumes, ITSS, and T&R orders.

Evaluation of Proficiency

Leaders determine current training proficiency levels by reviewing all available training evaluations. Each evaluation applies only to a portion of the total proficiency of an organization at a specific time. Therefore, leaders must use all available evaluation data to develop an assessment of the organization's overall capability to accomplish each task in the METL. In addition to past training evaluations, future events could influence the assessment. For example, the projected personnel turnover rate or the fielding of new equipment could significantly affect the commander's assessment of training proficiency status during the upcoming training period. Leaders update the training assessment at the beginning of each long-range and midrange planning cycle and after a major training event or unit deployment program rotation.

The commander uses the broad experience and knowledge of key subordinates to help determine the organization's current proficiency. A division commander may direct key staff members and subordinate commanders to assess the current proficiency of the division's ability to execute mission-essential tasks. At the same time, division and subordinate SNCOs may assess proficiency on individual tasks that support collective tasks. They review available collective and individual evalua-

tion information and rely heavily on personal observations. Then, they compare the unit's current task proficiency with the Marine Corps' standards. The commander uses subordinate leaders' inputs to determine a unit's current proficiency on each task. Current task proficiency is indicated by rating the task as T (trained), P (partially trained/needs practice), U (untrained/unknown). The training requirement is the training necessary to achieve and sustain desired levels of training proficiency for each mission-essential task. Refer to appendix B for an example of commander's assessment of unit standards.

Training Strategy

The commander, assisted by the staff, develops a strategy to accomplish each training requirement. This includes improving proficiency on some tasks and sustaining performance on others. Through the training strategy, the commander establishes training priorities by determining the minimum frequency each mission-essential task will be performed during the upcoming planning period. The strategy also includes broad guidance that links the METL with upcoming exercise schedules. The initial training assessment leads to the commander's guidance that starts the detailed planning process.

The training assessment of each separate mission-essential task enables the commander to develop the unit's training vision. This is the broad concept for training that the unit will use to achieve and sustain combat proficiency. The key elements that shape a commander's training vision are a thorough understanding of training and operations, doctrine, assessment of METL proficiency levels, and knowledge of potential enemy capabilities.

The commander's training vision is supported by organizational goals that provide a common direction for all the commander's programs and systems. Senior leaders involve their staffs and their subordinate commanders in goal development to ensure common understanding and to create an organizational team approach. The following are examples of organizational goals:

- Establish and support a command climate conducive to developing a high level of individual, leader, and collective warfighting proficiency (all types of organizations).
- Develop and integrate the plans required to field combined-arms, MAGTFs, and joint service teams that can fight and win on the battlefield.

Chapter 6
Training Plans

Section I. Fundamentals

The Planning Process

"Training is the key to combat effectiveness and therefore is the focus of effort of a peacetime military."[6]

FMFM 1, *Warfighting*

Planning links the organizational METL with the subsequent execution and evaluation of training. Planning is a relatively centralized process in that the commander, the staff, subordinate commanders, and experienced SNCOs produce the training plan; it is not dictated by external agencies. The planning process results in mutually-supporting, METL-based training at all levels within a unit.

The commander provides two principle inputs at the start of the planning process: the METL and the training assessment. The training assessment compares the unit's current level of proficiency with the desired level of warfighting proficiency. Leaders determine current proficiency levels by reviewing all available training evaluations and assessing them against the desired level of proficiency as defined in training standards published in MCCRES volumes, ITSs, T&R manuals, and other doctrinal literature. The following key questions must be asked during the assessment of a unit's training proficiency:

- What must the unit be able to do? (Identify unit missions and requirements. Set or update unit goals.)
- What can the unit do now? (Determine individual and collective proficiency.)
- How can shortfalls be corrected and strengths maintained? (Establish training priorities. Develop a unit training program. Prepare and issue a long-range planning calendar. Prepare and issue guidance needed to develop a long-range plan and supporting schedules.)

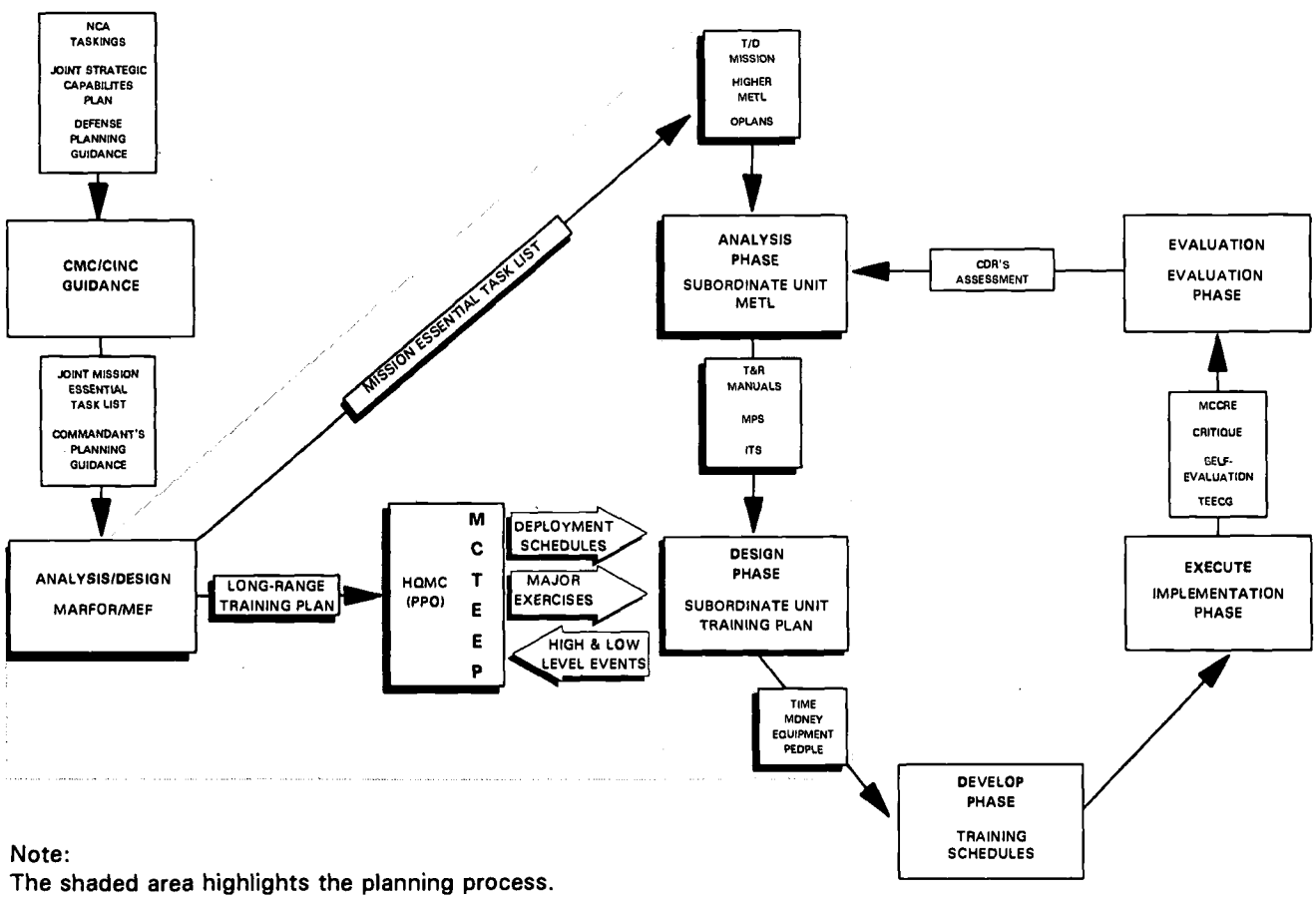
Figure 6-1 depicts the planning process used to develop training plans within the UTM model.

THE PLANNING PROCESS

METL
↓
TRAINING ASSESSMENT
↓
COMMANDER'S GUIDANCE
↓
TRAINING PLANS

MCTEEP

Marine Corps Training, Exercise, and Employment Plan (MCTEEP) provides the Marine Corps with a standard scheduling/ planning tool. From its inception, MCTEEP software was designed to be a management tool that was capable of identifying unit, personnel, and resource conflicts prior to the execution of training exercises, deployments, or actual contingency operations. It standardizes training, exercise, and employment plan formats throughout the Marine Corps. This software program allows Fleet Marine Force commanders (battalion/squadron) and higher level staffs to plan and project training, exercises, and employment activities that fulfill mission requirements and ensure the prudent expenditure of resources (personnel, equipment, and money). MCTEEP capitalizes on the availability of Windows-based computer hardware down to battalion and squadron command levels.



Note:
The shaded area highlights the planning process.

Figure 6-1. The Planning Process Within the UTM Model.

MCTEEP's utility and strengths are as follows:

- It is an established, yet evolving, software tool developed by the Marine Corps. It was specifically designed to help the Fleet Marine Force commanders manage commitments, examine unit activity data, and reduce the tempo of operations.
- It uses a multifunctional Gantt display to graphically depict the contents of the underlying database.
- It uses standard and ad-hoc query reports, which were designed and standardized by the Marine Corps operations community, to sort and filter information. Force lists, deployment tempo, unit availability, and conflict identification information can be readily accessed from the database.
- It can interface with several other automated information systems; including JULLS, EXSCHED, MDSS II, MAGTF II, and JOPES.

MCTEEP reporting requirements are as follows:

- Quarterly submission of a consolidated MCTEEP from the Commander, Marine Forces to HQMC Plans, Policies, and Operations (PPO) for the current fiscal year, plus two fiscal years out.
- Reports are submitted electronically via secure medium.
- The consolidated report contains information down to the battalion and squadron level.
- Reporting information must include actual manning levels of units; geographic location of exercise or deployment sites; and accurate fiscal, equipment, and SORTS information.
- Out of cycle MCTEEP updates should also be collected from subordinate units when significant changes occur in scheduled or projected events/exercises.

Types of Training Plans

There are three types of training plans: long-range, midrange, and short-range. Divisions, wings, the force service support group, and higher commands generally prepare long-range plans. The long-range plan covers a minimum of 24 months and is updated annually. Regiments; Marine wing support groups; Marine aircraft groups; the surveillance, reconnaissance, and intelligence groups; and down through battalion/squadron commanders generally prepare midrange plans. The midrange plan covers up to 18 months and is updated quarterly. Battalions, squadrons, and lower commands typically prepare short-range plans. Short-range planning provides greater detail to the midrange plan and focuses specifically on the immediate quarter. It can include the quarterly update of midrange plans and production of monthly/weekly training schedules. If properly developed, training plans will—

- Maintain a consistent combat focus. Each headquarters in the organization involves its subordinate headquarters in the development of training plans. Based on the higher headquarters' plan, subordinate commanders prepare plans that have a combat focus that is congruous throughout the unit.
- Coordinate between associated combat, combat support, and combat service support organizations. MAGTF commanders plan for coordinated combined-arms and services training of their task organizations. All MAGTF component commanders actively participate in this process and develop complementary training plans. MAGTF commanders require integrated training plans and must monitor and coordinate their efforts with component commanders during the planning process.
- Focus on real-world lead times. Training plans must reflect the real-world lead times required to cause the desired effect. If commanders want to influence the fiscal year program objective memorandum, their long-range plans must be submitted to the appropriate headquarters in enough time for that headquarters to incorporate the planning requirements into the budget process. Commanders must look ahead to unit deployment program rotations, deployments, major exercises, and budget cycles, and then provide the appropriate guidance in their planning process.
- Address future proficiency. Training plans must focus on raising or sustaining the proficiency level of mission-essential tasks to Marine Corps standards.
- Use resources efficiently. Since time and resources are limited, the planning process must identify the time and resources needed to effectively achieve and sustain combat proficiency levels.

Establishing Training Priorities

The establishment of training priorities helps the planner determine what should be fit into the training plan first. Priorities must be established and clearly understood. Training priorities come from various sources. Some are assigned by higher headquarters, others are determined during the latest update of the training plan. To establish training priorities, commanders compare unit missions with current proficiency and then determine the relative training emphasis each mission should receive (see MCO 1553.3). By prioritizing training, commanders remain focused in the allocation of limited training resources. Training is prioritized in the following order: mission-oriented training, formal training, and ancillary training. Training that is critical to mission accomplishment and the welfare of individual Marines receives top priority. Changes in the unit's mission may change existing priorities. Therefore, commanders periodically review priorities to determine if they are still valid.

If time or insufficient resources prevents the accomplishment of all the required training elements, the authority to defer and/or exempt training must come from the commanding generals of MARFORLANT, MARFORPAC, MARFORRES, and the supporting establishment commands. The authority to defer and/or exempt training may be delegated down the chain of command to battalion/squadron commanders.

Training Techniques

Training exercises must use time and training resources efficiently. There are several training techniques that commanders can use to meet the objectives of the unit training program. These techniques can be applied individually or they can be combined.

Multiechelon Training

Marines are grouped by echelon or position; then the groups are trained separately, but simultaneously, to meet specific training needs at their echelons. The tasks are trained individually, collectively, or both, and are not necessarily related. This technique is used to manage training that precedes complex collective training or to sustain current levels of proficiency. An example of multiechelon training could be Marines receiving MOS training from selected noncommissioned officers (NCOs) at the squad, crew, or team level, while other NCOs and officers sharpen their leadership skills in a command post exercise (CPX).

Individual Training During Collective Training

Collective tasks and missions also consist of individual, leader, and team tasks. This allows instructors to address individual, leader, and team tasks while they are teaching collective tasks. This means training on more than one task can be conducted concurrently. Training individual tasks during collective training is an efficient and effective way to conduct training; however, it requires careful planning by commanders and subordinate leaders. Commanders and subordinate leaders must be familiar with the tasks to be trained so they can design a realistic scenario, recognize skills that need improvement, and know when the task should be completed. This type of training works well with skill progression training, which builds upon previously learned tasks to develop new or supervisory skills.

Note

Training that involves the initial learning of a new skill or task is not a good candidate for a collective training session. Initial skills training is where Marines learn about the task, develop their skills, and obtain proficiency in the task. This type of training requires individualized study and close supervision by instructors.

Concurrent Training

During concurrent training, groups of Marines train simultaneously on different tasks. These tasks may or may not be related. For example, a leader may separate a unit at the rifle range into firing relays. Individuals who are not firing may train on preliminary marksmanship instructions, target detection, individual decontamination procedures, or map reading.

Prime Time for Training

Prime time for training is when specific blocks of time are set aside exclusively for training. Everything from capability exercises to guard duty compete for precious training time. Because of the necessity to support other requirements, not all units can be assigned prime time for training at the same time.

During training, a unit's focus should be on its mission-essential tasks. Creating an environment that frees a unit from performing unnecessary nonmission-essential tasks during its planned training is critical. For example, while one unit focuses on mission-essential tasks, the commander can temporarily rotate the training unit's responsibilities for nonmission-essential tasks (e.g., policing details, working parties) to another unit. The assignment of nonmission-essential tasks to another unit for a given period of time allows the training unit to focus on mission-essential training tasks.

Hip-Pocket Training

Prime time training and mission training cycles are not the only time units focus on mission-essential training. Almost every day there is some unused time during which training can be accomplished. Leaders should take maximum advantage of this opportunity with previously planned alternate or hip-pocket training events. Hip-pocket training should be ready in case unforeseen events cause delays or cancellation

of the planned training event. This is often a good way to accomplish ancillary training.

Section II. Long-Range Planning

Requirement for Long-Range Planning

Commanders and their staffs conduct long-range planning to:

- Identify missions and assign priorities.
- Develop command goals.
- Develop a strategy for accomplishing the training program.
- Ensure resources are available to implement necessary training.

Long-range planning begins months before scheduled training. Unit commanders above battalion/squadron level should prepare a long-range plan that covers a two year period and update it on a yearly basis. Long-range planning allows commanders to identify training needs, develop goals, program resources, and prepare guidance for both the training program and resources.

Elements of a Long-Range Training Plan

Command Training Guidance

Command training guidance is published at all command levels to document the organization's long-range training plan. It must be read and understood by all commanders, staff officers, SNCOs, and NCOs. It is used as a reference for the planning, execution, and assessment of training throughout the long-range planning process. Senior commanders (e.g., Commander, Marine Forces, Marine expeditionary force, wing, division, force service support group) publish their training guidance in advance in order to provide adequate planning time for their troop-listed combat units and supporting peacetime organizations. Guidance at these senior levels is critical to the development and integration of a large number of subordinate training plans. Therefore, long lead times are the norm. Command training guidance addresses, but it not limited to, the following:

- Commander's training philosophy (see app. D for a sample commander's training philosophy and guidance letter).
- METL.
- Combined-arms training.
- Major training events and exercises.
- Leader training.
- Individual training.
- Formal training requirements.
- Standardization.
- Training evaluation and feedback.
- New equipment training.
- Resource allocation.

Long-Range Planning Calendar

All echelons, division and higher, publish a long-range planning calendar concurrently with the command training guidance. The calendar graphically depicts the schedule of events described in the command training guidance. Commanders coordinate long-range planning calendars with higher and subordinate commanders, support agencies (such as medical commands), and any other organizations that impact the unit's training plan. See appendix E for a sample planning calendar.

Training Events

Senior commanders link training strategies to executable training plans by designing and scheduling training events. By developing and coordinating training events, the organization brings together, at one time, training areas and facilities, OPFORs, controllers, evaluators, and other resources that create the most realistic and combat-focused training.

During long-range planning, commanders and their staffs—

- Make a broad assessment of the number, type, and duration of training events required to accomplish METL training.
- Develop combat, mission-related scenarios.
- Focus the entire organization on several METL tasks.
- Integrate all MAGTF elements into coordinated combined-arms and services training.

Major training events are the common building blocks that support an integrated set of METL-related training requirements. If major training events are included in long-range training plans, they can provide the framework for resource allocation/justification and early planning guidance to subordinate commanders and staffs.

Large-scale training events must be planned so that senior commanders can exercise and integrate all MAGTF elements within their organizations. The maximum training value of large-scale exercises is obtained when subordinate headquarters participate in the development of multiechelon training objectives and scenarios. Each MAGTF unit's METL should be exercised during the course of the exercise; this can only be accomplished if foresight is used in the design of the long-range plan. Integration of METL-related MPSs into major exercises will ensure effective training at all levels.

The Marine Corps has increasingly emphasized externally supported training events in which an external agency provides assistance in the form of detailed planning, additional resources, and evaluation. Mountain Warfare Training Center and Marine Corps Air-Ground Combat Center are examples of organizations that provide externally supported, combined-arms training. Support provided by these organizations usually includes a METL-derived scenario with associated OPFORs, observer-controllers, and evaluation support. Training events are developed based on each participating organization's METL and try to mimic realistic combat conditions.

Training Resources

The commander uses METL assessment to determine resource priorities for training. During long-range planning, constrained resources may require deletion of low-priority training requirements, substitution of less costly training alternatives, or requests to higher headquarters for additional resources. If possible, commanders should ensure resources are available before publishing training plans. Common sources for resource information include—

- Command operating budget.
- Flying Hour Program.
- Ammunition allocation.
- Fuel allocations.
- Higher headquarters training plans.
- Local directives on training areas and facilities.
- Reserve forces usage.

Preparing the Long-Range Plan

Once a training strategy is developed, the planner develops and distributes the long-range plan to subordinate echelons, along with sufficient guidance to help prepare midrange plans. The long range-plan is also distributed in the form of a planning calendar. Such plans and calendars project training events and other activities that impact training.

Development of planning data in the division long-range plan is initiated by the higher headquarters' assignment of major exercises and deployments reflected in the MCTEEP. These higher level exercises provide the framework around which other training can be planned. Long-range plans provide subordinate commanders with a variety of requirements to be performed. Deployments, major exercises, CPXs, and a host of other events must be included in the long-range plan.

The following steps are performed during development of the long-range plan. They can be modified to fit the needs of the command.

Step 1. List the METL

See chapter 5 for specific guidance.

Step 2. Publish Commander's Guidance

See appendix D for an example.

Step 3. Establish Calendar

Step 3 involves establishment of the planning calendar (see app. E). The following must also be addressed:

- Scheduling of training or activities controlled from outside the unit. Examples of outside activities include deployment schedules, major exercises, field supply and maintenance analysis office, etc..
- Scheduling of unit-controlled exercises and other training.
- Scheduling of selected formal and ancillary mandatory training requirements. See appendix C.
- Scheduling of additional requirements that impact on training.

Step 4. Coordinate and Review the Plan

The draft, long-range plan is staffed and coordinated with subordinate and higher commanders, the installation commander, and support units. Commanders coordinate with higher headquarters to finalize requirements and resources and to obtain the next higher commander's approval. The coordination should cover the following areas:

- Resource needs.
- Discussion on relation of commander's METL to higher commander's METL.
- A system for evaluating the training plan.
- A method to manage distractions.
- Assistance from higher headquarters.

- Guidance concerning the training environment (e.g., no major FTX in March because the terrain is too soft).
- Discussion on problem areas.
- Coordination of changes.

Section III. Midrange Planning

Requirement for Midrange Planning

Commanders and their staffs are responsible for midrange planning. Midrange plans address the immediate future, usually up to 18 months, and are updated quarterly. If necessary, midrange plans can be extended. Midrange planning converts the long-range training plan into a practical series of training activities and events. It provides trainers with detailed guidance, including training standards. Resources identified during long-range planning are allocated and coordinated during midrange planning.

Midrange planning requires interaction among regiment/group, battalion/squadron, and lower echelons. Midrange planning includes:

- Monitoring the development of midrange plans by subordinate headquarters.
- Coordinating and allocating resources to subordinate units.

Midrange planning also includes the following actions:

- Reviewing the training program, current unit proficiency, resources, and training environment.
- Developing a detailed plan of action for the midrange planning period.
- Validating the need for scheduled events.
- Transferring valid events to a midrange planning calendar and annual training plan.
- Determining the desired outcomes for scheduled events.
- Preparing a midrange planning calendar, schedules, annual training plans and master activities list.
- Reviewing midrange plan with higher headquarters.
- Issuing guidance.

Preparing the Midrange Plan

The following steps are performed during development of the midrange plan. They can be modified to fit the needs of the command.

Step 1. Assess Current Unit Proficiency, Resources, and Training Environment

Step 1 answers two of the questions previously addressed during planning:

- What must the unit be able to do?
- What can the unit do now?

An assessment of the unit's current proficiency and resources gives the commander insight into the unit's overall condition and serves as the basis for the midrange plan. An assessment of resources allows the commander to base midrange plans on the resources allocated or on those the unit can reasonably expect to receive, as opposed to those requested during long-range planning. One tool that the commander can use during the assessment is the unit's training reports, which provides the status on several training areas. A sample battalion training report is found in appendix F.

Step 2. State the METL

The commander is central to the process of METL development and guides the analysis required to develop the METL. The commander issues it to the staff and subordinate commanders. It is the foundation upon which further articulation of training requirements should be based.

Step 3. Commander's Guidance

Commander's guidance (disseminated in the form of regulations, circulars, SOPs, notes, bulletins, memoranda, verbal guidance, or a written letter of philosophy on training) drives midrange planning. The goal of midrange planning is to create training events and activities that help the unit achieve the commander's long-range goals. The commander's guidance sets the priorities for training. The commander's training priorities should be clearly stated in the goals and linked to the METL. The factors considered when setting priorities in long-range planning also apply to midrange planning. The commander's guidance should include:

- Commander's assessment of METL proficiency.
- Training priorities.
- Combined-arms training.
- A cross-reference of training events and associated METL training standards.
- Individual training.
- Leader development.
- Preparation of trainers and evaluators.
- Training evaluation and feedback.
- Resource guidance.

Step 4. Review the Long-Range Training Plan

The unit's current long-range training plans, and those of higher echelons, are reviewed to identify entries that affect midrange planning. Entries on these plans are the starting points for more detailed entries on the midrange planning schedule.

Step 5. Review Previous Midrange Plans

Previous midrange plans should be reviewed for training accomplished and lessons learned. Training that was not accomplished is then scheduled for the current midrange period or programmed for future training.

Step 6. Develop Midrange Planning Calendar

Midrange planning calendars are based on the current long-range plan and are continually updated. They include both upcoming events and events not previously accomplished. The specific amount of time covered by the midrange planning calendar depends on the nature of events, such as FTXs and CPXs, and on the availability of information concerning each event. If future events are too complex to support or execute, midrange planning and resource actions may have to extend beyond an 18 month period.

In preparing a midrange planning calendar, the following information is derived from the long-range planning calendar and plan, and it is supplemented with additional details:

- Training cycles or prime time for training.
- Required training events or activities (e.g., division FTX or CPX).
- Significant events or activities (e.g., MCCRES/Marine Corps Birthday).
- Planned unit-controlled exercises or training.
- Other formal and ancillary training (e.g., weapons qualification).

Appropriate notes should be made on the midrange calendar concerning suggested training standards or activities to be accomplished before or during training events. This will help in other steps of midrange planning; e.g., identifying or developing training standards and in assigning responsibilities. In most units, these notes are further developed into training schedules during short-range planning.

Step 7. Coordinate with Subordinate and Higher Units

The draft midrange plan should be staffed with all outside agencies that may impact training. It should be coordinated with subordinate and higher commanders, the installation commander, and support units. During the review process, commanders coordinate with higher headquarters to finalize requirements and resources and to obtain the next higher commander's approval.

Review the Midrange Training Plan

All levels of command from the battalion/squadron level upward to the division/wing/force service support group level should be briefed on the plans being developed. The agenda for the midrange briefing review are the same as those found in the long-range review. The midrange review should cover the following areas:

- The draft long-range planning calendar or yearly training calendar. (Changes to the calendar should not be made without coordinating with all affected units.)
- Needs and resources.
- A system for evaluating training programs.
- A method to manage distractions.
- Assistance from higher headquarters.
- Guidance concerning the training environment (e.g., no major FTX in March because the terrain is too soft).
- Coordination of changes.

Section IV. Short-Range Planning

Purpose

Short-range planning refines the level of detail of the midrange plan. It adds granularity to the information contained within the midrange plan. It is designed to link ITSs and MPSs to training events and to—

- Make final coordination for the allocation of resources used in training.
- Provide specific guidance to trainers.
- Complete final coordination with units that will participate in training.
- Prepare detailed training schedules.

Formal short-range planning culminates when the unit publishes its training schedule. Short-range planning is accomplished through a variety of means. The final product of short-range planning is a quarterly update of the midrange plan and the preparation and publication of monthly training schedules

Training Schedules

Training schedules complement the short-range training plan by providing even greater detail. Training schedule formats may vary among organizations, but they should—

- Specify when training starts and where it takes place.
- Allocate the correct amount of time for scheduled training and also additional training as required to correct anticipated deficiencies.
- Specify individual, leader, and collective tasks to be trained.
- Provide concurrent training topics that will efficiently use available training time.
- Specify who conducts the training and who evaluates the results.
- Provide administrative information concerning uniform, weapons, equipment, references, and safety precautions.

Chapter 7
Evaluation of Training

Overview

The evaluation of performance is one of the most important steps in UTM. It is during this phase that the commander can identify areas of training that need more focused attention and gauge the effectiveness of the training plan and the quality of the trainers.

"Good ships and good men are simply good weapons, and the best weapons are useless save in the hands of men who know how to fight with them."[7]

Theodore Roosevelt

Performance Evaluation

To evaluate the performance of subordinate leaders, Marines, and units, leaders gather information on individual and collective proficiency. This information is used as feedback to correct identified weaknesses. Once the weakness is identified, future training programs can be developed that address the deficiency. Evaluations also produce information that commanders at all echelons use to coach their subordinate leaders and hold them responsible for their training management actions.

Evaluations conducted by battalion/squadron and higher echelons should address—

- Subordinate unit proficiency.
- Integration and conduct of combined-arms training.
- Conduct of all centralized training, including unit schools and use of resources by trainers at their level and one echelon below.
- Training management procedures used at their level and one echelon below, with particular emphasis on the development and maintenance of their training plans.

Evaluations conducted by company and below should address—

- Collective and individual proficiency of the company and subordinate elements.
- Conduct of training and use of resources by trainers within the company.
- Effectiveness of the planning and preparation for the unit's training.

Evaluation Programs

Commands establish programs to evaluate combat readiness within their units. These evaluation programs should provide the commander with valuable information regarding the state of both individual and unit training performance throughout the unit. Evaluation programs must address more than just instructor techniques and management procedures. They must address the full spectrum of leader tasks, drills, teamwork, and individual and collective skills performed within the framework of the mission or task. If a command's evaluation program checks only records and reports, subordinates may tend to focus their attention on the production of records and reports rather than on achieving high levels of performance.

Every command has several evaluation programs. They monitor a variety of activities such as maintenance, supply, training, and administration. Commanders can coordinate these different programs by—

- Designating specific tasks to be evaluated.
- Determining if existing evaluations produce adequate information.
- Reducing redundancy between existing evaluations.
- Ensuring that command evaluations complement unit activities.
- Ensuring that feedback from subordinates is obtained.

The evaluation process is only as effective as the feedback it gains and its subsequent employment toward improving training proficiency.

Methodology of Evaluation

Commanders at all levels should base their judgment of individual and collective training proficiency on both personal observations and performance evaluations. Commanders should ensure that evaluators are adequately prepared for their task. Figure 7-1 is a guide for the commander to use in the preparation of evaluators to evaluate individual or unit performance. Actual proficiency evaluations are based on the established performance standards for the individual or unit.

Methods

The desired methods of conducting evaluations are to—

- Observe the training personally.
- Evaluate collective training by using the appropriate MCCRES MPSs.

- Evaluate individual training by using ITSs from the ITSS/*Marine Battle Skills Training Handbook*, and/or checklists that identify unit performance-oriented tests.
- Conduct short notice or unannounced inspections/evaluations.

Continuous Process

Evaluation is a continuous process at all echelons. Continuous evaluation provides the commander with current information regarding a unit's state of training readiness to perform designated tasks. Commanders constantly evaluate their plans and allocate resources based on their assessment of what their training focus needs to be to ensure they are mission-oriented and that they build toward combat readiness. Higher headquarters evaluate their own planning and resource actions and those of subordinate units to ensure that both plans are mutually supporting. Individuals and units must be evaluated daily they conduct routine training or perform day-to-day missions. Leaders at all echelons evaluate training performance and provide feedback to the chain of command, trainers, and those being trained. Leaders also evaluate how well the trainers instruct their pupils.

Provide evaluation guidance. Evaluator is given purpose of evaluation, training standards, and specific activities to be evaluated.

Provide background information. Scenario, LOI, SOP, control plans, radio frequencies, and guidance for the unit being evaluated are provided to evaluators.

Provide resources needed to conduct the evaluation.

Provide preparation time so evaluator can:
- Review references, to include checklists if provided.
- Gather and prepare equipment and supplies.
- Visit training site.
- Make personal notes to guide evaluation as needed.
- Prepare and coordinate any subordinate evaluators.

Determine evaluator proficiency, which should include:
- Tactical and technical knowledge and skill.
- Evaluator techniques, such as not interrupting performance to ask questions.
- Performance-oriented training skills, which emphasize coaching and critiquing skills.

Post evaluation responsibilities, to include:
- Recording and reporting requirements.
- After-action review responsibilities.

Figure 7-1. Commander's Guide for Preparing Evaluators to Evaluate Performance.

Testing Versus Evaluation

Testing differs from evaluation. A test measures proficiency against established MCCRES or ITSS standards and results in a pass-fail rating. An evaluation seeks to determine, by assessing strengths and weaknesses, where in the performance scale an individual or unit is at a given time. It does this through interaction with those being evaluated.

During a test, individuals and units strive to meet established standards without deviating from a prescribed process by experimenting or trying innovative techniques. When tests are conducted, Marines are not given any assistance by personnel conducting the test, even when mistakes are detected, unless safety is a factor. On the other hand, an evaluation provides an opportunity to interact with those being evaluated. It is another opportunity to not only measure proficiency, but also increase it.

Realism

Evaluations are based on selected tasks that Marines perform within a realistic scenario. The scenario should include realistic cues that cause desired responses. For example, if the unit must move in response to an enemy's presence, it should receive intelligence information or actually encounter the enemy, rather than simply being told to move by the evaluator.

Proficient Evaluators

Evaluators must be tactically and technically proficient in the tasks they evaluate. For internal evaluations, evaluators should be selected from unit personnel. For external evaluations, evaluators should come from similar units and hold the same duty positions as the personnel they will evaluate. This type of external evaluation assignment allows evaluators to gain additional experience from other units and builds a base of qualified evaluators and trainers. Evaluators must know evaluation and training techniques. They should be provided useful information about the units; for example, unit missions, personnel turbulence, assigned priorities, equipment serviceability, and shortages.

Categories of Performance

A command evaluation program must plan to evaluate the three main categories of performance: individual and collective performance; the quality of the unit's training management procedures; and the quality of training.

Individual and Collective Performance

Evaluation of individual, leader, and unit performance is the most important type of training-related evaluation. It allows commanders to see how well units and Marines can perform their mission and tasks and how well resources are used. Commanders can also determine if performance is in accordance with command policy. Individual performance may be evaluated to sample performance during individual or unit training. Collective performance is measured against standards found in the unit MCCRES. A collective evaluation may be either internal or external. If conducted in a field setting, it should be as realistic as possible since its purpose is to provide solid feedback concerning observed unit strengths and weaknesses. The results of this evaluation are used to shape future training programs at all echelons and to provide immediate feedback for the evaluator to use in training the units and Marine being evaluated.

Quality of a Unit's Training Management Procedures

Training management procedures are evaluated to assess the overall quality of unit training management programs and their compliance with command goals and objectives. The evaluation should also assess how training information is passed within the unit, to higher and lower echelons, and to supporting units. This evaluation results in immediate feedback that should be used to improve existing training management programs. It may create long-term changes to programs and shape future command training guidance.

Quality of Training

The quality of training is assessed through evaluations that center on the performance of the trainer. These evaluations reveal whether training standards were met, whether the training was adequately prepared and conducted, and how allocated resources were used. In general, it provides an evaluation of how effective the trainer was in conveying the required instruction to the Marines being trained. The evaluation results in immediate feedback to the trainer and assists him/her to further develop his/her ability to train Marines. These evaluations also serve to shape future command training guidance. When evaluating the leader's conduct of training, the presentation, practice, performance, planning, and preparation are reviewed. Figure 7-2 is a guide for evaluating the quality of training. The trainer's preparation should be evaluated based on indicators observed during the training.

The personnel involved in UTM should be fully trained to perform their duties. Appendix A contains recommended UTM tasks by grade. Training personnel to be proficient in those tasks ensures a high quality of training management procedures.

The trainer was proficient, organized, confident, and enthusiastic.

The trainer was given adequate guidance, resources, references, and time to prepare.

The trainer used equipment and support materials effectively.

The Marines required to receive the training were present with the correct and serviceable uniform and equipment.

The Marines were given necessary preliminary training.

The facility or site was adequately prepared for training to be conducted.

The facility or site afforded maximum freedom from distractions.

The training was performance-oriented to the maximum extent possible.

The training was METL/standards-based.

Figure 7-2. Guide to Evaluating the Quality of Training.

Evaluation Results

Evaluations should reveal valuable information about individual Marines, the unit, and the exercise; assess known unit weaknesses; and emphasize the goals and standards of the command. If an evaluation is performed correctly, it will provide the maximum training benefit with a minimum amount of resources. Sufficient time must be allowed for corrections and further practice during the course of the exercise. Depending on the severity of the deficiency and the tactical nature of the problem, it may be necessary to stop the evaluation process when a deficiency is identified so that it can be corrected.

Evaluators should train the leaders or Marines being evaluated by providing them with immediate feedback through critiques or AARs. This feedback allows them to immediately improve their performance, vice waiting until the completion of the exercise to "learn" what they did incorrectly. Critiques should actively involve the people being evaluated and should answer three questions:

- What happened? (Identify the strengths and weaknesses.)
- Why did it happen?
- How can it be done better?

Typically, feedback is provided through the use of critiques, which are an informal, mostly verbal style of debriefing method. An AAR is a more formal style of critique that is given by evaluators (controllers and umpires, if used) after larger training exercises. For long exercises, they should also be conducted at predetermined times following significant activities. See appendix G for detailed information on AARs.

Evaluators should interview participating Marines to determine the reason for a good or a poor performance. This information assists evaluators in making recommendations to the unit commander or to others in the chain of command. The verbal content of a critique should include the same information that will be provided in the written critique that is forwarded up the chain of command. This practice serves to build trust between the evaluator and the evaluated. As part of the critique, evaluators should use any remaining time and resources to coach participants on improving in identified deficient skills or tasks. Critiques should reinforce the team building of leaders and Marines.

After the evaluation, evaluators provide their findings and recommendations to the evaluated unit commander and to others in the chain of command. Based on this report and other pertinent information about the unit and individual Marines, the commander is able to improve individual and unit performance, develop qualified trainers, and improve UTM. When possible, results of the evaluation should be incorporated into the unit training plan.

Information derived from the evaluation can affect the unit training program long-range, midrange, and short-range goals. It can also affect unit SOPs. Information received from Corps-wide evaluations can be used to change doctrine, equipment, force structure, literature, and training aids. Figure 7-2 depicts a guide for evaluating the conduct of training.

Training and Readiness Manuals

T&R manuals, developed for weapons systems and combat organizations, serve as a single-source document that provides the commander a tool to build logically sequenced training and to determine combat readiness based on training accomplished against a published standard. T&R manuals consist of a series of training events. More than just a listing of tasks to be trained, tasks are clustered into executable training events incorporating individual and collective training standards for all participants. The training events are numbered and logically arranged from the simplest to the most complex. If conducted in order, the events provide a

progressive, challenging, and building-block approach to training with specifically stated time periods for redemonstration of combat skills. Performance of the participants can be evaluated on each event.

Comparison of the participants' performance of each event to the established standard can provide immediate feedback to the participants and an indicator to the commander of their readiness. After-action discussion of each task contained in the event, often accomplished immediately after the event in a "debriefing" forum, increases each participants' understanding of expected performance, highlights the tasks done well and those that require more training emphasis, and poignantly presents lessons learned from the experience.

Aviation

The aviation T&R manuals standardize aircrew training syllabi and specify performance requirements for flight qualifications. These manuals prescribe the number of sorties, the tasks to be accomplished on each sortie, and the re-fly factor for skill retention. The T&R manual is organized into an introductory volume and seven specialized volumes that cover each aviation community.

Ground Combat

The ground combat T&R manuals standardize training within specific ground combat units; e.g., tanks, artillery, LAVs. They provide the unit commander with a tool to use when developing his unit's training plan, to track training conducted, and to provide a training readiness indicator based on training accomplished to standard. This training readiness indicator, called a combat readiness percentage, facilitates the decision-making process regarding training requirements and resources. It does this by providing the commander a method of determining what training is most important to his mission accomplishment (METLs), and the resources required to complete the training.

Appendix A
Recommended UTM Tasks by Grade

This appendix identifies generic tasks that Marines at the indicated grade should be able to accomplish. These tasks cover the spectrum of training. They may be used to develop training that can improve training management skills throughout the ranks.

Corporal—Sergeant	
CPL.7.1 Conduct Individual Training (Cpl)* **CPL.7.2 Supervise Marines' Performance (Cpl)***	Supervise: Individual training Team/crew (collective) training Know individual training requirements Manage training time
SGT.7.1 Determine Individual Proficiency (Sgt)* **SGT.7.2 Conduct Individual/Team/ Crew Training*** **SGT.7.3 Conduct an After-Action Review*** **SGT.7.4 Utilize Platoon Level Manual War Games***	Use simulators to enhance individual/crew proficiency Debrief an exercise Supervise training: Issue training guidance Issue appropriate operation orders Conduct rehearsals Execute training Evaluate training: Select specific tasks for evaluation [both individual training standard (ITS) and mission performance standard (MPS)] Observe training Record good points and deficiencies Conclude training exercise Conduct debrief with training participants (listen to feedback) Provide quantitative and qualitative feedback to participants on their training performance

*This task exists as a Marine battle skills training task, an ITS, or as an officer competency.

Staff Sergeant—Master Gunnery Sergeant	
SSGT.7.1 Determine Individual Proficiencies of the Unit*	Use ITSs to develop individual training plans
SSGT.7.2 Prepare Individual Training Input for the Unit's Training Schedule*	Conduct a training assessment Develop a strategy for training Conduct battle simulations
SSGT.7.3 Execute the Unit's Training Schedule*	Develop a training schedule
SSGT.7.4 Utilize Company-Level War Games*	Determine resources required to support the training plan Request resources required to support the training plan Apply SAT as outlined in UTM pubs
GYSGT.7.1 Prepare Individual Training Input for the Unit's Midrange Plan*	Request for training support or develop training support requests Secure resources to supply your training plan Evaluate training: Select tasks for evaluation Determine level of proficiency Assist in developing a METL Use MPSs to develop team/unit training plans Develop a long-range training plan Develop a midrange training plan Develop a short-range training plan
*This task exists as a Marine battle skills training task, an ITS, or as an officer competency.	

Lieutenant—Chief Warrant Officer- 4	
9901.6.3 Conduct Training*	Conduct a training exercise Command post exercise Field training exercise Live fire exercise Fire support coordination exercise Deployment exercise Joint training exercise Combined training exercise Map exercise TACWAR/sandtable/terrain model exercise Prioritize training or establish training priorities Know enlisted/officer training requirements Function as a tactical exercise evaluator controller (TEEC) for Marine Corps Combat Readiness Evaluation System (MCCRES) Know annual training requirements Acquire training/school quotas Develop a training SOP
9901.1.20 Demonstrate Knowledge Sufficient to Identify the Responsibilities of Command that Encompass Administration, Military Law, Training Management, Maintenance Management, and Logistics (Captain Competency)*	
*This task exists as a Marine battle skills training task, an ITS, or as an officer competency.	

Captain—Colonel
Prepare an exercise directive Prepare an operation plan Prepare a letter of instruction for training Prepare a contingency plan Conduct pre-exercise planning Write an after-action review Supervise staff training Write a training philosophy letter Write an after training exercise review Analyze your unit's assigned missions Analyze capabilities of your unit Coordinate the development of METL Approve METL Design/develop training plans: long-, mid-, and short-range Revise METL Revise training plan to train to deficiencies Request training support Provide input to MCTEEP Write a training guidance letter Write a philosophy of command/training letter

Appendix B
Example of a Battalion's METL and METL Assessment

1st Tank Battalion's METL

Command and control the battalion.
Conduct battalion offensive operations.
Conduct battalion defensive operations.
Conduct battalion retrograde operations.
Conduct battalion security operations.
Coordinate fire support.
Provide combat service support.
Conduct operations in an NBC environment.
Conduct amphibious operations.
Conduct maritime prepositioning force operations.
Conduct military operations on urbanized terrain.

Battalion Commander's Battalion Assessment

METL	MAN/ DEPLOY	FIRE SUPT	CSS	C^2	OVER-ALL
Command and control the battalion (MPS 10A.10)	T	T	P	T	T
Conduct battalion offensive operations (MPS 10A.3.7, 10A.3.8)	T	T	P	T	T
Conduct battalion defensive operations (MPS 10A3.9, 10A3.10)	T	T	P	T	T
Conduct battalion retrograde operations (MPS 10A.3.11, 10A.4.12)	P	T	P	P	P/O
Conduct battalion security operations (MPS 10A.3.22, 10A.3.23)	P	T	P	P	P/O
Coordinate fire support (MPS 10A.4.1)	NA	T	NA	NA	T
Provide combat service support (MPS 10A.7.1)	P	P	P	P	P/O
Conduct operations in an NBC environment (MPS 10A.8)	P	NA	P	P	P/O
Conduct amphibious operations (MPS 10A.9.1)	U	NA	NA	NA	U/M
Conduct MPF operations (Battalion Preparedness SOP)	T	NA	T	NA	T
Conduct operations in urban terrain (MCWP 3-35.3)	U	P	U	P	P/M

T = Trained

P = Partially trained/needs practice

U = Untrained/unknown

NA = Not applicable

P/ or U/ followed by another letter = Month that next training will take place: For example, M = March, O = October

Battalion Commander's Company Assessment

METL	H&S CO	A CO	B CO	C CO	D CO
Command and control the battalion (MPS 10A.10)	P	T	T	T	T
Conduct offensive operations (MPS 10A.3.7, 10A.3.8)	P	T	T	T	T
Conduct defensive operations (MPS 10A3.9, 10A3.10, 10A3.13)	P	T	T	T	T
Conduct retrograde operations (MPS 10A.3.11, 10A.4.12, 10A.13)	P	P	P	P	P
Conduct security operations (MPS 10A.3.22, 10A.3.23, 10A.3.25)	P	P	P	P	P
Coordinate fire support (MPS 10A.4.1)	T	T	T	T	T
Provide combat service support (MPS 10A.7.1)	P	T	T	T	T
Conduct operations in an NBC environment (MPS 10A.8)	P	T	T	T	T
Conduct amphibious operations (MPS 10A.9.1)	NA	P	U	P	P
Conduct MPF operations (Battalion Preparedness SOP)	T	T	T	T	T
Conduct operations in urban terrain (MCWP 3-35.3)	U	P	U	P	U

T = Trained
P = Partially trained/needs practice
U = Untrained/unknown
NA = Not applicable

Appendix C
Marine Corps Training Requirements

FORMAL TRAINING REQUIREMENTS		
Formal training requirements are established by Marine Corps orders and directives. Users should consult applicable directives to ensure they have a complete and current listing of training requirements.		
Training Requirement	**Per**	**Time Requirement**
Marksmanship Rifle: Pvt-GySgt WO-Capt (less than 13 yrs) Pistol: Pvt-MGySgt/SgtMaj (if assigned by T/O) WO-LtCol	MCO 3574.2H	annually Est: 60 hours annually Est: 20 hours
Physical Fitness Physical Training (all Marines) Physical Fitness Test (all Marines under 46 years of age)	MCO 61003J	 3 times per week (3 hrs per week) semiannually 1 hour/PFT
Combat Water Survival Training (Swimmer's ability determines requalification times)	MCO 1500.52A	CWS4 every 2 years CWS3 every 3 years CWS2 every 4 years CWS1 every 5 years WSQ no requalification required
Marine Battle Skills Training (MBST)	MCO 1500.51A	Number of hours dedicated to MBST will vary based on the type of unit; i.e., an infantry battalion accomplishes the bulk of its MBST training during normal unit training.
Nuclear, Biological, and Chemical (NBC) Defense Training (gas chamber)	MCO 3400.3E	Est: 6 hours annually
Leadership	MCO 5390.2D	Est: 4 hours annually
Law of Land Warfare	FM 27-10 w/C 1	Est: 2 hours annually
Substance Abuse	MCO P5300.12 w/C 1-4	Est: 1 hour semiannually
Troop Information	MCO 1510.25C w/C 1	Est: 8 hours annually
Sexual Harassment	MCO 5300.10A	1 hour annually
MCI study/test	MCO 1550.3M	Est: 1 hour weekly

ANCILLARY TRAINING REQUIREMENTS

The majority of these additional, secondary training requirements fall under the troop information category. This listing is not inclusive and does not represent additional demands placed on individual units by their higher headquarters, e.g., Marine expeditionary force, division, and wing. Users should consult applicable directives for a complete and current listing of requirements.

Training Requirement	Per	Training Requirement	Per
Suicide Awareness	ALMAR 340-94 MCO 6200.4	Religious Ministries	SECNAVINST 1730.7 MCO 1730.6C
Team Marine	ALMAR 141/94	Insurance Counseling	SECNAVINST 1740.2
Informal Resolution System	ALMAR 149/94	USMC Health Prom Prog Semper Fi	MCO 6200.4
Driver Improvement	MCO 5100.19C w/C1-7	Off-Duty Employment	MCO 5330.3D w/C1
Privacy Act	MCO P5211.2A w/C1-2 Erratum C1-4	Exchange Services	MCO P1700.27 w/C1
Article 137 UCMJ	UCMJ	MWR	MCO 1700.27 w/C1
Standards of Conduct	SECNAVINST 5370.2J	Legal Assistance	JAGINST 5800.7C w/C1-2
HIV/AIDS	SECNAVNOTE 5300	Casualty Assistance	MCO P3040.4D
Code of Conduct	SECNAVINST 1000.9	American Red Cross	MCO 1700.21
Personal Financial Management	SECNAVINST 1740.2 MCO P5800.8C	Health Care Benefits/Champus	SECNAVINST 6320.8
Survivor Benefit Plan	MCO P1741.11B	Club System	MCO P1700.27 w/C1
FDA and VA Insured Loans	VA Pam 26-4/6	Non-Naval Medical and Dental Coverage	NAVMEDCOMINST 6320.1
Navy Relief	ALMAR 292/87	DEERS	MCO P5512.11A w/Erratum
Allotments	DFAS-KC 7220.45R	Family Programs	MCO P1700.24A
SGLI	MCO P1741.8C	Sponsorship Program	MCO 1320.11D
BAS	MCO 10110.47	Space A Travel	MCO 1320.11D
Passenger Transportation	JTR MCO P4600.7C w/C1-7	Transportation of Personal Property	MCO 4600.7C w/C1-7 and JTR
Equal Opportunity/ Human Relations	MCOs 1700.24A, 5300.10A/ALMARS 288/91, 50/92	Food Service Patron Education	MCO P10110.34E
		Voluntary Education	MCO 1560.26 w/C1/ 27A/28B

Appendix D
Example of a Commander's Training Philosophy and Guidance Letter

From: Commanding Officer, 1st Battalion, 8th Marines, 2d Marine Division
To: Marines and Sailors of the Battalion

Subj: TRAINING PHILOSOPHY

1. Philosophy. Our number one priority is to train Marines for success in combat. Anything that detracts from this priority should be questioned. We must train hard to be hard. To be effective, training must have the commander's emphasis during the planning and execution stages. I expect commanders to be their unit's training officers; a task that will not be delegated. Training will be objective-oriented (mission performance standards [MPSs]/individual training standards [ITSs]), and it will reflect centralized planning and decentralized control. The quality of training is determined during the planning stage, that is where a commander's emphasis is best placed. We must be able to shoot, move, and communicate better and quicker than the enemy—quicker to the objective, quicker rounds on target, quicker decisionmaking, quicker recovery. To unhinge the enemy, we must be quicker than the enemy is; timing is everything on the battlefield. As such, our combat fitness and professional military education (PME)/tactical decision game (TDG) programs must be continuous. All leaders, from fire team leader up, must make the battalion's training motto a personal commitment:

Let no Marine's ghost say he died because you failed to train him or his leader.

In peacetime, the purpose of commanders and their leaders is to train Marines. The purpose of my staff is to assist commanders in the planning of training and its execution. If my staff is focused elsewhere, they are wrong!

2. Training Environment

a. Our training focus will be on combat mission profiles and attaining combat proficiency. We worked hard from January to August to develop a combat capability, our task now is to sustain these skills—both individual and collective. All training should be performance-related and should include the following steps:

Preparing and coordinating.
Training orientation/instruction.
Practical application.
Testing and evaluation.
Debriefing/critiquing.
Re-training in weak areas.

Whenever possible, we must train in an environment that simulates the stress, fatigue, and confusion of combat. Commanders must provide a mechanism for feedback, from the lowest level possible, in order to improve training.

b. When ashore, the training environment will be fast-paced, physically-demanding, and reflect continuous combat-like operations. Delete administrative and bivouac situations during exercises—go to the field, get tactical, and stay tactical. We should employ force-on-force training when possible, but this needs to be controlled to prevent a cowboy mentality. Force-on-force training should create decisionmaking opportunities that accomplish/reinforce the training objectives, not to see who can "win". All training (field, garrison, and range) should be either drill or scenario driven. We must push ourselves during training exercises (this will require a well-planned training schedule). At the end of every field exercise, we should be physically tired and have the feeling that every available minute of training time was fully used.

The more you sweat in peace, the less you bleed in war.

c. We must be positive and creative in our approach to training. Repetition is the only way to develop habits that will ensure the correct responses under fire. This can make for a boring training environment unless we work hard at making training challenging and creative and promoting competition.

3. Marksmanship. My goal is that our battalion continues to be the best shooters in the division. To be effective in combat, we must be more accurate and quicker than the enemy. All marksmanship will be oriented first to accuracy and then to speed. Speed encompasses how quickly a target can accurately be engaged, a weapon can be re-loaded, or a downed weapon can be brought back into action. Blindfolded assembly and disassembly drills will continue to be a focus to ensure we can fight at night. The following is a breakdown of deployment/post-deployment marksmanship objectives:

a. During deployment:

Short-range course, monthly (day and night)
Squad automatic weapon (SAW)/machine gun qualification courses, monthly
Sniper, 10 rounds weekly (ground and airborne platforms)
All others as ammunition allows

b. Post-deployment:

Short-range course, quarterly (day and night)
SAW/machine gun qualification courses, quarterly
Sniper, 10 rounds weekly (predominately ground platforms)
Shoulder-launched multipurpose assault weapon (SMAW)/AT4, monthly
All others as ammunition allows

Continue to concentrate on sustaining our military operations on urbanized terrain (MOUT) skills. Focus on the ship should be 50 yards and in, and focus ashore should be 50-300 yards. Use shoot/no shoot and friend/foe discriminating shooting drills to better prepare us for a peacetime rules of engagement (ROE) environment. Again, I see our most likely operating arena as urban, low to no light, restrictive ROE, and

peacekeeping/peacemaking missions. Therefore, our live-fire should be oriented to this environment.

4. Orientation. In today's world of reduced budgets and competing priorities, we must make every round and training dollar count. As such, every round must be scored and recorded, and every exercise must be a learning evolution. I want each training event constructively de-briefed during training (when possible) and at the completion of training. This is best done with all hands in an open forum that is honest, objective, and pulls no punches, but it must be constructive and instructive in nature. The object is for participants to critique themselves so that others can learn from their thoughts/reasoning/mistakes (much like the post exercise critiques at Amphibious Warfare School [AWS] or Infantry Officer's Course [IOC]). The success of such a program is fragile, and its success hinges on our ability to set the correct tone. If done properly, these sessions are educational, they do not embarrass or discredit a Marine in front of fellow Marines.

5. Fitness. We must be combat tough at all times. Therefore, combat fitness is our focus. For example, chin-ups and kips do not equate to a combat function; but dead-hang pull-ups directly equate to pulling yourself over a wall or through a window. We will focus on ruck runs, rope climbs, dead-hang pull-ups, double running of the obstacle course, distance swims, stretcher and buddy carries, crew-served weapons races, line training, and forced marches with full load. The following standards apply:

a. During deployment:

Partial PFT (dead-hang pull-ups, sit-ups), weekly
Line training multiple times a week
Stretcher carries
Rope climbing
Weigh-ins, weekly
Forced march (7-10 miles) during every exercise ashore
Unit runs/cardiovascular workouts, daily
Morning unit runs in port, daily
5,000 meters on a rowing machine in 20 minutes

b. Post-deployment:

Partial PFT (dead-hang pull-ups, sit ups), weekly
Line training multiple times a week
3-mile ruck run (45 lbs, no flak jacket or helmet), monthly
Running of obstacle course in 5 minutes, twice monthly
Stretcher/buddy carries
Forced march (10-15 miles), monthly
Semi-annual PFT
1-mile swim (with safety boat and floatation), monthly
Line training, weekly

We must replace the fat that I see with muscle. Our goal is to increase our upper body strength, decrease the fat around the waist line, and strive for greater load bearing endurance in all weather conditions.

Try hard to be hard, then stay hard.

6. Maintenance. Maintenance is a priority. We will accomplish maintenance through a combination of daily/weekly preventive maintenance and periodic 1- to 2-week maintenance standdown periods. Maintenance standdowns will be scheduled at the battalion level and will encompass all units. During these periods, all training will stop and a 100% effort will focus on detailed maintenance of weapons, vehicles, equipment, uniforms, and facilities. The goal of the standdown is to detail inspect every weapon, remove carbon and rust from every weapon, inventory all 782 gear for accountability and serviceability, fix all vehicles (this also includes rust removal and spot painting), inspect wall lockers for accountability and serviceability, inspect seasonal uniforms, refurbish facilities, and verify account inventories. Some of these efforts will require working party support and a detailed, coordinated plan. This period should also be used by trainers to look forward and add detail to the next quarter's training plan. If we do this quarterly, then we will be ready for the division commander's new "unannounced" Commanding General's Readiness Inspection Program.

7. Training Management. Great training events occur because someone took the time to plan and organize them. I hold commanders (not executive officers) personally responsible for the planning, organization, and execution of all their unit's training. Our two biggest training problems are: (1) training is not planned and organized prior to taking Marines to the field and (2) logistic support requests are a swag and do not support the training plan. In other words, no one has coordinated the two. Commanders are responsible for ensuring proper coordination between training plans, range requests, and logistic support requests. My staff is here to support, but do not waste their time, or mine, by submitting a disjointed, uncoordinated training plan. Nothing irritates me more than wasting our Marines' time because we have not properly planned. Finally, if it is on the training schedule, it will be accomplished. I am the battalion training officer and all changes to the schedule will be approved by me. Accurate reporting of training is essential for getting credit for the great plans you develop. Commanders will ensure their XO/training NCO periodically reconciles local training records with the S-3 and with daily entries.

8. Professional Military Education/Tactical Decision Games. Our Marine Corps' formal schools do an excellent job of using case studies and TDGs to teach tactical decisionmaking. The Fleet Marine Force is traditionally the worst user of these valuable tools. We must pursue this intellectual stimulation if we are to develop a oneness in the way we think and act on the battlefield. These events will be conducted in friendly, nonthreatening environments designed to foster discussion, bold thinking, new ideas, and growth. I do not study history to learn historical facts and trivia. I study history to examine the leadership styles and decision-making processes used on battlefields of the past in order to determine what I would want to emmulate/avoid on battlefields in the future. All PMEs and TDGs will conclude with a review of lessons learned. During deployment, we will continue to do two PMEs per month and a commander's TDG every two weeks. Once back at Camp Lejeune, we will endeavor to do a SNCO/officer PME

quarterly and a commanders TDG monthly. These PMEs and TDGs should then be used at the company level for your junior leaders.

9. Schools. Upon our return to CONUS, I want this battalion to aggressively pursue opportunities provided by the schools (PME & MOS). In my opinion, there is no one who is too valuable that they cannot go to school. There are many NCOs and SNCOs who need their PME equivalent in order to be competitive for promotion and reenlistment. In today's environment, schools are no longer optional, we, as leaders, must force our enlisted to attend PME schools, whether they want to go or not. Beginning in April, PME quotas will be our #1 priority for NCOs and SNCOs. Every local school has drops/no shows on their convening date. Have Marines prepared, packed, and standing by to fill these vacancies. This is one way to take care of our Marines.

10. Family Readiness. One of our most valuable assets is our families. They are usually the first to make sacrifices and the last to complain; they have also, traditionally, been lowest priority on the totem pole. I want us to make each family in this battalion feel that their needs are important. I expect leaders at every level to know their Marines' families and the quality of their lifestyle. The battalion landing team (BLT) XO is the family readiness officer. The BLT XO, BLT SgtMaj, family service representative SNCO, and chaplain are prepared to assist any battalion family in need. I am available to charge the flagpole for all family members in this battalion, and I expect all commanders and the first sergeant to follow my lead.

11. Recreation. All work and no play makes Johnny a dull boy. If my approach to training is followed, our Marines will be more than ready for some recreation. Companies should host periodic sports days or field meets to allow Marines to "let off some steam". The battalion will host a quarterly combat field meet to foster healthy competition between units. All such events will be centered around competition and physical activity. I fully encourage refreshments, but alcohol is not the focus. Camaraderie is not birthed at the bar over a beer, but at the bar comparing war stories of the toughest, most demanding event Marines have been through. If our training is as demanding as I want, our camaraderie will take care of itself.

12. Medical. We must maintain our deployability by supervising our dental and immunization statistics. These are two areas that easily get away from us if we are not careful. Task your senior corpsman to track both! When ashore, take advantage of opportunities to conduct stretcher carries. We must maintain our capability to move a litter 3-4 km at night over rough terrain without further damaging the patient, while providing adequate security.

13. Nuclear, Biological, and Chemical. I still want 12 hours of nuclear, biological, and chemical (NBC) training each month. Onboard ship, I specifically task every Marine to conduct at least one, masked, three-hour drill doing their normal work-related functions (i.e., typing, maintenance of weapons/vehicles, assemble/disassemble of weapons, fast roping, shooting, etc.). We must become more comfortable and confident in performing our duties while masked.

14. Individual Equipment. The following individual equipment items are required items for all hands:

wrist watch
wrist compass
red lens flashlight
whistle
ear plugs

15. Marine Corps Institute. The continuing education of our Marines is critical to our success. Platoon sergeant and squad leader fitness reports should reflect how well these programs are being run. All Marines should be enrolled in at least one Marine Corps Institute (MCI) course. All sergeants and above should be enrolled in the appropriate PME course. The following MCI courses are mandatory for all Marines:

Marine NCO
Personal Finance
Scouting and Patrolling

16. Training Goals and Objectives. Our training goals and objectives are as follows:

a. During deployment

(1) Shipboard

Combat fitness
Marksmanship (short-range, low-light, discriminating)
Assemble/disassemble weapons drills
MOUT
TDGs on possible tactical recovery of aircraft and personnel(TRAP)/ noncombatant evacuation operation (NEO)/reinforcement missions
NBC
PMEs

(2) Spanish amphibious landing exercise (PHIBLEX)

Advance force operations with Spanish forces
Co B(-) pre-assault raid
Controlled force-on-force
Offensive operations (mobile screening/reconnaissance, helicopter operations, mechanized operations, deliberate attack, area defense, night patrolling)
Retrograde/withdrawal under pressure
Amphibious landing with scheduled waves and select on-call waves.
Fire support coordination exercise (FSCEX) with artillery, 81 mm, and close air support (CAS) (RW & FW)
Platoon live fire and maneuver
10-mile forced march

TRAP exercise
Dragon shoot
Fix broken vehicles

(3) Italian PHIBLEX

Platoon sustainment training
Cold weather sustainment training
Minimize live fire training

(4) NOBLE SHIRLEY XVI

Primary focus is live fire and combined-arms training
Platoon and company live fire
Platoon and company live fire and maneuver
Mobile assault course for all company field skills training (FST) (combined-arms exercise [CAX] style, without troops)
Long-range helicopter raid with each company
MOUT training at company level and below
Anti-tank training with appropriate weapons systems
BLT combat field meet
Fix broken vehicles

(5) Out-chop

Washdown of all vehicles
Clean and inventory all 782 gear
Turn-in all training allowance pool (TAP) equipment to supply
Maintenance standdown (vehicles and weapons)
BLT sports day/picnic

(6) TRANSLANT

Maintenance standdown
Post-deployment equipment and personnel inspection prep
Air contingency battalion (ACB) prep
Organize for leave and schools

b. Post-deployment

(1) Pre-leave period

72 first weekend back
Maintenance standdown for post-deployment equipment inspection
Set-up and fix-up new battalion area
Semiannual PFT
Post-deployment inspection
Officer/SNCO hail and farewell
Key volunteer appreciation dinner

(2) Post-deployment leave period

All hands simultaneously
Tentative dates (5-18 May)

(3) Post leave period

Final BLT run/formation
Chop R Btry, light armored reconnaissance (LAR), assault amphibious vehicle (AAV), combat engineer battalion (CEB) back to parent commands
Personnel shifts
Continue set-up and fix-up of new battalion area
Battalion change of command
Rifle/pistol range details
Regiment guard
ACB
SNCO/officer staff ride to Fredericksburg

Appendix E
Sample Planning Calendar

FEBRUARY 1996

		T	F	S	S	M	T	W	T	F	S	S	M	T	W	T
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
10TH MAR													REGT CPX 12-14 FEB			
		SPOTEX 3 & 4-96 1 - 28 FEB				HMMWV CRS 2-96 15 - 16 FEB								ROMANIAN OFF VISIT		
		REGT S-1 ADMINISTRATION COMMODITY INSPECTION (1 BN/WK)														
HQ BTRY			BTRY PT			CG INSPECTION				BTRY PT			REGT CPX			
						RIFLE RANGE										
1/10	B N	AMIO				RIFLE RANGE									REGT MT INSP	
							BN									
	A															
	B	22 MEU LOCK ON JUL 95 - DEC 95 DEPLOYED JAN 96 - JUL 96														
	C						FFEX			MARDI GRAS STATIC DISPLAY 9-26 FEB						
2/10	B N	CAX 3-96 19 JAN - 9 FEB									CAX 4-96 10 FEB - 2 MAR					
	E															
	F															
	G	26 MEU LOCK ON FEB 95 - JUL 95 DEPLOYED AUG 95 - FEB 96														
3/10	B N						FSCX W/8TH MAR						REGT CPX (CASTEX)			
	I	ACF														
	K															
	L	24 MEU LOCK ON DEC 95 - MAY 96 DEPLOYED JUN 96 - DEC 96														
5/10	B N	ACF CE														
													FSMAO FORMAL ASSIST			
	R	CAX 3-96 19 JAN - 11 FEB											CAX 4-96 12 FEB - 3 MAR			
	S	AMPHIB EX 1-96 (VIEQUES) 29 JAN - 18 FEB														
	T	UDP 15 DEC 95 - 15 JUN 96														
	1/12	AMPHIB EX 1-96 (VIEQUES) 29 JAN - 18 FEB														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

FEBRUARY 1996

F	S	S	M	T	W	T	F	S	S	M	T	W	T		
16	17	18	19	20	21	22	23	24	25	26	27	28	29		
HOLIDAY ROUTINE										BCD TRNG 26 FEB - 8 MAR					10TH MAR
REGT SORTS INSP	HOLIDAY ROUTINE		PRESIDENT'S DAY	5-TON CRS 2-96							CMDR BRIEF (PRI)				
				REGT S-1 ADMINISTRATION COMMODITY INSPECTION (1 BN/WK)											
BTRY HUMP							UNIF INSP				REGT FIELD TNG		ANN CLS		HQ BTRY
							QTRLY REGT								
														BN	1/10
											BN FFEX				
														A	
22 MEU LOCK ON JUL 95 - DEC 95 DEPLOYED JAN 96 - JUL 96														B	
MARDI GRAS STATIC DISPLAY 9-26 FEB											BN/BTRY FFEX			C	
CAX 4-96 10 FEB - 2 MAR														BN	2/10
														E	
														F	
26 MEU LOCK ON FEB 95 - JUL 95 DEPLOYED AUG 95 - FEB 96														G	
BZO RANGE	HOLIDAY ROUTINE		PRESIDENT'S		REGT TNG INSP		OFFICE	GRASS WEEK						BN	3/10
					DIV BTHDY								NBCD CREP		
														I	
														K	
24 MEU LOCK ON DEC 95 - MAY 96 DEPLOYED JUN 96 - DEC 96														L	
	HOLIDAY ROUTINE		DAY				PM						BN CPX	BN	5/10
CAX 4-96 12 FEB - 3 MAR														R	
							PM							S	
UDP 15 DEC 95 - 15 JUN 96														T	
							PM					REGT MT INSP		1/12	
16	17	18	19	20	21	22	23	24	25	26	27	28	29		

(reverse blank)

Appendix F
Sample Training Report

UNITED STATES MARINE CORPS
1st Battalion
99th Marine Regiment
Camp Pendleton, California 92055-5704

From: S-3 Officer
To: Company Commanders

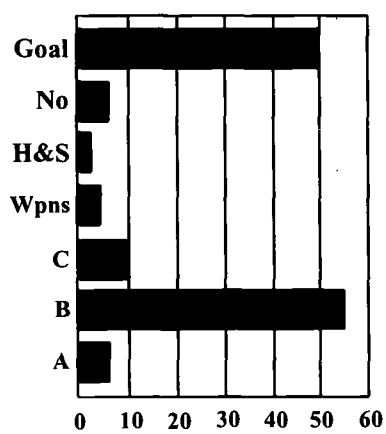
Subj: BATTALION TRAINING REPORT

Ref: (a) Bn Bul 1500
(b) Monthly Training Management Report

1. The following information was extracted from the Monthly Training Management Report. It was compiled for training purposes and to provide commanders with information they can use to plan additional training. This report covers the training goals and objectives set forth by the commanding officer, 1st Battalion. The following training statistics were submitted from each company, and they compare the seven training areas included in the Monthly Training Management Report.

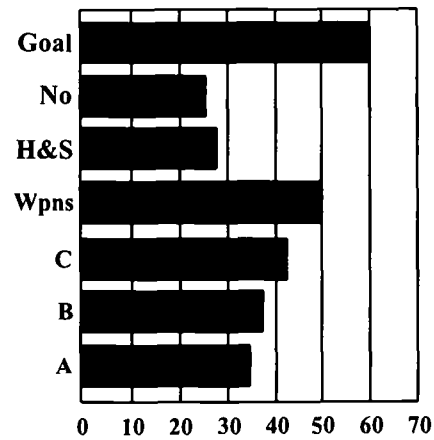
2. PFT qualification requirement is 50% by 31 Mar 94. To date, one of six companies is at the required level.

PFT



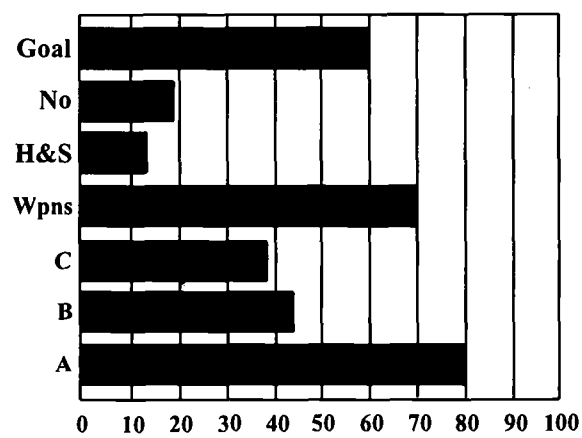
3. Rifle qualification requirement is 60% by 31 Mar 94. To date, none of the six companies are at the required level.

RIFLE

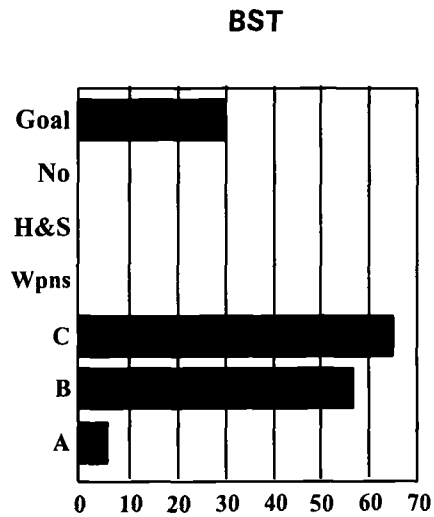


4. Pistol qualification requirement is 60% by 31 Mar 94. To date, two of six companies are at the required level.

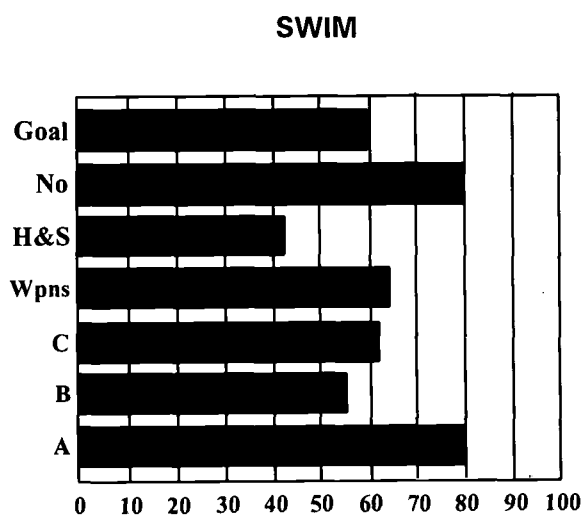
PISTOL



5. BST training requirement is 30% by 31 Mar 94. To date, two of six companies are at the required level.

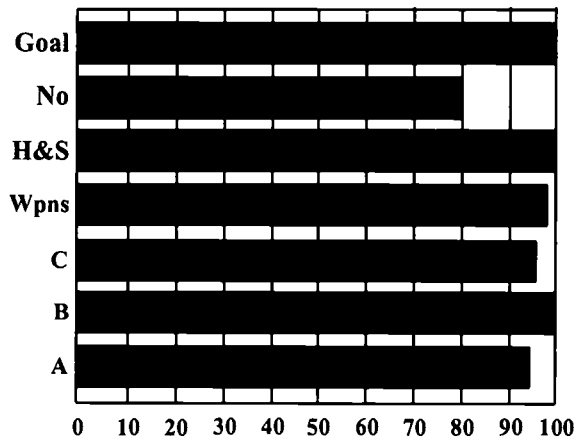


6. Swim qualification requirement is 60% by 31 Mar 94. To date, four of six companies are at the required level with at least a WS-3 qualification.

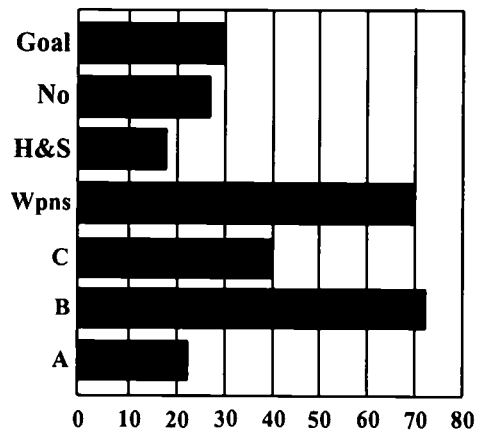


7. Driver's improvement training requirement is 100% by 31 Mar 94. To date, two of six companies are at the required level.

DRIVER'S IMPROVEMENT



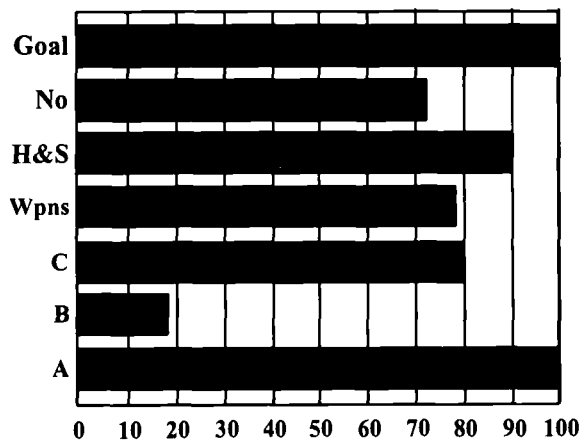
8. Nuclear, biological, and chemical training and gas chamber qualification is 30% by 31 Mar 94. To date, three of six companies are at the required level.



GAS CHAMBER

9. Maximum possible participation in MCI enrollment is always encouraged. The battalion's goal is continuously 100%. To date, one of six companies is at the required level.

MCI ENROLLMENT



10. These statistics are furnished as general information to company commanders and company training NCOs. All companies should be at or beyond the required percentage levels. This battalion's current operational tempo demands that proper training and timely qualifications be completed as scheduled.

11. Point of contact is Captain I. M. Smart, x9999/8888.

Appendix G
After Action Reviews and Reports

After Action Reviews

All training exercises have an AAR. It can be conducted from within the unit or by a third party that was involved with the training or the evaluation of the training. The AAR's formality and scope increase with the command level and the size of the training evolution. An AAR identifies both the strengths and weaknesses of an exercise's planning, tactics, combined-arms employment, command and control, communications, survivability, and personnel and logistics support. It highlights lessons learned and identifies alternative solutions. To be more timely and effective, an AAR is conducted several times (at logical breakpoints) during the exercise and at the conclusion of the exercise. This allows units to clearly identify and correct deficiencies as they occur, vice at the end of the training evolution.

Since exercise events often occur simultaneously over great distances, no single person can observe all the events as they occur. An AAR integrates the experiences and observations of everyone involved in the exercise into a cohesive discussion. An AAR's intent is not to critique the exercise itself. It does not judge success or failure of an exercise. It is a professional discussion of training events in order to promote learning among exercise participants. For effective AARs—

- Controllers, umpires, and evaluators must be trained in AAR techniques and prepared to conduct AARs with subgroups. The chief controller debriefs all controllers and assistants prior to the AARs. The chief controller records and collects information on key issues as they surface.
- Commanders and controllers do not critique or lecture. They guide discussions by asking leading questions. They enter the discussion only to sustain the momentum of the AAR, to get the discussion back on the right track, or to bring out new points.
- Discussions emphasize the positive, they are not intended to embarrass exercise participants.
- Participants describe what happened in their own terms.
- Discussions are outlined, prepared, and rehearsed.
- Thought-provoking questions are prepared to stimulate discussion.
- Analyses relate tactical events to subsequent results and training standards.
- Alternate courses of action are discussed.
- Discussions avoid minor events that do not directly relate to the major training standards.

- Participants do not excuse inappropriate actions. They examine why actions were taken and what alternatives were available.
- Terrain models and training aids are used to illustrate events. Participants relate their comments to the model and move unit, vehicle, and personnel markers to show events.
- Video tape playbacks of key events generate interest and discussions.
- Every element that participated in the exercise is present at the AAR.
- Training deficiencies that surfaced during the AAR are incorporated into the unit training schedule within 2 to 6 weeks of the exercise.

Marines learn best when they learn from each other and from their leaders. An AAR helps Marines determine what went right and what went wrong. Controllers, umpires, and evaluators guide the AAR evaluation, discussion, and learning process. They provide unbiased comments to the units involved in the exercise. The chief controller schedules an AAR in a convenient location, preferably some place quiet and protected from adverse weather. It should occur as soon after the conclusion of the exercise as possible. If the exercise is lengthy, the chief controller schedules interim AARs for predetermined times during the exercise, typically these times follow significant events. Controllers, umpires, and evaluators coordinate with the respective OPFOR and player commanders to determine who attends the AAR. The chief controller provides the agenda for the review. The agenda becomes the outline for the formal, after-action report (which is written concurrently with or immediately after the exercise).

Preparation

To conduct an AAR, the chief controller must have a complete picture of what happened in the exercise. The chief controller debriefs the controllers immediately after the end of the exercise to determine what happened. The chief controller also must debrief the OPFORs that, as control elements, are in advantageous positions to observe player units. If controllers know that something occurred that they could not observe, they should ask a player unit member, who was involved, exactly what happened. The controller does not ask the player why or how it happened, but guides the player through the event. The why and how are presented by the player during the AAR.

During the course of the exercise, players record detailed observations of exercise events (see fig. G-1). These recorded observations are referred to as working papers. By collecting and recording data from the working papers and reviewing the comments provided by controllers, umpires, evaluators, and OPFORs, a chief controller can extract the information needed to conduct an AAR.

DETAILED OBSERVATIONS

Event Number (from schedule of events)/OPFOR Action:
Description:
Observation (player action):
Comments/Conclusions:
Recommendations:

Figure G-1. Sample Format for Observations.

After gathering all available information, the chief controller reviews the exercise to determine the sequence of events and the cause and effect relationship of significant activities. The chief controller then coordinates the AAR and outlines an agenda. Figure G-2 shows a sample AAR agenda for a platoon- or company-size maneuver unit operating in an offensive role.

EVENT	RESPONSIBLE PERSON
State training standard	Chief controller
State defensive plan	OPFOR leader
Offensive plan	Unit leader
Events before detection/contact	Unit leader
First detection/contact	Unit umpire
Report of detection/contact	Unit umpire
Reactions to detection/contact	Unit leader/OPFOR leader
Fragmentary order	Unit leader/OPFOR leader
Events during employment	All
Results	All
Summary	Chief controller

Figure G-2. Sample AAR Agenda.

Conduct

Each AAR contains three major steps:

- A restatement of training standards.
- A discussion of all events and how they relate in order to bring out teaching points.
- A summary of the AAR and a recommendation for subsequent training to correct weaknesses and sustain strengths.

Note

Normally, the AAR covers only the training standards identified by the commander prior to the exercise.

The chief controller briefly restates specific training standards. The chief controller then guides a discussion of events and their relationships by—

- Asking leading questions that emphasize the training standards.
- Asking players to describe, in their own words and from their own points of view, what happened.
- Bringing out important lessons learned.
- Relating tactical events to subsequent results.
- Exploring alternative courses to specific actions that might have been more effective.

- Avoiding detailed examination of events not directly related to major training standards.

Note

Key elements of the AAR are the unit commander's visualization of the battle, the commander's concept, the actual events, and the reasons why they happened.

Diagrams or overlays help players visualize what happened during the exercise. The assembly area and the objective are shown first. As the AAR proceeds, routes of advancement and engagement locations are shown in the same sequence that they occurred in the exercise.

The chief controller concludes the AAR with a quick summary. After the summary, the chief controller privately discusses individual and unit performance with unit leaders. Both strengths and weaknesses are discussed honestly and positively in order to improve unit performance. Commanders use these summaries to develop unit training standards for subsequent exercises.

Echelons

Regardless of the echelon or level of command conducting the exercise, the maximum number of player personnel possible should attend the AAR. This includes personnel down to and including first-line NCO leaders and Marines that participated in exercises at battalion and above. Separate AARs are conducted at each echelon of command. For example, in a division-size exercise there would be a separate AAR conducted at each command level; that is, one at division, one at each regiment, one at each battalion, etc. This approach allows the participants to focus on their unit's actions, contributions, and performances.

The higher the echelon of command, the more complex the systems within that organization. In addition to conducting separate AARs at every echelon within the command, it may be necessary to conduct them within functional areas as well. Basically, intersystem training exercises seek to integrate the concurrent training of several battlefield functional systems (i.e., maneuver, fire support, intelligence, engineer, maintenance support) during one overall training evolution. By contrast, an intrasystem (i.e., single function) training exercise seeks to focus on training in only one system at a time, for instance, exercising the battalion's ability to conduct fire support planning and coordination during a fire support coordination exercise. The intrasystem exercise, since it involves only one battlefield function, wouldn't require as many AARs as an intersystem training exercise. Regardless of the complexity of the battlefield functional systems, the appropriate number of AARs are conducted to maximize on the lessons learned during the entire

exercise. For a division-size evolution, each echelon's AAR discusses items and events relating to a unit's exercise objectives and how they affected the assigned mission.

Combat support units also conduct multi-echelon AARs. Combat support units normally provide elements, such as fire support sections, that associate and collocate with maneuver units during the exercise. These supporting personnel should attend both the maneuver unit AAR and the parent unit AAR, if possible. If these personnel cannot attend both AARs due to scheduling conflicts, they should arrange for a knowledgeable representative to attend in their place. Commanders of direct support units (artillery, engineer) should attend the supported maneuver element's AAR and schedule the direct support unit AAR at a later time. This allows the commander to interject key observations brought out in the higher echelon of command's AAR into his own unit.

First Echelon AAR. A first echelon AAR occurs in each company-size element that participated in or supported the training evolution. These are the first AARs to be held after the exercise. Observations brought out during these AARs are incorporated into higher echelon AARs as required. As soon after completion of the exercise as possible, the company umpire holds an AAR for the company commander, subordinate leaders, and participants.

For example:
During the training evolution, antitank weapons engaged OPFOR units from defensive positions at the maximum range of 3,000 meters. The OPFOR dispersed instead of entering a kill zone where Dragons could have been employed. The AAR discusses the pros and cons of this event and the tactical procedures. It explores what should have happened and what the results might have been.

A typical maneuver company's AAR discussion might address—

- Engagements.
- Use of terrain.
- Suppression of enemy weapons.
- Coordination of fire and maneuver.
- Employment of antitank weapons.
- Employment of other organic and supporting weapon systems.

A first echelon AAR should be held at company level for combat service support units as well. For example, the maintenance company umpire conducts an AAR for the commander, leaders, and participants. The AAR is scheduled so that all members of the maneuver unit or other AARs can participate. It is not scheduled until evaluator observations are compiled. In a typical combat service support company, in this case a maintenance company, the AAR discussion might include—

- The capability to repair equipment as far forward as possible.
- Provision of spare parts.
- Optimum use of available spare parts.
- Communications.
- Availability of proper tools.
- Response time to requests for repair.
- Coordination procedures with supported units.
- Tactical operations (rear area security) and survival operations.

It also will discuss how the contact team can get enough information from the unit requesting support so that supervisors send the right personnel equipped with the right tools forward to make repairs.

Second Echelon AAR. Second-echelon AARs are conducted only after the first echelon AARs are held and the necessary observations are recorded. Second echelon AARs are held at battalion-/squadron-level organizations. Battalion umpires conduct and guide the AARs. Battalion commanders, staffs, company commanders, officers, and NCOs down to platoon sergeants, or the equivalent, should attend. At this echelon, AARs are professional discussions led by commanders and battalion umpires to examine what events happened, why they happened, and what alternatives might have been used in different tactical situations.

A maneuver battalion AAR discussion can include—

- Organization for combat.
- Concept of operation and scheme of maneuver.
- Fire support coordination.
- Combat engineer support.
- Employment of antitank weapons systems.
- Communication support.
- Target acquisition systems.
- Staff coordination.
- Intelligence planning and support.
- Administrative and logistical support.
- Integration/orchestration of all support elements.
- Probable results for alternate courses of action.

The AAR might discuss why the battalion did not use combat engineer support properly as a combat multiplier and how ineffective planning resulted in inadequate preparation of the battlefield. The engineer officer who supported the battalion should be present to discuss the proper use of combat engineers.

A maintenance battalion AAR can cover—

- Systematic procedures for requesting spare parts.
- Procedures for dispatching contact teams to support maneuver units.
- Training shortcomings in specific maintenance areas.
- Communication procedures.
- Maintenance system operations with units above and below battalion level.
- Effect of terrain, weather, and intensity of combat on the demand for various types of spare parts.
- Recovery and evacuation.
- Controlled substitution.
- Maintenance collection points.
- Operational safety.
- Operational readiness plan.
- Mission-oriented maintenance only.
- Calibration.
- Repair facility site.

For example:
The AAR might discuss the procedures for dispatching contact teams to perform forward area maintenance and how a lack of organic transportation degraded responsiveness. The AAR might address alternate means of transportation available to the battalion and the procedures used to obtain them. If the unit SOP seems to be in error, the discussion should focus on correcting and validating it in the next similar exercise.

Third Echelon AARs. Third echelon AARs are held at the regimental/group organizational level, and they are conducted after the second echelon AARs are completed. This allows enough time to compile necessary observations and examine lessons learned at the battalion level for incorporation into the higher echelon's AAR. Regimental umpires conduct and guide the third echelon AARs for commanders, staffs, and appropriate NCOs. Battalion commanders, their staffs, and company commanders attend. AARs at this echelon are also professional discussions of what happened and why. Third echelon AARs can include—

- Operations under limited visibility.
- Tactical operations in an NBC environment.
- Impact of new systems and doctrine on operations.
- Intelligence preparation of the battlefield.
- Tactical operations against different enemy actions.
- Effects of enemy electronic warfare activity on friendly operations.
- Integration and use of all support assets.

If the exercise were conducted in summer under ideal conditions, the AAR could discuss how the same operation would be conducted in winter on frozen ground and with limited visibility. Operational planning would have to consider—

- Increased control measures.
- Degraded air support.
- Limitations on target acquisition.
- Effects of cold weather on troops and equipment.
- Impact on logistical systems.

Third echelon AARs conducted for the force service support group should be attended by the commander, the support staff, subordinate battalion commanders and their staffs, and company commanders. Representatives from maneuver and combat service support units should also attend. These AARs cover all aspects of combat service support during the exercise and their impact on the tactical operation. Topics of discussion can include—

- Medical support and casualty evacuation.
- Personnel and administrative support.
- Supply system operations.
- Maintenance procedures.
- Transportation.
- Ammunition hauling and stockpiling.

The AAR discusses the time units actually spent supporting exercise requirements as opposed to the time they spent on scenario events. The AAR compares the training benefits received from responding to actual situations caused by the exercise to the benefits from simulated situations. The lessons learned from this comparison allow planners to schedule events for combat service support units during future exercises. They also provide indicators of what will actually be required in combat and allow commanders to fine tune support systems and procedures.

Fourth Echelon AARs. The fourth level AAR is the highest level AAR held, and it ties the whole evolution together. Fourth-echelon AARs bring together comments from all previous AARs and the exercise in general. The exercise director and control staff conduct these AARs. Attendees include division commanders and their staffs and commanders and staffs of the force service support group, maneuver regiments, battalions, and aviation units. Fourth-echelon AARs focus on the previously identified exercise's objectives and the degree to which they were accomplished.

They consist of frank and professional discussions of the effects of decisions made in response to changes in the battlefield environment. They discuss battle staff training, survivability operations, and the support integration necessary to fight and win with a MAGTF. They also discuss how new systems impact on operations.

After Action Reports

Formal, after action reports should be submitted as soon after completion of the training exercise as practical. Normally, this is no longer than 1 to 2 weeks. Exercise directors are responsible for producing this report.

Formal after action reports identify combat, combat support, and combat service support problems encountered during the exercise. They document an operation's identified strengths and weaknesses. They also include test results on new tactics, techniques, and equipment. Commanders and their staffs should use them as input for long- and short-range planning for training. The format and content of an after action report can vary from one command to another. Exercise LOIs issued prior to the evolution's start should provide format guidance and due dates. Figure G-3 is a sample after action report.

SUBJECT: After Action Report, FTX _____

A. Executive Summary. (Informs senior leaders about exercises at regiment and above. Contains significant lessons learned, discussion of unit readiness, and recommendations for future training.)

B. Letter of Transmittal

C. Exercise Objective. (Restated from the exercise LOI.)

D. General Discussion. (Detailed discussion of significant events, lessons learned, and exercise support requirements; findings and conclusions associated with each lesson learned and exercise support deficiencies; and specific recommendations for future training and conduct of exercises.)

ANNEXES: (As required.)

Annex A - Personnel
Annex B - Intelligence
Annex C - Aviation
Annex D - Electronic Warfare
Annex E - Funding Procedures
Annex F - After Action Reports
Annex G - Logistics
Annex H - Public Affairs
Annex I - Civil/Military Operations
Annex J - Range Instructions
Annex K - Communications
Annex L - Operations Security
Annex M - Protocol
Annex N - Maneuver Damage and Environmental Considerations
Annex O - Control Cell Organization
Annex P - Provost Marshal
Annex Q - Engineer
Annex R - Distribution

Figure G-3. Sample After Action Report.

Appendix H
Glossary

Section I. Abbreviations and Acronyms

AAR ..... after-action review
AAV ..... assault amphibious vehicle
ACB ..... air contingency battalion
ACE ..... aviation combat element
AWS ..... Amphibious Warfare School

BLT ..... battalion landing team
BST ..... battle skills test

C^2 ..... command and control
CAS ..... close air support
CATF ..... commander, amphibious task force
CAX ..... combined-arms exercise
CEB ..... combat engineer battalion
CEOI ..... communications-electronic operating instructions
CIFS ..... close-in fire support
CONUS ..... continental United States
CPX ..... command post exercise
CSS ..... combat service support
CSSE ..... combat service support element
CWS ..... combat water survival

EMCON ..... electromagnetic emission control
EXSCHED ..... exercise scheduling

FO ..... forward observer
FRAGO ..... fragmentary order
FSC ..... fire support coordinator
FSCC ..... fire support coordination center
FSCEX ..... fire support coordination exercise
FSMAO ..... field supply and maintenance analysis office
FST ..... field skills training
FTX ..... field training exercise

GCE ..... ground combat element

HF ..... high frequency
HQMC ..... Headquarters, U.S. Marine Corps
H&S ..... headquarters and service

IOC ..... Infantry Officer's Course
ITS ..... individual training standard
ITSS ..... Individual Training Standards System

JOPES ..... Joint Operation Planning and Execution System
JULLS ..... Joint Uniform Lessons Learned System

LAR ..... light armored reconnaissance

MAGTF ..... Marine air-ground task force
MARFORLANT ..... Marine Forces Atlantic
MARFORPAC ..... Marine Forces Pacific
MARFORRES ..... Marine Forces Reserve
MATMEP ..... Maintenance Training Management and Evaluation Program
MCCRE ..... Marine Corps Combat Readiness Exercise
MCCRES ..... Marine Corps Combat Readiness Evaluation System
MCI ..... Marine Corps Institute
MCLLS ... Marine Corps Lessons Learned System
MCO ..... Marine Corps Order
MCTEEP ..... Marine Corps Training, Exercise, and Employment Plan
MDSS ..... MAGTF Deployment Support System
MEDEVAC ..... medical evacuation
MET ..... mission-essential task
METL ..... mission essential task list
MOPP ..... mission-oriented protective posture
MOS ..... military occupational specialty
MOUT .... military operations on urbanized terrain
MPS ..... mission performance standard

NBC ..... nuclear, biological, and chemical
NCO ..... noncommissioned officer
NEO ..... noncombatant evacuation operation
NSFS ..... naval surface fire support

OPFOR ..... opposing forces

PFT ..... physical fitness test
PHIBLEX ..... amphibious landing exercise
PME ..... professional military education
PPO ..... plans, policies, and operations

ROE ..... rules of engagement

SACC ..... supporting arms coordination center
SAT ..... systems approach to training
SAW ..... squad automatic weapon
SLAP ..... sabot, light armor piercing
SMAW ..... shoulder-launched multipurpose assault weapon
SNCO ..... staff noncommissioned officer
SOP ..... standing operating procedure
SORTS .... Status of Resources andTraining System

TACLOG ..... tactical-logistical group
TAP ..... training allowance pool
TDG ..... tactical decision game
TEEC ..... tactical exercise evaluator controller
T/O ..... table of organization
T&R ..... training and readiness
TRANSLANT ..... transatlantic
TRAP ..... tactical recovery of aircraft and personnel

UHF ..... ultrahigh frequency
UJTL ..... Universal Joint Task List
UNTL ..... Universal Naval Task List
USA ..... U.S. Army
USMC ..... United States Marine Corps
UTM ..... unit training management

VHF ..... very high frequency

WSQ ..... water survival qualified

XO ..... executive officer

Section II. Definitions

Terms contained within this glossary are subject to change as applicable orders and directives are revised. Terms established by Marine Corps orders or directives take precedence after definitions found in Joint Pub 1-02, *DOD Dictionary of Military and Associated Terms*.

A

administrative instructions—Component of a training standard that describes the relative amount of simulation involved with the task, conditions, and evaluation criteria in the training environment. If there is no simulation, only pertinent administrative instructions will appear in this component.

after action review—A method of providing feedback to units by involving participants in the training diagnostic process in order to increase and reinforce learning. The AAR leader guides participants in identifying deficiencies and seeking solutions.

alternate training—Training used to avoid lost training time due to unexpected disruption of the scheduled training event. Alternate training should be planned to take place at times when scheduled training cannot be conducted.

analysis survey report—A report that provides information that can be used to improve training and evaluate the structure of an occupation field. The report contains an executive summary, an occupational analysis, and a training analysis. ASRs will be published for specialized skill training and other categories of training for which training standards are developed.

ancillary training—Training which is directive in nature but which should be prioritized below mission-related and formal training requirements when planning.

assessment—An analysis of the effectiveness of a unit, activity, or force.

aviation training and readiness manual—A document that governs training conducted by the training squadrons/elements and tactical squadrons. In addition to flight training, the manual sets forth requirements for training in flight-related fields, such as flight physiology, flight simulators, and flight safety. It standardizes levels of competence required of aircrew and related personnel.

B

battle drill—Actions taken by crews, squads, platoons, and companies that are memorized and executed the same way under every condition.

battle simulations/wargames—Exercises using models of a real battlefield that provide an effective method of training in command and staff functions and operational decision making. They can also be used to drive CPXs.

battle/tactical drills—Exercises designed to prepare a unit or team to perform a tactical technique or procedure through progressive repetition. They are used, principally, to train small units to perform tasks requiring a high degree of teamwork, such as fire and maneuver, actions in danger areas, and counter-ambush techniques.

C

collective training—Training conducted to prepare two or more individuals (crews, teams, squads, platoons, battalions, squadrons, etc.) to accomplish tasks required of the group as an entity.

combined arms exercise—Training exercise which provides live fire training for MAGTF in fire support and coordination.

command post exercise—(1) An exercise in which the forces are simulated, involving the commander, his staff, and communications within and between headquarters (Joint Pub 1-02). (2) A tactical exercise for the command and communications personnel of a unit. The CPX permits leaders at all levels to go through the troop leading and the command and control procedures involved in a tactical operation in the same manner they would in an FEX or in combat.

concurrent training—Scheduled training designed to train groups of Marines simultaneously on different tasks. These tasks may or may not be related. For example, a leader may subdivide the unit at a rifle range into firing orders. Marines who are not firing may train on preliminary marksmanship instructions, target detection, or map reading.

condition—A part of the training standard that describes the equipment, manuals, assistance/supervision special physical demands, environmental conditions, and locations that affect how the Marine performs the task.

correspondence course—Enrollment and study with an educational institution which provides lesson materials prepared in a sequential and logical order for study by a student on his own. When each lesson is completed the student mails, or otherwise makes available to the school, the assigned work for correction, grading, comment, and subject matter guidance by qualified instructors. Corrected assignments are returned immediately to the student. This exchange provides a personalized student-teacher relationship. Correspondence courses vary greatly in scope, level, and length. Some have a few lessons and require only weeks to complete, while others have a hundred or more assignments requiring three or four years of conscientious study.

cross attachment—The exchange of subordinate units between units for a temporary period. Example: A tank battalion detaches a tank company that is subsequently attached to a mechanized infantry battalion, and the mechanized infantry battalion detaches a mechanized company that is then attached to the tank battalion.

cross training—Training conducted to ensure the backup capabilities are provided within the unit in key positions. Crew served weapons, specialized equipment and one of a kind billet/job positions are examples of areas that may require cross training to guarantee continuous functioning at a vital position or on a critical piece of equipment.

E

external influences—Those factors which significantly impact planning for and conducting training, such as tempo of operations or environmental considerations.

F

field exercises—An exercise conducted in the field under simulated war conditions in which troops and armament of one side are actually present, while those of the other side may be imaginary or in outline.

flight training—Training which provides basic flying skills required prior to operational assignment of pilots, navigators, and naval flight officers.

formal training—Training which is directive in nature but which should be prioritized below mission-related training when developing training plans.

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

H

habitual association—The close and continuous relationship established between support elements and the combat units they support; or between combat units which are frequently cross-attached to ensure a mutual understanding of operating procedures and techniques and to increase overall responsiveness.

I

individual training—That type of training a Marine receives, either in the institution/formal school or in the unit/organization environment which prepares an individual to perform specific duties and tasks related to an assigned MOS and duty position.

individual training standard—The standards used to specify individual training proficiency requirements (tasks) that support unit mission performance. They include a task (behavior), conditions, proficiency standards (often steps), and references. ITSs are generally derived from MPSs. ITSs constitute the basis for design, development, implementation, and evaluation of all individual training conducted in units and institutions.

individual training standard system—A document which describes the measure of performance for individual Marines by grade for a specified MOS. They are used to design training programs, to determine measurable proficiencies and to validate MOS/occupational field structure requirements.

initial skill training—That training undertaken by each Marine subsequent to recruit and officer acquisition training to initially qualify for a basic military occupational specialty. This training may be conducted in institutions such as formal schools, or in units as MOJT for enlisted Marines. This subcategory may include training received by those individuals making a lateral move from one occupational field to another.

institutional training—Training, either individual or collective, which is conducted in the formal school and training centers environment utilizing approved programs of instruction. Formal schools in the context of this definition include not only Marine Corps formal schools but those formal schools of the other military services attended by Marines.

J

job performance aids—Clear, concise, step-by-step, action-oriented procedures containing all the information needed for satisfactory completion of specific job tasks or job steps.

M

managed on-the-job training—Training conducted in the unit environment which utilizes a combination of classroom instruction and practical application. The classroom instructor is also the work supervisor of the trainee. Evaluation of the students is based upon the capability to demonstrate specific training standards.

Marine battle skills training/general military subjects training—Training required of all Marines that ensures a high proficiency in certain subjects prescribed by the Commandant of the Marine Corps.

Marine Corps Combat Readiness Evaluation System—A system designed to provide FMF commanders with a comprehensive set of mission performance standards from which training programs can be developed; and through which the efficiency and effectiveness of training can be evaluated.

Marine Corps training exercise and employment plan—Automated software system designed to support planning, execution, and provide visibility of training, exercise and deployment activities throughout the FMF. The system allows FMF commanders

(battalion/squadron) and higher level staffs to plan and project training, exercise, and employment activities to ensure the prudent expenditures of resources (personnel, equipment, and money) while still fulfilling mission requirements. The system standardizes the TEEP format throughout the Marine Corps.

mission essential task—A collective task in which an organization must be proficient in order to accomplish an appropriate portion of its wartime mission(s).

mission essential task list—Descriptive training document which provides units a clear, warfighting-focused description of collective actions necessary to achieve wartime mission proficiency.

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

mission performance standard—Criteria that specify mission and functional area unit proficiency standards for combat, support and combat service support units. They include tasks, conditions, standards, evaluator instruction, and key indicators. MPSs are contained within the MCCRES volumes.

multiechelon training—The simultaneous conduct of different exercises by a unit, or the training of different tasks by elements of the unit. Multiechelon training occurs wherever collective training is being conducted.

O

officer acquisition training—Training leading to a commission as a Marine Corps officer.

opportunity training—Training conducted by section, squad, team, or crew-level leaders which is pre-selected, planned and rehearsed, but not executed until unexpected training time becomes available.

P

performance-oriented training—Training in which learning is accomplished through individual or collective performance of tasks, under specified conditions, until the individual or unit can demonstrate the level of proficiency established by the training standards.

posttest—A test constructed from individual and/or collective training standards that identifies what a trainee has learned as a result of the training program.

practical application—A technique used during an instructional session which permits students to acquire and practice the mental and physical skills necessary to perform successfully one or more learning objectives.

pretest—A test constructed from individual and/or collective training standards that identifies what a Marine needs to learn before beginning a training program.

professional military education—Military education which provides individuals with the skills, knowledge, and understanding that enable them to make sound decisions in progressively more demanding command and staff positions within the national security environment. PME has as its primary theme the employment of combat forces, with strategy being increasingly emphasized at the intermediate, senior, and general/flag officer levels.

R

recruit training—Basic introductory physical conditioning, military skills, and indoctrination given to all newly enlisted Marines.

refly factor—The maximum time between syllabus events requiring a specific skill wherein the unit can expect the average aircrew\MACCS personnel to maintain his acquired level of proficiency.

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

retest—Repeating a posttest following remedial training.

S

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

standard—A part of a training standard that includes the accuracy, time limits, sequencing, quality, product, process, restrictions, etc., that indicate how well a task should be performed.

sustainment training—Training required to maintain the minimum acceptable level of proficiency or capability required to accomplish a training objective.

systems approach to training—An orderly process for analyzing, designing, developing, implementing, and evaluating an instructional program which ensures personnel acquire the knowledge and skills essential for successful job performance. Also called **SAT.**

T

task—A unit of work usually performed over a short period of time which has a specific beginning and ending, can be measured, and is a logical and necessary unit of performance.

terrain exercises/tactical exercises without troops—Exercises where leaders plan a maneuver or deployment of simulated troops on a specific piece of ground. This method permits training personnel to spend a great deal more time with unit leaders than would be possible if the entire unit were present.

training—Instruction and applied exercises for the attainment and retention of skills, knowledge and attitudes required to accomplish military tasks.

training and audiovisual support center—A service facility, normally at a major installation or command, that serves its parent command, tenant units, and other Marine Corps activities. It produces, maintains, controls, and operates all types of training aids, audiovisual equipment, devices, other equipment and training support systems.

training bulletin—The document by which the commander promulgates his short-range training program (i.e., 3-4 months). The scope and size of the bulletin depends on the size of the unit and the goals to be achieved.

training goal—A broad statement of desired individual or collective proficiency with respect to a capability required for mission readiness/accomplishment.

training methods—The techniques, procedures, etc., for the delivery and practice of instruction, e.g., lecture group discussion, role playing.

training outline—Training document which contains all the information needed to conduct a training event.

training plan—Training document that outlines the general plan for the conduct of individual and collective training in an organization for specified periods of time.

training resources—Assets in all appropriation categories (i.e., personnel, money, material, facilities, research, and development) which are sponsored and/or supported by the CG.

training schedule—A document which specifies subjects to be taught, the number of hours to be devoted to each subject, and an outline of the general sequence of instruction. It should include: (1) personnel to be taught; (2) subjects to be taught; (3) instructors for each subject; (4) references; (5) date, time, and place of instruction; (6) uniform and equipment; and (7) administrative instructions. The duration of the document is usually weekly or monthly.

training standard—A measure of collective or individual performance. As a minimum, both collective and individual training standards consist of a task, the condition under which the task is to be performed, and the evaluation criteria which will be used to verify that the task has been performed to a satisfactory level. MPSs, ITSs, aviation syllabus sorties, and aviation maintenance tasks are examples of performance measures used as the basis for Marine Corps training.

training standard operating procedures—A written document used to establish training policies and requirements for the unit that are continuous and permanent in nature. It is one of the key management tools for the unit.

training steps—Steps that must be performed in order to accomplish the training task of a training standard.

U

unit schools—Schools organized and operated within local units, using internal assets, to train and educate unit members.

unit training—Training, either individual or collective, conducted in a unit.

Appendix I
References and Related Publications

JOINT PUBLICATIONS

CJCSM 3500.04, Universal Joint Task List (UJTL)

NAVY PUBLICATIONS

NAVMEDCOMINST 6320.1A, Non-Naval Medical & Dental Care

SECNAVINST 1000.9, Code of Conduct for Members of the Armed Forces of the United States

SECNAVINST 1730.7A, Religious Ministries within the Department of the Navy

SECNAVINST 1740.2D, Solicitation and Conduct of Personal Commercial Affairs

SECNAVINST 5370.2J, Standards of Conduct and Government Ethics

SECNAVINST 6320.8, Credentialing Program (Credential Review Process)

SECNAVNOTE 5300, Human Immunodeficiency, Virus/Acquired Immune Deficiency Syndrome (HIV/Aids) Training Requirements

MARINE CORPS PUBLICATIONS

Fleet Marine Force Manual

FMFM 1, Warfighting

Marine Corps Reference Publication

MCRP 3-0B, How to Conduct Training

Fleet Marine Force Reference Publication

FMFRP 7-15-1, Training for Military Operations on Urbanized Terrain

Marine Corps Orders

MCO 1320.11D, USMC Personnel Sponsorship Program

MCO 1500.51A, Marine Battle Skills Training (MBST) Program

MCO 1500.52A, Marine Combat Water Survival Training (MCWST)

MCO 1510.25C w/C 1, Troop Information Program

MCO 1550.3M, MCI Correspondence

MCO 1553.3, USMC Unit Training Management

MCO 1560.26 w/C 1, USMC Tuition Assistance Program

MCO 1560.27A, Defense Acivity for Non-Traditional Education (DANTES)

MCO 1560.28B, Vet's Educ Asstn Benefits

MCO P1700.24A, Marine Corps Family Service Center Standing Operating Procedure (FSC SOP)

MCO 1700.27 w/C 1, MWR Policy Manual

MCO 1730.6C, Command Religious Program in the USMC

MCO P1741.8C, Government Life Insurance Management

MCO P1741.11B, Survivor Benefits Plan

MCO 3040.4D, Marine Corps Casualty Procedures Manual (MARCORCASPROCMAN)

MCO 3400.3E, NBC Def Readiness & Tng Req

MCO 3501.1D, Marine Corps Combat Readiness Evaluation System

MCO 3574.2H, Marksmanship Tng Indiv Sm Arms

MCO P4600.7C w/C 1-7, USMC Transp Management

MCO P5100.19C w/C 1-7, USMC Traffic Safety Program

MCO P5211.2A w/C 1-2 Erratum C 1-4, The Privacy Act of 1974

MCO 5300.10A, Sexual Harassment

MCO P5300.12 w/C 1-4, USMC Substance Abuse Program

MCO 5330.3D w/c 1, Civilian Employment USMC Personnel

MCO 5390.2D, Leadership Training and Education

MCO P5512.11A w/Erratum, Identification Cards for Members of the Uniformed Services, Their Dependents, and Other Individuals

MCO P5800.8C, Legal Admin Manual (LEGADMINMAN)

MCO 6100.3J, Physical Fitness

MCO 6200.4, USMC Health Prom Prog Semper Fi

MCO P10110.34E, USMC Food Service and Subsistence Prog

MCO 10110.47, Basic Allowance Subsistance (BAS)

MISCELLANEOUS PUBLICATIONS

ALMAR 292/87, Navy Relief

ALMAR 141/94, Team Marine Lesson Plan

ALMAR 149/94, Informal Resolution System (IRS)

ALMAR 340-94, Suicide Prevention

DFAS-KC 7220.45R, Allotments

JAGINST 5800.7C w/C 1-2, Manual of the Judge Advocate General (JAGMAN)

Joint Travel Regulation

Uniform Code of Military Justice

VA Pam 26-4, VA Guaranteed Home Loans for Veterans

VA Pam 26-6, To The Home Buying Verteran

Notes

1. Attributed to LtCol "Chips" Catalone by LtGen Paul K. Van Riper.

2. Attributed to U.S. War Department, Report to the Secretary of War to the President (Government Printing Office, Washington D.C., 1933) p. 21.

3. Gen. Bruce C. Clarke, USA, *Guidelines for the Leader and the Commander* (Harrisburg, PA: Stackpole Books, 1963) p. 43.

4. Major George S. Patton, Jr., "What the World War did for the Cavalry," *Cavalry Journal* (April 1922) p. 167.

5. Clarke, p. 45.

6. FMFM 1, *Warfighting*, p. 46.

7. Theodore Roosevelt, *The Works of Theodore Roosevelt, Memorial Edition* (New York: Scribner's, 1923-1926) p. 140.

☆U.S. GOVERNMENT PRINTING OFFICE:1998-439-408/90214