

Evaluations and Assessments



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FOREWORD

Marine Corps Reference Publication 7-20A.4, *Evaluations and Assessments*, provides guidance for Marine leaders on how to evaluate and assess unit training. It describes the fundamentals of evaluation and how leaders at all levels can better evaluate standards-based training. This publication and the evaluation fundamentals within it complement planning processes described in Marine Corps Tactical Publication 7-20A, *Unit Training Guide*, and the preceding Marine Corps reference publications.

Evaluation is one of the most important steps in unit training management and the Systems Approach to Training and Education process. During this phase, the commander, or unit leader, identifies areas of individual and unit training that need more focused attention. The commander uses standards-based feedback to make cumulative judgments, including the commander's unit readiness assessment, concerning the effectiveness of the training plan and the unit's level of readiness compared to its mission-essential tasks.

This publication has been prepared for use by Marine Corps leaders at all levels. It reflects a time-tested training (evaluation) process developed over decades to improve the overall T&R effort in the Marine Corps. It should be used as a reference for instruction to train leaders how to conduct evaluations.

Marine Corps Reference Publication 7-20A.4 cancels MCTP 8-10A, *Unit Training Management Guide*, dated 25 November 1996, erratum dated 2 May 2016, and change 1, date 4 April 2018; and MCTP 8-10B, *How to Conduct Training*, dated 10 August 2005, erratum dated 2 May 2016, and change 1, dated 4 April 2018.

Reviewed and approved this date.



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CHAPTER 1.

UNIT EVALUATIONS

Marine Corps Reference Publication (MCRP) 7-20A.4, *Evaluations and Assessments*, is a reference publication that defines evaluation and assessments as they relate to unit training design and management. It provides a framework for conducting training evaluations, preparing evaluators to evaluate training, and establishing standard methods for providing evaluation feedback to the unit. Practical application of the contents of this publication will provide the commander with essential information required to make assessments about the training readiness of the unit and the effectiveness of the training plan in contributing to that readiness. This publication builds on evaluation concepts introduced in Marine Corps Tactical Publication (MCTP) 7-20A, *Unit Training Guide*, and complements the reference publications identified in Figure 1-1.

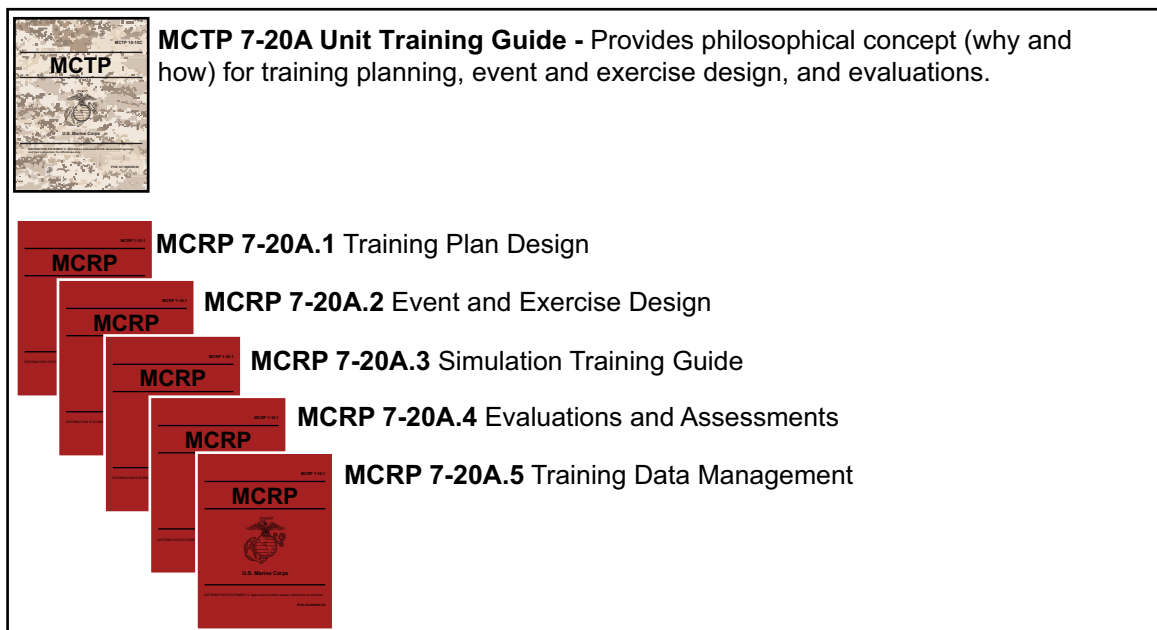


Figure 1-1. Training Publications Hierarchy.

PURPOSE OF EVALUATION

Training evaluation is an objective summary of quantitative and qualitative data gathered about the effectiveness of training. The primary purpose of evaluation is to gain *understanding* of a unit's capabilities in order to make informed *decisions* about the use of training time and resources for *actions* to attain readiness and lethality. Training evaluation data helps the commander

determine whether training and subsequent sustainment is accomplishing its goals and contributing to the unit's mission. It also helps the commander decide how to adjust training and sustainment for greater effectiveness. Evaluation data enables the commander to judge how well the training met the unit readiness requirements in accordance with its mission and how well the Marines mastered the training content. Evaluations reveal valuable information about the training proficiency of individual Marines, the unit, and the training event; they identify unit readiness strengths and weaknesses and keep the unit focused on the unit training plan goals and Marine Corps training and readiness (T&R) standards. Accurate evaluations will help ensure mission accomplishment through focused analysis of the unit's strengths and weaknesses, achieving maximum training benefit and efficient use of resources and time.

Unit commanders must allow sufficient time for coaching, additional practice, and remediation. After-action reviews (AARs), debriefs, and subsequent coaching enhance the learning that occurs during training. Failing to allow for coaching and remediation can negate the full potential of training by reinforcing negative behaviors and actions. During training exercises, and depending on the severity of the deficiency and tactical nature of the problem, it may be necessary to stop the training when a deficiency is identified so it can be immediately corrected (coaching). However, during an evaluation, unless it jeopardizes safety or the entirety of the exercise, the evaluated exercise should be allowed to continue. Deficiencies are to be annotated and included in the debrief and AAR (critiquing), allowing the commander to correct them in future training plans. Commanders should plan appropriate time and resources to allow for remediation.

STANDARDS-BASED TRAINING

Standards-based training is the use of common procedures and uniform operational methods to create common training objectives across the Marine Corps. As described in MCTP 7-20A, individual and collective T&R events establish common actions, conditions, and performance standards for each military occupational specialty (MOS) and unit. All training must conform to these standards. Using training standards allows Marines and units across the Marine Corps to train and operate from a common foundational perspective.

A command evaluation program must be designed to evaluate both individual and unit training, measure the quality of the unit's training program, and the quality of the training. The unit's mission-essential task list (METL) represents the readiness objectives that form the desired training plan outcome. Individual and collective T&R events represent the means of progressively attaining each mission-essential task (MET). The effectiveness of training is determined against the T&R standards evaluated by the training leader and the Marines conducting the training. Commanders and unit leaders use the T&R standards to design a training plan that achieves MET-based readiness objectives and evaluate the effectiveness of the unit's training programs.

INDIVIDUAL AND COLLECTIVE TRAINING

Evaluating individual, leader, and unit standards is central to 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 the training is performed in accordance with T&R standards. Individual training should be evaluated at every reasonable opportunity during training to ensure that a Marine's professional development supports unit mission requirements. Unit standards are measured against T&R standards mapped directly to the unit METL. A formal evaluation must be scheduled early enough in the unit's predeployment preparation to allow for remediation training. Just as unit training should replicate battlespace conditions to the greatest extent possible, the evaluation conditions should also seek to replicate anticipated battlespace conditions. The evaluation should be conducted in a setting simulating operational conditions to the greatest extent possible to provide feedback on the unit's home-station training and to help determine combat readiness. The evaluation feedback is used to shape future unit training requirements and to provide immediate feedback to shape future training for units and Marines.

Individual Training Standards

An individual's ability to perform certain tasks affects the unit's ability to accomplish its objectives. Individual training should be evaluated during both individual and unit training events. Individual training events are measured against individual-level T&R standards in the applicable T&R manual. These standards must be debriefed at the small-unit leader level every time they are performed.

Collective Training Standards

Results of unit evaluations are used to inform the leader of noted deficiencies and corrections that need to be made to individual and unit plans. Collective training events are evaluated against collective T&R-level standards in the applicable T&R manual. Small-unit leader debriefs during these evolutions shape follow-on AARs and debriefs.

QUALITY OF A UNIT'S TRAINING PROGRAM

The unit training program is continuously assessed to ensure that the overall quality of the training is achieving its desired intent and is in compliance with command goals and objectives. A progressive training plan builds from individual to unit training. Individual training can be considered/conducted during collective training events; unit training should be progressively more complex and realistic. Home-station training should culminate with a combined arms Marine air-ground task force exercise, such as the Marine Corps combat readiness evaluation (MCCRE) or service-level training exercise (SLTE). The purpose of the culminating exercise is to evaluate the unit against its readiness objectives determined by the unit METL and associated T&R standards. The evaluation should be conducted with enough time that remediation and retraining can be conducted before a deployment.

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 design and management procedures. It may create long-term changes to programs and shape future command training guidance.

EFFECTIVENESS OF TRAINING

The effectiveness of training is assessed through standards-based evaluations that determine how well the training audience meets or exceeds the established T&R standard. Evaluations examine whether training standards were met, whether the training was adequately prepared and conducted, and how efficiently allocated resources were used. An evaluation results in immediate feedback to the training leader that helps them review and refine, if necessary, the unit training plan. Evaluations also serve to shape future command training guidance. When evaluating the training leader's conduct of training, the evaluator should review the leader's presentation, practice, performance, planning, and preparation. The training leader's preparation should be evaluated based on the following indicators observed during the training.

- The leader was proficient, organized, confident, and enthusiastic.
- The leader was given adequate guidance, resources, references, and time to prepare.
- The leader used equipment and support materials effectively.
- The Marines executing training were present with the correct and serviceable weapons, uniforms, and equipment.
- The Marines possessed requisite preliminary knowledge.
- The training area, site, or facilities were adequately prepared for training to be conducted.
- The training site afforded maximum freedom from distractions.
- The training was METL/T&R standards-based.

Immediate feedback will allow the unit leader to understand what additional training is required to further develop the proficiency of their Marines. Evaluating the training and training quality will help leaders shape future command training guidance.

CONTINUAL PROCESS

Evaluating and assessing must be a continual process at all echelons of command. Continual assessments with regularly scheduled formal evaluations provide leaders with current information regarding a unit's state of training readiness to perform designated tasks. Commanders routinely assess their plans and allocate resources based on their assessment of what their training focus needs to be to ensure they are mission-focused and that they build toward combat readiness. Higher headquarters are responsible to evaluate their own training plans and resources and those of

subordinate units to ensure that the plans are synchronized and mutually supporting. Individuals and units must be routinely evaluated (daily/weekly) as they conduct routine training and/or perform daily missions. Leaders should never miss an opportunity to conduct, evaluate, and debrief training. Leaders must routinely evaluate the execution of training and provide feedback to the chain of command, personnel planning the training, and most importantly those conducting the training. The quality of training (training plans, process, and instruction) must never be overlooked.

METHODS

The desired methods of conducting evaluations are as follows:

- Intentionally design training to achieve specific outcomes to be evaluated.
- Assess the effectiveness of training continuously; schedule and conduct formal evaluations as part of the training plan; adjust the training plan as required.
- Evaluate training by using the published T&R event standards.
- Reinforce training with debriefs and AARs.
- Plan for, and conduct, remediation training if necessary.

CHAPTER 2.

THE COMMANDER'S ASSESSMENT

The commander's assessments and formal evaluations work hand-in-hand to ensure that the unit training is effective. Evaluations are formal, planned benchmarks in a unit's training plan that provide valuable, standards-based data to allow the commander to make a quantitative judgment about the status of the unit's combat readiness. Assessments are a continuous judgment of whether the unit has achieved the desired level of proficiency and readiness through training, based on formal and informal processes of considering all available data and commander's intuition. Evaluations are based on the tasks, conditions, and standards articulated in the T&R manuals. The intent of the T&R manual is to set objective measures that identify mastery of a task.

DIFFERENCE BETWEEN EVALUATION AND ASSESSMENT

There is an important distinction between evaluation and assessment. Evaluation measures how well a Marine, leader, or unit performs an individual or collective task. Ground and aviation T&R manuals designate specific evaluation coded (E-coded) collective training events to be evaluated. Evaluations are not solely relegated to E-coded events. The unit's METs comprise select E-coded events; thus, evaluations from these events are used in the commander's unit readiness assessment.

By contrast, assessment is a judgment of the overall effectiveness of a unit or individual's capabilities during training or operations. Because an exercise typically includes numerous individual and collective T&R events, evaluations are made at multiple points. While E-coded events are the irreducible minimum requirements, commanders must ensure that supporting (non-E-coded) T&R events are considered and evaluated to ensure the unit is able to perform to standard.

FEEDBACK DATA

Upon completion of a training event, feedback data is collected and analyzed to help shape the commander's unit assessment. This feedback includes ratings that evaluators assign to T&R events, as well as evaluator comments and AAR inputs. The commander's assessment of unit

readiness as a result of unit training compares the organization's current level of training proficiency with the desired level of combat proficiency. The unit commander and leaders then determine how to improve future training by considering the following questions:

- What must the unit be able to do?
- What can the unit do now?
- How can shortfalls be corrected, and strengths maintained?

CONTINUAL ASSESSMENT

Between formal evaluations, the commander must continually assess individual and unit training to determine whether the unit's training plan will achieve the desired readiness state. The commander's assessment compares the unit's current level of proficiency, identified by observing training and reviewing all available evaluations, with the desired level of warfighting proficiency. Training is then remediated and schedules modified as required.

CHAPTER 3.

EVALUATION METHODOLOGY

Commanders at all levels should base their judgment of individual and unit training proficiency on both personal observations and standards-based evaluations as articulated in the T&R manual. In addition to planning responsibilities outlined in MCRP 7-20A.2, *Event and Exercise Design*, the exercise director ensures that evaluators are adequately prepared for their task; the exercise commander ensures evaluation and exercise plans allow the exercise to meet all evaluation criteria as described in Appendix B. Appendix A provides a checklist for the evaluation cadre to use in preparation for conducting a formal unit evaluation.

Leaders at all levels continuously assess the training of their Marines and the unit; they must maintain constant awareness of their Marines' capabilities so they can lead properly, conduct mission-focused, standards-based training, and effectively coach and critique during training.

The two types of standards-based evaluations include informal and formal evaluations. Informal evaluations are the continuous assessments typically performed by the unit and training leaders within the unit conducting the training. For example, the squad leader continuously assesses the training status of their squad and the individuals within the squad. Formal evaluations are conducted at regular planned intervals and typically performed by unit and training leaders outside the unit conducting the training. Formal evaluations are typically organized and orchestrated by the next higher echelon. Throughout any evaluation, the evaluator does not influence or interfere with the execution of the training. Evaluators only record the unit actions and report results.

EVALUATION BY HIGHER HEADQUARTERS

The Marine Corps mandates several kinds of training evaluations at regular intervals. This allows leadership at various levels to assess Fleet Marine Force readiness and how well Marines and units are prepared to perform their missions. At the unit-level, leaders use the results to determine unit strengths and weaknesses and recommend changes to future training. These evaluations may include:

- MCCRE (see MCO 3501.1_, *Marine Corps Combat Readiness Evaluation*).
- SLTE (see MCO 3500.11_, *Service-level Training Exercise Program*).
- Marine Expeditionary Unit Certification Exercise.

READINESS EVALUATION

To evaluate the readiness of subordinate leaders, Marines, and units, leaders gather information on individual and collective proficiency. This information is used as feedback to correct identified training deficiencies (gaps). Once a gap is identified, the training plan can be modified to address it. Evaluations also produce information that commanders at all echelons use to coach their subordinate leaders and better prepare them for their readiness requirements.

Standards-based evaluations generally follow the below sequence:

- Establish the conditions (T&R standards).
- Restate the actions, conditions, and performance standards.
- Observe and evaluate.
- Coach and critique.
- Record the results.
- Report the results.

Evaluations conducted by battalion/squadron and higher echelons should address the following:

- Unit training objectives and the training plan.
- Staff and subordinate unit proficiency.
- Integration and conduct of combined arms and multi-domain training.
- Individual/collective progressive training approach.
- Training that incorporates combat attachments and units in direct or general support.
- Utilization of all available live, virtual, and constructive training enablers.

Evaluations conducted by the company and below should address the following:

- 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.
- Utilization of all available live, virtual, and constructive training enablers.

CHAPTER 4.

EVALUATING TRAINING RESULTS

The main purpose of evaluating training is to gain knowledge about whether that training, and the training plan as a whole, has achieved its combat readiness objectives. Analyzing the training is intended to considerably improve the effect and outcome of future training.

The exercise director and the tactical exercise commander (TEC) work together to provide an evaluation of the training results to the unit as soon as possible after completion of the exercise. Initial training evaluation results come from testing individual and unit training—this is one of the most important indicators of the success of the training. Debriefs and AARs are important tools for providing evaluation feedback to the training audience and generating learning as a result of training.

CONDUCT DEBRIEFS AND AFTER-ACTION REVIEWS

The purpose of debriefs and AARs is to provide feedback based on the evaluators' observations to Marines and units about their training performance to ensure that learning occurs. The goal is to ensure that change occurs and that desired behaviors are produced in future training. Debriefs and AARs should be discussions between the evaluated Marines or unit and the evaluators to review what happened, why it happened, and how future performance can be improved. It is important that units designate time and a location in the training schedule for these feedback mechanisms to occur (see Appendix F).

Achieving T&R performance standards in training is fundamental to ensuring that learning occurs, and that key knowledge, skills, and attitudes (KSAs) are produced. The leader conducting training sets the conditions for learning, assesses the readiness of the Marines, and draws out required corrective KSAs.

DEBRIEF

Immediate feedback is typically provided in informal, verbal debriefs. Event debriefs provide immediate feedback between the unit and the evaluators. Debriefs should be a discussion between the unit leadership, unit participants, and the evaluator. The evaluator discusses observations of the Marines' tactical and technical proficiencies as well as their cognitive adaptability. Debriefing is the process of reviewing, analyzing and discussing the performance of a task to facilitate growth

and improvement. The evaluator guides the discussion based on observed performance; the units' Marines describe their decision-making processes and other conditions that contributed to their performance. By analyzing and discussing the event, Marine participants solidify tactical knowledge, engage in group problem solving, and begin the work to improve future performance. A meaningful debrief is a key component that links effectiveness across a specific learning continuum—this can include a training plan, syllabus, or entire curriculum. The debrief is also the venue by which leaders emphasize key learning points and relate them to the learners' experience, thereby fostering memorable and effective results.

The debrief targets the T&R event or performance standards to assess whether training objectives have been attained and promote competency and capacity growth over time. Debriefs focused on T&R standards capture the essence of the learning continuum of the training event. Debriefs at the small-unit level allow junior officers and enlisted leaders to demonstrate, coach, and mentor their Marines on “what right looks like” and avoid future training mishaps. Furthermore, debriefs enable Marines to directly participate in their own learning while fostering *esprit de corps*, meaningful readiness, and improved lethality. Debriefs based on T&R standards foster reflection regarding how to better achieve the standard in future training—when the learning or training context is changed, even if the standard was met.

Debriefing requires a skilled facilitator to maximize the learning benefit for Marines, and these skills should be consistently developed and reinforced at the lowest levels of leadership. All Marines must learn how to conduct a debrief. Marines should actively seek this responsibility given appropriate guidance, experience, and preparation. As Marines grow in experience, ability, and level of responsibility, they can master the ability to facilitate learning by honing their debriefing skills—ultimately conducting evaluations at events such as MCCRE, SLTE, or advanced MOS courses. Regardless of training event type or participant scope, all debriefs must focus on the mission, commander's intent, and the T&R and performance standards.

Debriefs provide the training audience with valuable information so they understand what and how well they performed during the training event. Evaluators can then make comments and recommendations to help the unit shape future training (see Appendix F).

AFTER-ACTION REVIEW

An AAR is a *formal critique* conducted by unit leadership with evaluators and event controllers (as necessary) at the end of training exercises. It is based on observations made by the leaders, Marines, and evaluators during training planning and execution. An AAR should be conducted at all levels and center on the unit training objectives, defined by the METL and T&R events conducted during the event, and the unit's ability to achieve the standards associated with those events. The evaluators drive the discussion and address best practices and trends that affected unit performance based on the evaluators' observations and data from event debriefs (see Appendix G).

Each AAR topic includes a recommendation to sustain observed practices and procedures, or ways to improve practices and procedures that resulted in detrimental performance. Findings and recommendations identified in the AAR shape the commander's T&R assessments in the Defense Readiness Reporting System. Leaders also use this information to shape future training to improve individual and unit performance, develop qualified trainers, and improve the quality of training. Evaluation results may affect unit training goals as well as training guidance and standing operating procedures (SOP). Marine Corps-wide evaluation results may affect changes to doctrine, equipment, force structure, literature, and training aids. Appendix F provides a basic guide to building an AAR.

CAUSES OF TRAINING FAILURE

Training is a leadership competency. All Marine leaders must master the techniques of how to properly design, develop, conduct and evaluate unit training. The most difficult part of the evaluation phase is to correctly identify the cause of a training problem identified in the AAR. Unit leaders must be attuned to the many potential causes of training failure so they can make the appropriate correction to the training and conduct effective training remediation. The training evaluation report and feedback from Marines provide information on possible causes of training problems. Usually, failure during performance can be attributed to one of the following factors:

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

Individual Failure

One possible cause for failure is the inability of a Marine to perform certain tasks required to accomplish the objective. The Marine may have a skill deficiency or may have misunderstood directions. Marines unable to identify why they fell short of meeting the standard may lack of sufficient knowledge; Marines able to identify why they fell short may indicate a skill deficiency. An excellent training leader will help Marines assess themselves and draw out their own the points of failure and corrective actions.

Other possible causes for individual failure are lack of motivation or personal stress. Some Marines do not pay attention, fall asleep during the activities or events, allow personal problems to affect their priorities, or just do not have the correct attitude. For example, a Marine going through a divorce may have been distracted during instruction for applying the proper windage or elevation hold after zeroing the weapon and, as a result, never fully understood the procedure. Training failures may have nothing to do with the training itself; they may be attributed to the Marine.

Unit Failure

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

Team failure can also be caused by the substandard performance of an individual on the team. If the driver of a crash vehicle does not choose the correct firefighting agent, the pilot may not be successfully rescued.

Unit failure may be caused by a lack of leadership. The team will not perform to standard if the team leader cannot understand the intent of the training, is unable to make decisions quickly, or is unable to communicate decisions clearly.

Trainer Failure

If the trainer does not have sufficient knowledge about the subject matter to teach it, his/her lack of knowledge could cause the students' performance failure. This frequently occurs during a shortage of qualified personnel or if one trainer must fill in for another trainer without enough time to prepare. If the trainer does not have an appropriate amount of knowledge to teach the subject, Marines will not be trained properly.

Some trainers are knowledgeable in the subject matter but lack proper instructional techniques; subsequently they may be unable to provide proper instruction. Good instructors know there is more to the art of instruction than simply regurgitating information. There may also be instances where trainers lack motivation. A trainer's lack of motivation can seriously degrade the training of individuals and units. Ultimately, the trainer must be intimately familiar with and comfortable delivering the training materials. The trainer must devote requisite time toward preparation to ensure the training is conducted effectively.

Training Program Failure

Marines may fail because of inadequate training. Deficiencies in training materials are a common cause of failure. Marines cannot be expected to pass training proficiency evaluations if important information is poorly planned, omitted, inaccurate or poorly communicated. To determine whether a training program failure exists, trainers must ask the following questions:

- How was the instruction given?
- How were evaluations conducted?
- Were all required resources available?
- Were all instructional personnel present and sufficient in numbers?
- Was the evaluation conducted in a reasonable time after instruction or training was conducted?

LEARNING FROM FAILURE

A properly conducted evaluation should provide the leader with the information necessary to make changes in training that will improve the effectiveness of the unit. A well-organized and standards-based evaluation of training benefits enhances learning for participants. Evaluations also ensure that limited training resources and time are used wisely. The use of debriefs or a properly conducted and formatted AAR will provide the unit with the information needed to modify or create future training events/exercises (see Appendix F).

CHAPTER 5.

EVALUATORS

The commander must select qualified evaluators and train them to ensure standardization of evaluative data. For a formal evaluation, evaluator selection and training may be delegated to an exercise director. This data is then used by the commander to assess/adjust the unit training plan. The Marine Corps also uses training data to determine unit readiness and ensure Fleet Marine Force training is properly supported and resourced. Evaluators are responsible to observe the performance of the unit being evaluated, maintain the flow of the evaluation exercise, record the evaluation of the unit's performance, and debrief the evaluation.

Evaluator training is usually conducted by the senior evaluator, together with the exercise director responsible for conducting the exercise evaluation. Additional guidance for evaluators may also be appropriate and should be issued by the exercise commander or the commander's representative prior to the start of the evaluation. Appendix C provides guidance for conducting evaluator training.

To evaluate training effectively, evaluators must—

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

Evaluators must also—

- Be equal (or senior) in rank and position to the leader(s) being evaluated; unit commanders should evaluate unit commanders, company commanders and platoon leaders should evaluate platoon leaders, etc.
- Be proficient in the tasks evaluated.
- Use the same movement techniques as the unit(s) being evaluated.
- Be familiar with the tactics and SOPs of the unit(s) being evaluated.
- Wear the same uniform as the evaluated unit(s).
- Know how to conduct a debrief and an AAR.
- Know how, and when, to coach and critique (see Appendix D).

EVALUATOR CADRE

Informal (internal) evaluations are performed by leaders of the unit conducting the training; these are either scheduled or unscheduled (conducted as time is available). Formal evaluations, such as SLTE or MCCRE, are performed by evaluators sourced from outside the unit that is being evaluated. External evaluations are typically conducted by the next higher echelon, peer (adjacent) unit leaders, or a designated evaluation agency.

The evaluator cadre consists of those Marines selected by the exercise director to control, evaluate, and debrief the training. External subject matter experts are requested from adjacent units and higher headquarters based on experience or certifications to augment the evaluator cadre when T&R standards require specific expertise, such as joint tactical air controller evaluators or command and control systems operators.

Evaluators must be tactically and technically proficient in the tasks they evaluate. Evaluators should come from similar units and have current or previous experience in the same duty positions as the personnel they will evaluate. Ideally, evaluators will have held an equivalent operational billet and have previous evaluation experience. An assignment to evaluate a unit allows evaluators to gain valuable experience and helps broaden the evaluator's experience base. Evaluators must also be proficient in training and evaluation techniques and must be provided all pertinent information about the unit to be evaluated.

The evaluator cadre should include an adequate amount of personnel, assorted ranks, and various MOSs to support multi-echelon training. Evaluator success relies on early identification and preparation. Evaluator training should be conducted as early in the training cycle as possible to take advantage of experienced personnel prior to their transfer out of the unit. Appendix B outlines the organization of the evaluation cadre.

EVALUATOR REQUIREMENTS

Training and Preparation

The exercise commander and exercise director establish the organization of the evaluator cadre and procedures for evaluating individual and unit performance. Based on the local environment, weather, or other factors, the exercise director and senior evaluator may provide additional guidance for evaluators prior to the start of the evaluation. Evaluator success relies on early identification and preparation. Evaluator training should be conducted as early in the training cycle as possible. Units should schedule training events as necessary to ensure a sufficient number of unit evaluators are available. Training support centers are available to help units with initial instruction and to teach, coach, and mentor during execution of evaluator duties.

Leveling is conducted to familiarize evaluators with the evaluation plan. The senior evaluator ensures all evaluators have a clear understanding on the conduct of the evaluation. Leveling will provide each evaluator with necessary resources, a brief or explanation of the training event, and

an opportunity to gain a better understanding of the evaluation plan methodology. Evaluators should be provided sufficient time to review references, T&R standards, unit SOPs, and evaluation forms.

Calibration is conducted after evaluators have a foundational understanding of the plan. The senior evaluator ensures evaluators base their evaluations in a consistent manner for the training event or exercise. The use of a vignette or mental model allows evaluators to practice recording evaluation results. Calibration provides evaluators with a common look or example using scenarios, followed by an explanation and discussion of the linkage between the initial performance rating by evaluators and actual performance observed. The goal of calibration is to provide a baseline evaluator cadre's perspective to ensure accurate reflection of performance throughout the evaluation.

Observing

To effectively observe unit performance, the evaluator must—

- Determine the T&R standards to be evaluated.
- Be proficient in the tasks to be evaluated.
- Be familiar with the tactical and field SOPs for the units being evaluated.

Evaluators familiarize themselves with unit mission, METs, and T&R tasks and associated tasks to be evaluated. Understanding the unit SOPs and schemes of maneuver ensures evaluators are in the best physical location to safely observe the unit performing the task. Evaluators must not be a distraction during the unit's performance.

Evaluation forms guide evaluators as they observe a task being executed. Evaluators' familiarity with these forms, proficiency in the tasks, and operational and evaluation experience amplify their ability to observe and evaluate unit performance of the T&R event tasks and subcomponents.

Recording

To effectively record an evaluation, the evaluator must—

- Be familiar with the evaluation procedures.
- Be familiar with the evaluation tools.
- Be familiar with information technology systems used to record and manage evaluation data.

Evaluators must understand the rating scales for evaluating unit performance. The evaluator training must ensure that the evaluators are familiar with the meaning behind each point on the scale and able to objectively measure unit performance (see Appendix E).

Evaluators must also capture key details in a word picture that provides sufficient context to explain the rating for the task. Key details include contextual factors (location, weather, time, terrain) and information revealed during debriefs that impact the unit's task execution and justifies the evaluation score.

Training completion is only recorded in the training management system if the T&R standard is achieved. When the standard is not achieved, the training leader recommends remediation training to facilitate standard attainment after a sufficient period of student reflection and retraining. The completion of a training event must never be recorded until the T&R standard is achieved during a training period designed for that purpose. Just because training was conducted does not mean that required levels of mastery were attained.

Debrief

The purpose of the debrief is to provide immediate feedback to the unit about their performance. To effectively debrief the evaluation, the evaluator must—

- Understand their critique and AAR responsibilities.
- Communicate evaluation topics in terms of observation (what happened), description (why it happened), and recommendation (how to improve future performance) in comparison to T&R standards.

Debriefs provide immediate feedback from the evaluators to the unit. Debriefs should be a discussion between the unit's Marines and the evaluator. The evaluator guides the discussion based on observed performance; the unit's Marines describe their decision-making processes and other conditions that contributed to their performance.

Debriefs provide evaluators with valuable information to make an informed rating of event performance. Evaluators can then make comments and recommendations to help the unit continue improving.

An AAR is typically conducted at the end of the training exercise between the unit leadership, evaluators, and event controllers (as necessary). The AAR topics should address best practices and trends that affected unit performance based on the evaluators' observations and data from event debriefs. Appendix F provides sample AAR procedures.

Each AAR topic includes a recommendation to sustain observed practices and procedures, or ways to improve practices and procedures that resulted in substandard performance.

CHAPTER 6.

IMPLEMENT AND DOCUMENT

To this point, this publication has described planning for training. The planning phases (analyze, design, and develop) set the foundation for conducting training and for individual Marines and the unit to achieve the desired levels of readiness. This preparation requires significant time, energy, and coordination from and between the unit and external agencies to ensure the training effectively and efficiently prepares the unit to achieve its readiness benchmarks. The *implement* phase, complemented by processes to document individual and unit training, puts these well-crafted plans into action.

IMPLEMENT

The commander's confirmation brief marks the transition from planning phases (analyze, design, and develop) to execution of the training event or exercise. The exercise designer transitions to a support role in the tactical exercise control group (TECG). The planning cell transitions to executing support plans, specifically in staging resources and personnel.

Unit leaders ensure their Marines are prepared to execute the training. Marines receive safety briefs, are familiarized with unit SOPs, and conduct drills. Leaders brief their Marines on the training to ensure the Marines understand what will occur and what is expected of them. Before briefing their Marines on what will be expected of them, unit leaders and training leaders must be proficient in and thoroughly understand the tasks expected of the unit, and be prepared to lead the Marines through the execution. Before beginning a training event or exercise, Marines should understand the training purpose and conditions, applicable tasks and standards, and the anticipated or desired outcome of the training. Briefs should also include a general concept of operations, equipment and gear requirements, resources for individual pre-execution preparation, and any logistical or administrative constraints.

Conducting the event or exercise involves providing the training to the participants and evaluating performance relative to the training objectives. The event or exercise is conducted in accordance with the schedule, including staff exercises, unit exercises, field training exercises, drills, and individual training. Trainers and leaders brief Marines prior to conducting individual drills, or at the start of each day for a unit exercise. As necessary, the unit may conduct war games or rehearse to validate their planning. Debriefs are conducted immediately following execution of drills or at the end of each day for unit exercises. Both briefs and debriefs should focus on the desired standards for the event or period discussed. As required, the unit remediates training to correct deficiencies.

DOCUMENT

Documenting training outcomes, including both the training and performance evaluations, is critical to the progression of individual Marines and the unit, as explained in MCRP 7-20A.5, *Training Data Management*. Documenting outcomes ensures individual Marines and units receive timely feedback about their training event or exercise performance. Documentation formats, such as performance evaluation checklists (PECLs) and AARs are common formal methods of recording training outcomes and lessons learned throughout the training continuum. Units also record their planning by creating support plans, letters of instruction, confirmation briefs, and risk assessments. As training progresses, units return to these documents to identify causes of training gaps or deficiencies, draw upon best practices, and improve their future unit-training management practices. The unit commander uses the total picture of evaluation feedback, event documentation, and personal observations to assess the unit's readiness and the effectiveness of the training.

APPENDIX A.

CHECKLIST FOR CONDUCTING FORMAL UNIT EVALUATIONS

This enclosure contains an evaluation checklist to be used in the preparation for, and conduct of, a unit training evaluation utilizing the Marine Corps T&R Program. It is designed to provide the evaluator team a library of potential tasks that may be conducted to ensure effective and standardized training evaluations. The evaluator is encouraged to use this checklist as a recommendation of things to consider when evaluating the unit. The situation dictates; not all items on this checklist apply to every exercise. The evaluator is cautioned not to use the checklist with a rote “check the box” mentality. Although intended for use with formal evaluations, the general guidelines provided below can be used by unit leaders when conducting informal evaluations.

REQUIRE TASKS IN EVALUATION

Plan and Prepare for Evaluation

Subordinate commanders/staff members perform required actions at the direction and under supervision of the exercise commander. Tasks to consider include the following:

- Deploying units are scheduled for formal evaluation at the proper point in their pre-deployment training cycle.
- The responsible command for the conduct of the evaluation publishes a tentative evaluation schedule by fiscal year.
- An evaluation exercise director is designated for each evaluation.
- Evaluation purpose and objectives align with the unit mission and METL and then published.
- Coordination with internal and external commands or agencies is affected as required.
- Letter of instruction (LOI) is published by the exercise director delineating responsibilities of the various elements participating in the evaluation.
- Tactical exercise commander and a staff TECG are designated to operate as the central control agency for the evaluation.
- Evaluators are selected and assigned.
- Exercise scenario is prescribed by the exercise director to accomplish the evaluation objectives as prescribed in the LOI.
- Required training areas, airspace, aggressor forces, and other necessary support for the evaluation are identified and scheduled.

- Exercise planning conferences are conducted to develop the detailed exercise scenario.
 - ♦ Scenario includes events that will ensure all collective training events identified in the LOI are fully evaluated.
 - ♦ The TEC and TECG develop, coordinate, and manage a master events list which meets the evaluation requirements of the LOI.
- Appropriate evaluator training is planned, organized, and conducted.
- Evaluators attend evaluator training conducted under the cognizance of the exercise director.
 - ♦ Evaluators know what tasks they are responsible for evaluating.
 - ♦ Evaluators have reviewed doctrinal references for respective tasks and have familiarized themselves with unit SOPs.
 - ♦ Evaluators demonstrate a clear understanding of the exercise scenario.
 - ♦ Evaluators provided required collective training events with fully developed performance evaluation checklists.
 - ♦ Evaluators understand interrelated actions required in their roles as evaluators, umpires, and controllers.

Evaluation Letter of Instruction

The LOI addresses the following items:

- Unit(s) to be evaluated.
- Unit METs/METL events to be evaluated.
- Evaluation dates and times.
- Identification of the TEC.
- Unit(s) identified to provide the TECG staffing.
- Unit(s) identified to provide aggressor support and type/amount of support.
- Identification of the senior evaluator.
- Unit(s) identified to provide evaluator support and the amount of support required.
- Task organization of the evaluated unit, as required.
- Unit(s)/agency(ies) tasked to provide other types of support (i.e., communications, motor transportation, aviation).
- Coordinating instructions, to include schedule for evaluator training, evaluators debrief, and evaluated unit debrief.
- Operational risk management.

Conduct Post-Evaluation Actions

Subordinate commanders/staff members perform required actions at the direction and under the supervision of the exercise commander.

- Evaluation data from individual evaluators is compiled, consolidated, and analyzed.
- Consolidated evaluation results are reviewed and analyzed at the evaluator debrief.
- Detailed debrief is prepared and provided to the evaluated unit/unit commander.

- Evaluation report is prepared and forwarded with a copy of evaluation LOI to the exercise director in a timely manner.
- Information copies of the evaluation report are distributed to the headquarters of all attached supporting elements also evaluated during the exercise.
- Evaluation report is reviewed, endorsed, and forwarded to the appropriate commander (evaluated unit, major subordinate element, major subordinate command and Marine expeditionary force [MEF]) within 15 working days of completing the evaluation.
- Training deficiencies identified through the evaluation are utilized as a basis for training remediation and training plan modification by the unit commander to improve unit T&R.
- Training discrepancies are corrected at the lowest possible level in the chain of command.
- Implications or issues for respective T&R manual identified to Commanding General, Training and Education Command.
- Implications or issues for respective doctrinal shortfalls identified to Commanding General, Training and Education Command.

APPENDIX B.

TRAINING CADRE ORGANIZATION

The following are the critical positions charged with forming and conducting a formal evaluation:

- Exercise commander.
- Exercise director.
- Tactical exercise commander.
- TCEG.
- Senior evaluator.
- Evaluators.

A fully staffed training cadre will typically be sourced from outside the evaluated unit to facilitate exercises for formal evaluation of unit training readiness, such as MCCRE and SLTE. Evaluations for unit-level training events may only employ a small team of local evaluators to document event proficiency.

EXERCISE COMMANDER

The MEF commanding general, or their appointee, will designate the exercise commander role unless this authority is delegated to the respective commander of the division, air wing, or logistics group or their appointed major subordinate command MCCRE manager. The exercise commander is responsible for the conduct of a formal evaluation exercise. Responsibilities and functions of the exercise commander include—

- Designating the unit(s) to be evaluated.
- Establishing schedules and providing resources.
- Designating the exercise director.
- Prescribing exercise objectives and desired T&R events to be evaluated, as appropriate.
- Reviewing and publishing results in the Marine Corps Training Information Management (MCTIMS) Module.
- Coordinating with commands or agencies external to the Marine Corps and adjacent Marine Corps commands, as required.
- Implementing quality control over the exercise, to ensure the exercises of subordinate units are reported as per MCO 3501.1E.

EXERCISE DIRECTOR

The exercise director is designated by the exercise commander to prepare for, ensure the conduct of, and report all evaluations. Responsibilities and functions of the exercise director include—

- Publishing an LOI delineating the master scenario event list (MSEL) events associated with the unit's METL to be evaluated, timeframe of the exercise, and responsibilities of various elements participating in the exercise, remediation, follow-on evaluations, and coordinating instructions.
- Providing a copy of the exercise LOI to the exercise commander at least 15 days prior to the exercise date.
- Designating the TEC to operate as the exercise control authority for the evaluation.
- Assigning evaluators, to include the senior evaluator, and ensuring evaluator training is planned and conducted.
- Prescribing the general exercise scenario, taking into account any objectives/scenario events prescribed by the exercise commander.
- Ensuring the scenario reflects the evaluated unit commander's training program goals and objectives.
- Arranging for training areas, airspace, aggressor forces, and other required support.
- Supervising the evaluation as required, compiling and analyzing the data, and submitting the final report to the exercise commander.
- Keeping the exercise commander apprised of the evaluation.
- Prescribing exercise objectives and desired scenarios, tasks, or events.
- Coordinating with external commands or agencies to support the evaluation, when required.
- Evaluating the execution of exercises based on the unit METs and T&R standards.
- Affecting corrective action for deficiencies identified during the exercise, which are beyond the subordinate commander's capability to resolve.

TACTICAL EXERCISE COMMANDER

The TEC is responsible to the exercise director for ensuring the exercise is conducted following the instructions contained in the published LOI. This reference publication, the MSEL events, and in support of the unit's METL and any other directions prescribed by the exercise director. Based on a review/analysis of information/data provided by the senior evaluator, the TEC identifies trends, strengths, and weaknesses of the unit's performance and provides a final report to the exercise director and unit commander per instructions.

TACTICAL EXERCISE CONTROL GROUP

The exercise director will establish a nucleus TECG to provide continuity for evaluations across the command. The responsibilities and functions of the TECG include—

- Developing a detailed exercise scenario and MSELs that provide exercise objectives and events prescribed by the EC, exercise director, and LOI.
- Conducting evaluator training.
- Coordinating and controlling actor/agent input and aggressor response to unit action or inaction in support of the exercise scenario.
- Compiling and analyzing data submitted by individual evaluators, and submitting required evaluation information to the exercise director.
- Preparing and conducting a detailed exercise debrief for the unit being evaluated and the exercise director.

Senior Evaluator

The senior evaluator coordinates and supervises all evaluators' activity during the exercise and debrief and must be aware of the overall effectiveness of the evaluation, to include scenario effectiveness and the unit's performance in the exercise. The senior evaluator compiles the data sheets from all evaluators at the end of the exercise and conducts the post exercise debrief. Since tactical scenarios are used at different levels of a unit's organization at different phases of an exercise, some MSEL events may be scored more than once. In these instances where a single MSEL event is evaluated multiple times and when calculating the rating for a given MET, the senior evaluator will follow the steps outlined in Appendix E.

Evaluators

Individuals selected as evaluators must have MOS credibility and be thoroughly prepared to evaluate the MSEL events. All echelons of the evaluation exercise structure must make every effort to assign only the most qualified Marines as evaluators. The number of evaluators is not prescribed and varies with the size and types of units and the MSEL events to be evaluated.

During exercises involving formal evaluation, evaluators must be prepared to perform one of the following functions.

Exercise Controller. The controller ensures the exercise proceeds as planned, following the exercise schedule and scenario design. The evaluators use a combination of prescribed, pre-planned, and inserted events to control and maintain the flow of the exercise while ensuring the unit is evaluated in a meaningful manner against all designated MSEL events. They increase or decrease the tempo of operations and maneuver rates through the use of aggressor maneuver/actions, by inserting actors/agents and passing intelligence input to cause changes in the plan. They provide necessary information from the scene of action by voice, radio, or other means when applicable.

Umpire. Umpires resolve any disagreement between the exercise force and aggressor forces. They determine outcomes and assess casualties by analyzing the relative combat power of the forces involved through their own judgment and experience or by utilizing the external assets.

Training Evaluators. Evaluators apply the prescribed standards to the unit's performance and evaluate the level of performance as outlined in Appendix C. Evaluators must possess a complete and thorough understanding of the MSEL events that are undertaken in the exercise. Evaluators must review in detail the tasks and standards of the T&R for which they are responsible and must be aware of when and where in the scenario these standards and tasks are to be evaluated. They must then determine whether the activity or performance observed fulfills the performance criteria as stated in the standard.

Evaluator remarks must be written in a manner that assists the unit in building training programs in the future. Evaluators record their notes on the evaluator handbook, as necessary, to support the exercise. In assigning marks, evaluators must be closely attuned to the tactical action of the exercise and scheduled scenario events. The evaluators will evaluate overall performance against the task, condition, and event components. Evaluators continue this process throughout the exercise. At the conclusion of the exercise, evaluators review their data and supporting notes to ensure they are a true reflection of the performance they have observed (see Appendix E).

APPENDIX C.

EVALUATOR TRAINING

Evaluator training removes individual bias and ensures standardization of the evaluation. Each evaluator must have a complete understanding of the evaluative process and the roles and functions that evaluators serve. Evaluator training is provided to all evaluators, the exercise director's representative, the TEC or appropriate representative, key TECG staff members, officer in charge of the aggressor force, and representatives from all units participating in the evaluation. Key items evaluator training addresses are—

- Evaluator preparation timeline.
- Evaluation guidance.
- Background information.
- Resource requirements.
- Evaluator prerequisites.
- Post-evaluation responsibilities.

EVALUATOR PREPARATION

Allowing evaluators appropriate preparation time will ensure a smooth transition through the significant events of the evaluation. Unprepared evaluators cause significant events to be improperly evaluated, which results in flawed and inaccurate evaluation data that directly impacts readiness reporting and the unit training plan. Key preparations include the following:

- Review T&R manuals and any references or checklists provided.
- Gather and prepare equipment and supplies.
- Execute sand table-style evaluations drills to ensure common evaluator baseline.
- Visit training sites, ensuring familiarity of locations.
- Make personal notes to guide evaluation as needed.
- Prepare and coordinate with subordinate evaluators.

Evaluation Guidance

Evaluators are given the purpose of the evaluation, training standards, and specific activities to be evaluated. Evaluators must be proficient in the standards they are assigned to evaluate.

Background Information

Evaluators are provided the following information:

- Scenario developed for exercise.
 - ♦ Maps with graphics.
 - ♦ Timeline and sequence of events.
 - ♦ MSELs and timeline for MSEL injects.
 - ♦ Evaluator handbook.
- LOI.
- Evaluated unit's SOPs.
- Control plans.
 - ♦ List of radio frequencies to be utilized by unit and evaluators.
 - ♦ Medical/casualty evacuation procedures.
 - ♦ Range control procedures.
- Guidance for the unit (to be provided at the start of evaluation).
- Instruction on coaching techniques.
- Instruction on conducting a unit debrief.

Resources

Any resources, outside normal day-to-day items, needed for the evaluation should be provided to the evaluators. Examples include—

- Communications equipment.
- Maps/Global Positioning System.
- Evaluator handbook.
- Food.
- Water.
- Force-on-force electronic control devices.

Evaluator Prerequisites

Marines assigned as evaluators should meet all prerequisites to ensure proficiency in the areas assigned to evaluate. The exercise director is responsible for assigning the senior evaluator and all other evaluators and must ensure the right Marines are assigned to conduct the evaluation. This can only be accomplished by ensuring evaluators meet all prerequisites. Some examples of prerequisites include—

- Understanding of exercise scenarios with emphasis on major MSEL events and planned aggressor force actions.
- Knowledge and skills of assigned tasks.
- Evaluator techniques, such as—
 - ♦ Not interrupting the execution of the task to ask questions.

- ♦ Not evaluating based on differences between own unit's SOPs as compared to evaluated unit's SOPs.
- ♦ Evaluating from a position that does not interrupt the execution of the unit's task.
- Proper use of coaching/critiquing techniques (see Appendix D).

Post-Evaluation Responsibilities

The evaluator's responsibilities do not end with the conclusion of the exercise. Evaluators have a responsibility to the unit as well as the exercise director upon conclusion of the evaluated exercise, some of those responsibilities are as follows:

- Conduct debriefs with unit leaders.
- Report recorded data to the TEC, who generates a final report to the exercise director and evaluated unit commander.
- The exercise commander is responsible for collecting and publishing the evaluation results into the MCTIMS Module (as required).
- The senior evaluator is responsible for collecting all data from evaluators and assisting the TECG in preparing and conducting an exercise debrief with the unit or unit leadership as directed by the unit commander. Debriefs must include the exercise director (or representative), the TEC and key staff members of the TECG, all evaluators, and the aggressor force commander.
- The TEC and evaluated unit commander also have a responsibility within the debrief to comment on the validity and effectiveness of the evaluation.

APPENDIX D.

COACHING AND CRITIQUING

DURING EVALUATOR TRAINING

Coaching and critiquing are tools that leaders use to provide feedback *during* training. In coaching, leaders make corrections or give additional guidance during the execution or practice of a task. In critiquing, leaders identify the strong and weak points of a unit's or team's performance *after* completion of a task. Throughout the performance or practice of a task, leaders constantly coach and critique Marines to correct their mistakes and to reinforce what they do well. Coaching and critiquing are particularly important the first time Marines practice a task. Once tasks are performed correctly, leaders can reduce the amount of coaching and critiquing, but coaching and critiquing are never eliminated (see table D-1).

During training exercises and depending on the severity of the deficiency and tactical nature of the problem, it may be necessary to stop the training when a deficiency is identified to immediately correct it (coaching). However, during an evaluation, unless it jeopardizes safety or the entirety of the exercise, the evaluated exercise should be allowed to continue. Deficiencies are to be annotated and included in the debrief and AAR (critiquing) allowing the commander to correct them during future training plans. Commanders should plan for remediation by forecasting appropriate resources and time.

Table D-1. Tools for Evaluating Training.

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

COACHING

Coaching is the most powerful tool a commander has to improve the performance of the Marine or the unit. It permits immediate corrections and prevents the wrong lessons from being learned.

Whereas learning by failure allows Marines to see the consequences of their actions when tasks are executed incorrectly, coaching is a tool leaders can use to guide and demonstrate to Marines as

processes are being learned. During step-by-step practice, leaders coach heavily to reduce errors. Coaches and leaders watch every action performed by Marines, correct mistakes on the spot, and provide guidance to ensure that Marines, crews, and units learn correctly. This type of formative feedback is essential to progressive training. It is important to start coaching as soon as Marines need help and before they become frustrated. While Marines are practicing tasks, leaders use coaching to focus on fine points that improve speed and quality of performance. Leaders also use coaching to help Marines perform daily operational jobs and tasks. Coaching emphasizes safety and security and continues until Marines perform the task correctly. When Marines practice tasks the right way, they learn the tasks the right way. Leaders must develop solid, effective coaching skills. To coach effectively, leaders must—

- Be able to perform the tasks themselves.
- Coach the way they would want to be coached; during initial practices, leaders are understanding and patient.
- Assume that every Marine can improve.
- Become more demanding during advanced practice to ensure that Marines perform their tasks to standard.
- Provide more detailed coaching as practice focuses on proficiency.
- Provide constructive feedback when signs of confusion or frustration appear.
- Point out the critical cues and reinforce cues as practice progresses to ensure that Marines have learned the proper skills and actions.

Critiquing

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

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

Leaders Critique Each Task After it is Practiced

After each critique, Marines practice the task again to reinforce what they learned in the critique. Critiques are conducted at a logical breakpoint, e.g., right after a platoon has taken the objective, reorganized, and consolidated. The platoon leader might call a break in the training session and conduct a critique on the tasks associated with making the hasty attack. Critiques are verbal and informal, taking only a short time immediately after completion of the task. During critiques, Marines talk about what they did during the training. As they attempt to answer the three questions, they correct each other's understanding of the tasks. The leaders listen to the discussion, add the appropriate information and comments, reinforce the correct actions taken, identify incorrect actions, and determine if additional practice is required. If necessary and possible, leaders conduct more practice immediately after the critique. Such repetition helps Marines remember what they learned in the critiques. Leaders ensure that Marines correct their mistakes and then critique the practice again.

Critique Leaders

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

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

Best Practices for Critiques

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

- Centers on the Marine and the unit.
- Is required if incorrect standards are caused by confusion or lack of understanding.
- Reinforces good performance and corrects deficiencies or weaknesses.
- Is conducted as often as needed.
- Lasts as long as needed to get the points across.

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

Description. Marines should describe both good and bad points in their own words. The description is limited to facts and avoids discussion of opinions or judgments. Leaders may have to prompt Marines on some of the details by asking guiding questions. As they talk, Marines are encouraged to think about their performance, which helps them profit from the review.

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

Marines should be provided the opportunity to assess their own performance during training and discover the correct answers themselves. Self-identification of their own faults will increase their confidence. Even if only one or a few Marines were responsible for shortfalls, sessions should cover everyone's performance. Weak performers are critiqued separately. Although personal embarrassment should be avoided, positive peer pressure is also an effective tool for rapid improvement, when required.

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

APPENDIX E.

DEBRIEFS

Debriefs must center on the T&R and performance standards to assess whether the training objective was attained and to promote competency and capacity growth over time. This is particularly true for prerequisite events and T&R events that have intervals of 90/180/365 days. Debriefing against the T&R standard fosters reflection for how to achieve the standard better next time—when the learning or training context has changed—even if the standard was met.

While debriefing is a powerful tool, it requires a skilled facilitator to maximize the learning benefit for Marines. All Marines must learn how to conduct a debrief and should willingly and actively seek this responsibility given appropriate guidance, experience, and preparation. A corporal or sergeant must be able to debrief the other Marines in their team, section, or shop to progressively grow competency and capacity over time. This should be demonstrated to them by their staff noncommissioned officers and commanders. As they are promoted and assigned greater responsibility, they will debrief more Marines in larger units. As Marines grow in experience, ability, and level of responsibility, they can master the ability to facilitate learning by honing their debriefing skills, ultimately conducting evaluations at events such as MCCRE and SLTE or advanced MOS courses. Regardless of training event type or participant scope, all debriefs must focus on the mission, commander's intent, and T&R and performance standards.

GUIDELINES FOR DEBRIEFING

Keep Sight of the Big Picture

All Marines involved in an event should help recall the event for the debrief. While the leader facilitates the learning event, all Marines, including the leader, are training and learning. Tactical behaviors and decisions that positively or negatively impact the mission, commander's intent, and T&R standards need be drawn out. Over time, a debriefer will develop their style and become proficient at facilitating the natural flow of a debrief to unpack the standards, give corrections, and help Marines reflect toward similar future events. Debriefers should strive to set the example for others and develop a professional, consistent style that sets the standard of excellence for the training audience, peers and other unit leaders.

Create a Safe Learning Environment

Marine Corps training is intense, dangerous, and uniquely stressful. This is particularly true when being conducted for unit or service evaluation such as MCCRE/SLTE or for an individual who may be working toward an individual or billet qualification. Leaders must refrain from personal judgment against Marines based on their performance, and instead determine whether the training event achieved the standard. The focus of the debrief is on the mission, intent, and standards, not

the participants. Use of tactical callsigns, when applicable, also keeps the team from using personal names, which can automatically cause defensive barriers to manifest. A debrief exists to facilitate learning and should always be non-interrogatory.

Timing of the Debrief

Debriefing as soon as possible after the event fosters better recall and enthusiasm among Marines by keeping them close to the training conducted. A standardized template for debriefing (figure F-1) also fosters a timely, organized debrief. One should focus on ensuring learning points are discussed and to determine whether the T&R standards were achieved, rather than on how long to conduct a debrief.

Engage all Marines

Marines learn in different ways. A skilled debriefer solicits feedback from all participants using directed questioning. Marines also engage the training in different ways, have different insights, and different reasons for decisions they make. Drawing on all perspectives ensures every Marine is provided opportunity to learn and grow. This also sheds light on diverse thinking and problem solving and exposes these perspectives to other Marines to promote learning and unit cohesion.

Let the Marines Drive the Discussion

Marines should be encouraged to articulate their own experience with the training event. The experience of the Marines participating in training is what matters, not the training leader. Everyone is learning and executing together. Getting the Marines to drive the discussion gives them ownership over their own learning while ensuring they remain fully engaged in the learning process.

Considerations for When Events Do Not Go According to Plan

While Marines in a training environment have likely planned and briefed with the intent of flawless execution, it must be ingrained in Marines that a perfect squad in the offensive or close air support sortie does not exist. The tireless pursuit of perfection, however, is the noble endeavor of every Marine. Because perfection does not exist necessitates debriefing, the debrief fosters reflection that guides Marines ever closer to the perfection they seek.

When training goes less than perfectly, good training leaders admit their own mistakes first and assess what they could have done better. This establishes credibility and demonstrates a desire to improve via a willingness to draw out less-than-perfect performance. It is a key attribute/attitude among Marines: *Know yourself and seek self-improvement*.

Sometimes the experience base of the Marine(s) may not be sufficient for them to understand what went wrong or what they should have done differently. At these times, the training leader provides corrective action in accordance with SOP, tactical publications, doctrine, etc. The training leader will also need to determine and make recommendations for re-training until the standard is achieved.

Use Tools to Facilitate Learning

Record and annotate events whenever possible; playback is key. For example, a pilot and infantry Marine may both use recordings of flight events or tactical troop movements to play back, reconstruct, and debrief a mission. Watching events unfold from multiple points of view provides clarity for recall, triggers discussion, and provides the gateway for reviewing actions, behaviors, and decisions.

A white board and colored markers are useful tools for reconstructing events. They foster the Marines' recall and allow them to participate in the debrief by helping the leader draw events as they happened. Time stamps may be applied to the recreation for key decision points, admin or tactical breakdown, or particularly well-executed events. These can then be targeted in the debrief to help the group determine standards attainment.

Sand tables are another useful tool; they recreate three-dimensional landscapes and provide a bigger picture for participants. Here too, during the recreation of the event, time stamps can be applied to ensure those moments are covered during the debrief. Training leaders should leverage key players during large debriefs. During a battalion-level exercise, it may be prudent for the commander to only solicit key decision points, tactical execution, or other feedback from company commanders. At the platoon-level, the commander will likely leverage his squad leaders' input.

MISSION DEBRIEF KEY ELEMENTS

T & R Title	
<u>Mission overview</u>	
1.	Review mission tasking
2.	Review commander's intent
3.	Review T&R standards/mission performance standards
<u>Safety</u>	
<u>Planning factors</u>	
Questions from the brief	
<u>Admin</u>	
<u>Tactical admin</u>	
<u>Execution</u>	
1.	Event recall
2.	Key decisions
3.	Key actions
4.	Tactical actions and their effectiveness
<u>Conclusion</u>	
1.	Mission success
2.	Commander's intent
3.	T&R standards/mission performance standards

Figure E-1. Mission Debrief Outline.

Mission Overview

All communities and MOSs differ in various ways, but the mission is universal in Marine Corps tactical training. To begin every debrief, the training team should review mission tasking, commander's intent, and all T&R and performance standards. This allows the team to review why the training was being conducted and identify the targeted standard of achievement.

Safety

Safety must be a key consideration in planning and executing any training event. Professional units and leaders who focus on tactical excellence will always consider risks and establish clear and effective risk mitigations to ensure a tactically sound training evolution. Safety is a deliberate byproduct of a professionally planned and developed training evolution. In other words, it is vital for Marines to understand that tactically sound exercise plans are inherently safe when planned, designed, and developed well and in detail. Safety is the hallmark of tactical excellence and professionalism.

No training evolution is worth the cost of a life or a major end item of equipment. Marines must acknowledge and accept responsibility for any and all safety violations or events that nearly or actually injured personnel or damaged equipment, to include near-catastrophic events, because every lesson learned today may preclude the loss of life or damage to equipment in a future unit training evolution. A debrief should be a place where these types of admissions and discussions can occur without discomfort or fear of reprisal—this approach will reinforce a professional training culture and build mutual trust and respect among leaders within a unit. Key unit leaders must be willing to set the example. A debrief is not an investigation or place for laying blame. Anyone who committed a safety error should be willing to state what took place and what the result was, as well as what he/she learned from the event. The debrief leader is responsible for ensuring that these types of issues are handled responsibly and professionally. Examples of such issues would include a—

- Live fire event—negligent discharge.
- Helicopter low-level flight—evasive maneuver performed to avoid collision with power lines; power line location was not briefed.
- Near rollover of a 7-ton truck during administrative movement to a training range.

Planning Factors

A brief discussion on planning factors that impacted the event is imperative. For example, if the T&R event calls for ammunition but ammunition was not available, what did the team do to continue the training evolution to ensure training could progress? Another example might be for a simulation event where the team finds that 50 percent of the expected simulator capacity is not functioning, asking how that impacted the event, what was done to keep the training going, and what was not possible to get accomplished.

Questions from the Brief

The question element entails a short summary of what was not covered during the brief that led to confusion during the execution of the event. It is also the place for Marines to speak up and ask questions that could or should have been clarified during the brief. It is also appropriate to discuss any changes between what was briefed and what occurred during execution. This will ensure all participants understand why and how various decisions were made that affected the implementation of the event.

Administration

Discuss any administrative items that impacted the event. Depending on the community/MOS this could include various items ranging from ammunition allocation and return to vehicle start up procedures. It should also cover getting to and from the training location and required communications or procedures involving external agencies. In general, this covers all the basic procedures that do not involve the tactical employment of personnel and weapon systems.

Tactical Administration

Similar to the administration discussion, tactical administration covers the administrative requirements for tactical employment.

Execution

Execution is the heart of the debrief and generally warrants most of the focus. It is through discussion of the execution that Marines understand whether or not they achieved the standard. More importantly the debrief of the training execution seeks to provide details for three key elements—

- *Understanding* what was actually taking place during the training event.
- How that understanding, no matter how accurate or inaccurate, led to decisions that were made.
- How decisions became *action*.

Debriefing that builds understanding and assesses decision making and actions builds Marines' competency and capacity for out cycling the enemy's ability to do the same. It is a key concept of maneuver warfare and, thus, should be a part of every debrief in the training environment.

To build overall understanding of what took place, the team should conduct a recall of the event. Using either a white board and markers or a sand table are excellent ways to visualize the event in space and time while providing "time stamps" for key events, such as tactical decisions and actions. Using tape or audio playback is a great way to have the participants work through the recall portion of the debrief. Recall helps bring the Marines' experiences to life for the entire team and build a more complete understanding of events that occurred. What the left fire team experienced compared to the right fire team may have been slightly different and it is important for the team to be able "see" the entire picture of what actually took place. During the recall, a scribe should annotate key decisions and actions that took place to ensure the team captures all those events.

With the recall complete, the Marines focus on key decisions that occurred during the event, paying particular attention to those that affected mission, commander's intent, safety, and T&R standards. Marines should describe the decisions they made and what information was used to make them. The debrief leader should encourage Marines to identify and discuss whether the decision would have been different based on information revealed during the recall. This is a good place for Marines to discuss the decision that was made in terms of what was positive about it and what could have been better.

Regardless of how decision was made, it led to some type of action. Just as with decisions, the Marines should focus on those actions that impacted the mission, commander's intent, safety, and T&R standards. These actions should be dissected against various publications such as unit SOP, tactical SOP, doctrine, etc. Here the Marines check each other to determine the level of execution

of the actions, whether executed correctly or otherwise. If not conducted to standard, the team must understand why and determine how it may be improved. This is where the key learning takes place after the actual execution. This is where training leaders and the Marines themselves understand if the T&R standard was achieved or not. It also spurs reflection on how to do it better next time, or if conditions were different, and how lower-level training events are building blocks for higher level training events.

Conclusion

After the execution portion of the debrief, Marines review the mission success and execution of commander's intent. All T&R standards are reviewed by stating whether the standard was achieved or not. This portion of the debrief is usually brief and simply recaps what has been determined.

An example for 0317-MARK-2007 might sound like the following:

“Sniper, today's evolution was a mission success, you engaged targets in accordance with the ground commander's scheme of maneuver enabling 3/2 to set up blocking positions on the AOR's left flank. The T&R standard was to qualify at ranges from 183-823 meters during hours of complete darkness with 80 percent accuracy. That was achieved, training complete.”

No one should walk away from a debrief without understanding why the mission succeeded or failed to succeed, why a required task was or was not accomplished, or how to do it better the next time.

Finally, and particularly if the event did not achieve the standard, end on a positive note. Surely, something went well and can be used as a catalyst for building upon during re-training evolutions.

DOCUMENTATION

Once the debrief is complete, there are a few required actions by participants. Training forms must be completed, event completion must be recorded in MCTIMS or Marine Sierra Hotel Aviation Readiness Program, and completion or recommended re-training must be reported to the operations department.

Grade Sheet

Grade sheets come in many forms and should be standardized to foster information flow for the Marines and leaders executing the unit training plan. Training leaders complete the unit's standard grade sheet for submission to the Marines' training records. This provides Marines the ability to go back to past events and recall trouble spots when the currency requirements come due again or when performing the same event at a higher level. It also gives the unit a historical basis for training anomalies that may manifest at some point in the future.

Recording the Event

Unit training leaders and Marines adhere to unit SOPs regarding who records the training event in MCTIMS/Marine Sierra Hotel Aviation Readiness Program. Only training that meets the T&R and performance standards is recorded. Particular attention should be given to what T&R event or

events are being conducted. For example, many 6000-level events also chain to lower-level events and Marines responsible for entering T&R event completion must understand how this works. While higher coded events are often done at the higher unit level, one must consider that small unit events are also being executed within these high-order events. Battalion or squadron exercises require squad-, fire-team-, and crew-level actions that should be counted when event completion is recorded. This helps maintain currency in 90/180/365 requirements and promotes focused attention (during the debrief) for these Marines to grow competency and capacity over time by reviewing how their lower-level individual and collective T&R events impacted larger unit outcomes.

Informing Operations

The operations section runs the day-to-day actions and events for most units. Thus, operations must be informed about training conducted and documented. This facilitates the continuous evaluation of the training plan. Training completion should not be recorded if training was conducted but did not meet the T&R standard. The training leader is responsible for informing operations and explain why the standard was not achieved, as well as a recommended course of action to attain requisite KSAs prior to conducting the event again.

Conclusion

The Marine Corps is required to be ready when the nation is least ready. Marines are closing with the enemy, gaining and maintaining contact with the enemy, or training. Mission-essential tasks/ METLs provide the desired outcome for the unit training plan. The sum of a series of T&R events is designed to produce the outcome. Individual and collective T&R events cannot be viewed with a check-the-box mentality. This means that just because Marines participated in training does not mean they are trained. The catalyst is leaders, from the fire team leader to the commander, determining whether the T&R standard was achieved. Therefore, the T&R standard is the foundation for Marine Corps training readiness when coupled with the other two pillars of manning and equipment. Only then can a unit declare “we are ready.”

APPENDIX F.

AFTER-ACTION REVIEW

While a debrief focuses on providing immediate feedback from the evaluator to the unit, the AAR formalizes lessons learned for presentation to unit leadership at the end of the training exercise, as well as ensuring the lessons are recorded for later reference. The evaluator first discusses an AAR with the unit leader alone. The unit leader, assisted by the evaluator, conducts an AAR with the entire unit. The procedures for both reviews are the same.

SAMPLE AFTER-ACTION REVIEW PROCEDURE

Step 1. Each unit evaluator develops a discussion outline. The discussion outline guides the AAR.

Step 2. The evaluator first reviews the training standards with the unit leader. Next, the evaluator leads a discussion of the training events, collected from the training schedule, in the sequence in which they occurred. Graphics and maps help in describing these events. To conduct an effective pre-AAR, the evaluator—

- Guides the discussion by asking directed questions about specific facts and observations to draw out decisions and thought processes.
- Discusses not only what took place, but why it happened.
- Guides the discussion so that important tactical lessons surface.
- Relates tactical and mission events to the T&R manual and subsequent results.
- Ensures that alternative and more effective courses of action are explored.
- Avoids detailed examination of events not directly related to major training standards.
- Avoids discussing excuses for poor actions.
- Turns excuses into teaching points and keeps the review positive in nature.
- Covers all events associated with the unit's training session and evaluation and encourages the Marines to summarize what took place during training goals.
- Never criticizes the leader; based on the facts presented, the leaders mentally critique themselves.

Step 3. The unit leader reviews the training event with the entire unit. The evaluator moderates the review. The same procedures are used as in the platoon commander's AAR, except that the leader, not the evaluator, conducts the discussion with his or her Marines. The evaluator maintains a secondary role and serves only to keep the meeting focused on training standards and to prevent arguments. This procedure strengthens the chain of command and puts the focus of the review on the unit leader as the primary trainer of the unit. The review focuses on the unit's collective T&R standard(s). The evaluator must be careful not to embarrass the unit

leader in front of his troops. The AAR is interactive. Troops learn best when learning from each other and their leaders. Leaders and evaluators guide that learning. Formal or informal reviews should be conducted for all training.

Step 4. Upon completion of the AAR, the leader or evaluator prepares an AAR. It contains the evaluation results and any additional details obtained during the review in a format directed by the unit SOP. The same basic principles used for developing the discussion outline for the review apply to the AAR. It must be as detailed as possible. It identifies the causes of both substandard and proper performance of the task. The AAR is forwarded to the next higher commander per unit SOP. Information in the AAR is used to plan future training.

Recommendations for Effective After-Action Reviews

To ensure AARs are effective—

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

Evaluation Guidance

Evaluators are given the purpose of the evaluation, training standards, and specific activities to be evaluated. Evaluators must be proficient in the standards he/she is assigned to evaluate.

Background Information

Some of the information that would be considered background include—

- Scenario developed for exercise.
- LOI.
- Evaluated unit SOPs.
- Control plans.
- List of radio frequencies to be utilized by unit and evaluators.
- Guidance for the unit (to be passed at start of evaluation).

Resources

Any resources, outside normal day-to-day items, needed for the evaluation should be provided to the evaluators. Examples include:

- Evaluator handbook.
- Communications equipment.
- Maps/Global Positioning System.
- Exercise significant events schedule.
- Others.

Evaluator Preparation

Allowing evaluators appropriate preparation time will ensure a smooth transition through the significant events of the evaluation. Unprepared evaluators cause significant events to be under evaluated, which results in flawed and inaccurate data that directly impacts the unit training plan and readiness reporting. Key preparations include the following:

- Review T&R manuals and any references or checklists provided.
- Gather and prepare equipment and supplies.
- Execute sand table-style evaluations drills to ensure common evaluator baseline.
- Visit training sites, ensuring familiarity of locations.
- Make personal notes to guide evaluation as needed.
- Prepare and coordinate with subordinate evaluators.

Evaluator Skills Assessment

An assessment of all evaluators should be conducted to ensure proficiency in the areas assigned to evaluate. The exercise director is responsible for assigning the senior evaluator and all other evaluators and must ensure the right Marines are assigned the right evaluation tasks. This can only be accomplished by assessing—

- Understanding of exercise scenarios with emphasis on major TEGC events and planned aggressor force actions.
- Knowledge and skills of assigned tasks.
- Evaluator techniques, such as—
 - ♦ Not interrupting the execution of the task to ask questions.
 - ♦ Not comparing own unit's SOPs to evaluated unit's SOPs.
 - ♦ Evaluating from a physical position not to interrupt the execution of the unit's task.
- Proper use of coaching/critiquing techniques (see Appendix C).

Training Cadre Post-Evaluation Responsibilities

The training cadre's responsibilities do not end with the conclusion of the exercise. Training cadre members have a responsibilities to the unit and exercise director upon conclusion of the evaluated exercise, such as—

- Evaluators report recorded data to the TEC and senior evaluator.
- Evaluators generate and submit a final report to the exercise director and evaluated unit commander.
- The exercise commander collects and publishes evaluation results into the MCTIMS Unit Training Module (as required).
- The senior evaluator collects all data from evaluators.
- The senior evaluator assists the TECG in preparing and conducting an exercise debrief with the unit or unit leadership as directed by the unit commander; debriefs must include the exercise director (or representative), the TEC and key TECG members, all evaluators, and the aggressor force commander.
- Within the debrief, the TEC and evaluated unit commander comment on the validity and effectiveness of the evaluation.

Unit Post-Evaluation Responsibilities

Some post-evaluation responsibilities include the following:

- Unit leaders collect and aggregate AARs from lower levels. Fire teams, squad, and section leaders submit AARs to platoon commanders; platoon commanders submit AARs to company commanders; company commanders submit AARs to the battalion commander or S-3; etc. The unit aggregating AARs determines which points will be submitted in accordance with MCO 3504.1, *Marine Corps Lessons Learned Program*.
- The unit submits the event AAR in accordance with MCO 3504.1; an AAR template is posted at the Marine Corps Center for Lessons Learned (MCCLL) website: https://usmc.sharepoint-mil.us/sites/tecom_mccll.
- Unit AARs will be submitted directly to the MCCLL embedded analysts who will process the AARs in accordance with local command procedures and submit to the unit higher headquarters and to the MCCLL; a listing of lessons learned embedded analysts at I MEF, II MEF, III MEF, and Marine Forces Reserve can be found at the Marine Corps Lessons Learned Website: https://usmc.sharepoint-mil.us/sites/tecom_mccll.
- For Headquarters, United States Marine Corps and supporting establishment commands not covered by an embedded lessons learned analyst submit AARs to the email address: mccll_ops@usmc.mil.

The MCCLL will provide acknowledgment of receipt of the after-action report and provide any further instructions as necessary; MCCLL will load the after-action report to JLLIS [Joint Lessons Learned Information System] and MCCLL websites.

GLOSSARY

Abbreviations and Acronyms

AAR	after-action review
LOI	letter of instruction
MCCLL	Marine Corps Center for Lessons Learned
MCO	Marine Corps order
MCTIMS	Marine Corps Training Information Management System
MCTP	Marine Corps tactical publication
MEF	Marine expeditionary force
MET	mission-essential task
METL	mission-essential task list
MOS	military occupational specialty
SOP	standing operating procedure
T&R	training and readiness

The following acronyms pertain to processes and entities specific to this publication series.

E-coded	evaluation coded
KSAs	knowledge, skills, abilities
MCCRE	Marine Corps combat readiness evaluation
MSEL	master scenario event list
SLTE	Service-level training exercise
TEC	tactical exercise commander
TECG	tactical exercise control group

REFERENCES AND RELATED PUBLICATIONS

Joint Issuances

DOD Dictionary of Military and Associated Terms

Other Instructions

Navy/Marine Corps Departmental Publication (NAVMC)

1553.1_ Marine Corps Instructional Systems Design/Systems Approach to Training and Education Handbook

Marine Corps Publications

Marine Corps Supplement to the DOD Dictionary of Military and Associated Terms

Marine Corps Doctrinal Publication (MCDP)

7 Learning

Marine Corps Warfighting Publication (MCWP)

5-10 Marine Corps Planning Process

Marine Corps Tactical Publications (MCTPs)

7-20A Unit Training Guide

Marine Corps Reference Publications (MCRPs)

2-10B.1 Intelligence Preparation of the Battlefield/Battlespace

7-20A.1 Unit Training Guide

7-20A.2 Event and Exercise Design

7-20A.3 Marine Corps Simulation Training Guide

7-20A.5 Training Data Management

Marine Corps Orders (MCOs)

1553.3_ Unit Training Management Program

3500.11 Service-level Training Exercise Program (SLTE-P)

3501.1_ Marine Corps Combat Readiness Evaluation (MCCRE)

3504.1 Marine Corps Lessons Learned Program

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