



DEPARTMENT OF THE NAVY
HEADQUARTERS UNITED STATES MARINE CORPS
3000 MARINE CORPS PENTAGON
WASHINGTON, DC 20350-3000

MCO 1553.3B
C 469
23 Nov 2011

MARINE CORPS ORDER 1553.3B

From: Commandant of the Marine Corps
To: Distribution List

Subj: UNIT TRAINING MANAGEMENT (UTM) PROGRAM

Ref: (a) 10 U.S.C. Part III, Subtitle C
(b) MCO 1553.1B
(c) MCO P3500.72A
(d) MCO 3000.13E
(e) MCO 3502.6
(f) MCO 3500.110
(g) MCRP 3-0A
(h) SECNAV M-5210.1
(i) NAVMC DIR 3500.14
(j) NAVMC 1553.1 (NOTAL)
(k) MCO 1553.4B
(l) MCRP 3-0B
(m) MCO 3500.27B
(n) NAVMC DIR 3500.27 (NOTAL)

Encl: (1) Unit Training Management Detailed Guidance

1. Situation. Publish Marine Corps Unit Readiness Planning (URP) policy for use by all elements of the Marine Corps Total Force to analyze mission requirements and design, develop, implement, and evaluate individual and unit training per references (a) through (n).

2. Cancellation. MCO 1553.3A

3. Mission. This Order provides policy for the implementation of URP throughout the Marine Corps. URP includes all tasks previously associated with UTM but expands upon these tasks to provide linkages between training proficiency and operational mission requirements. While UTM was designed to govern the peacetime training activities of the Marine Corps, sustained operations in an adaptive environment demand a more responsive approach to achieving readiness. Although equipment and personnel readiness are critical components of the overall readiness of a unit, the primary objective of URP, at the unit level, is to aid commanders in the development of training plans that will ensure all Marines and Marine units attain and sustain combat readiness. Adherence to the policies and procedures of the references will increase mission effectiveness throughout the Marine Corps.

4. Execution

a. Commander's Intent and Concept of Operations

(1) Commander's Intent. This Order, in conjunction with the references, directs standards-based training focused on Mission Essential

DISTRIBUTION STATEMENT A: Approved for public release; distribution is unlimited.

Tasks (METs), and provides instructions for the conduct of URP. Commanders shall adhere to this guidance to ensure a total force in readiness.

(2) Concept of Operations. Unit commanders must develop and execute training plans focused on their respectively approved Mission Essential Task List (METL), based on service-approved Core METs, METs for assigned missions, and other METs as selected by the unit commander or higher headquarters (HHQ) and assess unit capability to execute core and assigned missions based on the METL. The commander is responsible for the development of the METL, with input and assistance from Training and Education Command (TECOM) and the Marine Forces (MARFORs). Once developed, the unit's METL must be submitted to HHQ for approval. Force providers receiving METL submissions from subordinate units are responsible for ensuring METLs meet the requirements of the gaining command. Commanders will continually assess unit readiness and will be evaluated on their ability to perform METs and report unit readiness in the Defense Readiness Reporting System-Marine Corps (DRRS-MC).

(a) Under the authority vested in the Commandant of the Marine Corps (CMC) by reference (a) and (b), the Commanding General (CG), Marine Corps Combat Development Command (MCCDC), advises and guides Marine Corps commanders of the operating force and supporting establishment in all matters related to training and education. The CG, TECOM is the subordinate commander charged with establishing training policies and processes for unit training and publishing Training and Readiness (T&R) Manuals that identify validated training requirements for units and individuals focused on METs.

(b) The METL includes those tasks required to accomplish the multiple missions that are or may be assigned to a commander. The METL will be comprised of the Core METs, assigned METs and additional METs as directed/required. While a MET may be reported against multiple missions, the conditions and standards of that task should reflect the specific conditions and standards approved for the specific mission.

1. Core. Core METs define the capabilities for a unit and provide the foundation for community T&R Manuals published by CG TECOM. Each Core MET originates from the Marine Corps Task List (MCTL) and is recommended by the community and approved by the service advocate. The conditions and standards for Core METs reflect appropriate measures to gauge readiness against the performance of the task under specified conditions. The Core METs are standardized for all units of the same type and are used to develop the community's T&R Manual.

2. Core Plus. Core Plus METs are those additional METs that may be assigned to or inherited by a unit based upon HHQ guidance. Core plus METs are traditionally developed to support named operations, Major Operations Plan/Concept Plans (OPLAN/CONPLANS) or for units that regularly gain attachments to deploy as part of a task-organized unit (i.e. Marine Expeditionary Unit (MEU)).

a. Named Operation. Named operation METs are assigned to units by commanders of the MARFORs when the unit must prepare to participate in a specifically named operation (i.e., Operation Enduring Freedom). METs may be assigned through mission tasking or in the form of a METL template provided by the respective MARFOR. When a unit will be employed doctrinally, the named operation METs may be similar to the Core

METs. In this case, named operation METs may mirror Core tasks but provide refined conditions and standards specific to the assigned mission. Named operation METs may also have tasks not normally expected of the type unit. The Core METs form the basis for the METL and additional METs, from the MCTL are added or refined as required.

b. Major OPLAN or CONPLAN (Level IV). Major OPLAN or CONPLAN METs are assigned to units by commanders of the MARFORs when the unit has a role in a Major OPLAN or CONPLAN. Major OPLAN or CONPLAN METs are extracted verbatim from the MCTL, and define the expected capabilities of the unit upon execution of its role in the Major Operation or Contingency Operation. These METs are typically in concert with the Core METs of a unit, however may have refinements/variations in the conditions and standards specific to the OPLAN/CONPLAN.

(c) Waivers and deferments. All Core METs are included in the unit's final METL and must not be excluded. However, during a commander's mission analysis, he may determine that his assigned mission will not require a Core MET capability. In this instance, the Commander of the unit will request a waiver or deferment, from the approving HHQ's, to not train to the MET. E-Coded events are those collective events identified by the community as critical indicators of a unit's ability to perform a MET. The commander will report the MET status accordingly (credit awarded for waived events, no credit awarded for deferred events) to highlight an accurate assessment of his unit's capability to perform the task.

(d) CGs, Commanding Officers (Cos), Detachment Commanders (DetComdr) and Officers in Charge (OICs) develop and execute METL-based training plans that incorporate Collective Training Events (CTEs) and Individual Training Events (ITEs) from Military Occupational Specialties (MOS) and unit T&R Manuals, the Marine Corps Common Skills T&R Manual, Values Based Training and Leadership (VBT/L) guidance and other specified training requirements.

(e) Leaders internally evaluate the performance of subordinate elements using training standards defined in T&R Manuals, and seek external evaluation by HHQ or TECOM for assessment of capabilities required to perform their METL.

b. Subordinate Element Missions

(1) CG, TECOM

(a) Manage and maintain the Marine Corps URP Program.

(b) Publish URP policy and ensure URP publications and directives are current and meet the needs of the Marine Corps Total Force.

(c) Provide URP instruction within TECOM, to include courses at Formal schools, Training Detachments, and Marine Corps University (MCU), as well as non-resident correspondence courses and distance learning products.

(d) Provide URP training products designed to share training management concepts and ideas to enable more effective and efficient use of training time and resources.

(e) Be prepared to provide augments to Inspector General of the Marine Corps (IGMC) and TECOM Commanding General's Inspection Program (CGIP) to inspect and assist units with the implementation and management of URP programs.

(f) Manage the Marine Corps aviation and ground T&R programs.

(g) Establish and maintain a comprehensive URP website.

(h) In accordance with the procedures outlined in reference (c), ensure standards developed within community T&R Manuals support Core and Core Plus METs.

(i) Manage the development and implementation of URP functionality within the Marine Corps Training Information Management System (MCTIMS).

(2) CGs

(a) Review, update and submit the unit's METL to your next HHQ for approval, annually or within 30 days of assuming command or within 15 days of the assignment of a new mission.

(b) Conduct continuous internal assessment of your unit's ability to execute core METs as well as each assigned mission MET and report readiness according to the policies and procedures outlined in reference (d).

(c) Submit training plans and training schedules (short, mid or long-range as required) to HHQ for review and approval.

(d) Align training plans IAW procedures outlined in reference (e).

(e) Conduct ongoing training assessments at appropriate points in the unit's training lifecycle. Assessments should be scheduled regularly such that units and individuals are provided adequate time for retraining when required. MET-based informal evaluations of individual and collective training shall be continuous at all echelons.

(f) Program and allocate resources (i.e., funding, transportation, ammunition, facilities, fuel, etc.) to support organizational training evolutions that support specific METs, ITEs or CTEs.

(g) Coordinate with HHQ to conduct formal training evaluations at appropriate points in the unit's training cycle. MARFORs provide oversight and guidance in the development and execution of theater specific pre-deployment evaluations. CGs of the Marine Expeditionary Forces (MEF) and Marine Forces Reserve (MARFORRES) are responsible for the conduct of formal evaluations and certification of deploying units. Authority may be delegated to the respective commanders of the Wing, Division, Marine Logistics Group (MLG) or MEU for evaluations that do not require significant coordination with other Marine Air Ground Task Force (MAGTF) elements. Enclosure (1) provides guidance for conducting formal unit evaluations.

(h) Per reference (c), provide qualified Subject Matter Experts (SME) to T&R development or review conferences to represent the command in the development or maintenance of respective T&R Manuals.

(i) Designate in writing a Training Safety Officer (TSO) for oversight of all training events.

(j) Designate in writing a High Risk Training Safety Officer (HRTSO) for oversight of all High Risk Training (HRT) events (as required). HRT is defined in enclosure (1).

(k) Ensure the TSO and HRTSO complete the Ground Safety for Marines course and online Operational Risk Management (ORM) course prior to assuming duties and are competent in their responsibilities.

(l) Ensure the effective, efficient management and reporting of individual and collective training accomplishments via: Marine OnLine (MOL), MCTIMS Unit Training Management/Individual Marine Management (UTM/IMM) module, Marine Corps Sierra Hotel Aviation Readiness Program (MSHARP), DRRS-MC, and other electronic means.

(3) COs

(a) Review, update and submit the unit's METL to your next HHQ for approval, annually or within 30 days of assuming command or within 15 days of the assignment of a new mission.

(b) Conduct continuous internal assessment of your unit's ability to execute core METs as well as each assigned mission MET and report readiness according to the policies and procedures outlined in reference (d).

(c) Submit training plans and training schedules (short, mid or long-range as required) to HHQ for review and approval.

(d) Align training plans IAW procedures outlined in reference (e).

(e) Conduct ongoing training assessments at appropriate points in the unit's training lifecycle. Assessments should be scheduled regularly such that units and individuals are provided adequate time for retraining when required. MET-based informal evaluations of individual and collective training shall be continuous at all echelons.

(f) Program and allocate resources (i.e., funding, transportation, ammunition, facilities, fuel, etc.) to support organizational training evolutions that support specific METs, ITEs or CTEs.

(g) Coordinate with HHQ to conduct formal training evaluations at appropriate points in the unit's training cycle. MARFORs provide oversight and guidance in the development and execution of theater specific pre-deployment evaluations. CGs of the Marine Expeditionary Forces (MEF) and Marine Forces Reserve (MARFORRES) are responsible for the conduct of formal evaluations and certification of deploying units. Authority may be delegated to the respective commanders of the Wing, Division, Marine Logistics Group (MLG) or MEU for evaluations that do not require significant coordination

23 Nov 2011

with other Marine Air Ground Task Force (MAGTF) elements. Enclosure (1) provides guidance for conducting formal unit evaluations.

(h) Per reference (c), provide qualified Subject Matter Experts (SME) to T&R development or review conferences to represent the command in the development or maintenance of respective T&R Manuals.

(i) Designate in writing a Training Safety Officer (TSO) for oversight of all training events.

(j) Designate in writing a High Risk Training Safety Officer (HRTSO) for oversight of all High Risk Training (HRT) events (as required). HRT is defined in enclosure (1).

(k) Ensure the TSO and HRTSO complete the Ground Safety for Marines course and online Operational Risk Management (ORM) course prior to assuming duties and are competent in their responsibilities.

(l) Ensure the effective, efficient management and reporting of individual and collective training accomplishments via: Marine OnLine (MOL), MCTIMS Unit Training Management/Individual Marine Management (UTM/IMM) module, Marine Corps Sierra Hotel Aviation Readiness Program (MSHARP), DRRS-MC, and other electronic means.

(4) DetComdr

(a) Review, update and submit the unit's METL to your next HHQ for approval, annually or within 30 days of assuming command or within 15 days of the assignment of a new mission.

(b) Conduct continuous internal assessment of your unit's ability to execute core METs as well as each assigned mission MET and report readiness according to the policies and procedures outlined in reference (d).

(c) Submit training plans and training schedules (short, mid or long-range as required) to HHQ for review and approval.

(d) Align training plans IAW procedures outlined in reference (e).

(e) Conduct ongoing training assessments at appropriate points in the unit's training lifecycle. Assessments should be scheduled regularly such that units and individuals are provided adequate time for retraining when required. MET-based informal evaluations of individual and collective training shall be continuous at all echelons.

(f) Program and allocate resources (i.e., funding, transportation, ammunition, facilities, fuel, etc.) to support organizational training evolutions that support specific METs, ITEs or CTEs.

(g) Coordinate with HHQ to conduct formal training evaluations at appropriate points in the unit's training cycle. MARFORs provide oversight and guidance in the development and execution of theater specific pre-deployment evaluations. CGs of the Marine Expeditionary Forces (MEF) and Marine Forces Reserve (MARFORRES) are responsible for the conduct of formal

evaluations and certification of deploying units. Authority may be delegated to the respective commanders of the Wing, Division, Marine Logistics Group (MLG) or MEU for evaluations that do not require significant coordination with other Marine Air Ground Task Force (MAGTF) elements. Enclosure (1) provides guidance for conducting formal unit evaluations.

(h) Per reference (c), provide qualified Subject Matter Experts (SME) to T&R development or review conferences to represent the command in the development or maintenance of respective T&R Manuals.

(i) Designate in writing a Training Safety Officer (TSO) for oversight of all training events.

(j) Designate in writing a High Risk Training Safety Officer (HRTSO) for oversight of all High Risk Training (HRT) events (as required). HRT is defined in enclosure (1).

(k) Ensure the TSO and HRTSO complete the Ground Safety for Marines course and online Operational Risk Management (ORM) course prior to assuming duties and are competent in their responsibilities.

(l) Ensure the effective, efficient management and reporting of individual and collective training accomplishments via: Marine OnLine (MOL), MCTIMS Unit Training Management/Individual Marine Management (UTM/IMM) module, Marine Corps Sierra Hotel Aviation Readiness Program (MSHARP), DRRS-MC, and other electronic means.

(5) OICs

(a) Review, update and submit the unit's METL to your next HHQ for approval, annually or within 30 days of assuming command or within 15 days of the assignment of a new mission.

(b) Conduct continuous internal assessment of your unit's ability to execute core METs as well as each assigned mission MET and report readiness according to the policies and procedures outlined in reference (d).

(c) Submit training plans and training schedules (short, mid or long-range as required) to HHQ for review and approval.

(d) Align training plans IAW procedures outlined in reference (e).

(e) Conduct ongoing training assessments at appropriate points in the unit's training lifecycle. Assessments should be scheduled regularly such that units and individuals are provided adequate time for retraining when required. MET-based informal evaluations of individual and collective training shall be continuous at all echelons.

(f) Program and allocate resources (i.e., funding, transportation, ammunition, facilities, fuel, etc.) to support organizational training evolutions that support specific METs, ITEs or CTEs.

(g) Coordinate with HHQ to conduct formal training evaluations at appropriate points in the unit's training cycle. MARFORs provide oversight

and guidance in the development and execution of theater specific pre-deployment evaluations. CGs of the Marine Expeditionary Forces (MEF) and Marine Forces Reserve (MARFORRES) are responsible for the conduct of formal evaluations and certification of deploying units. Authority may be delegated to the respective commanders of the Wing, Division, Marine Logistics Group (MLG) or MEU for evaluations that do not require significant coordination with other Marine Air Ground Task Force (MAGTF) elements. Enclosure (1) provides guidance for conducting formal unit evaluations.

(h) Per reference (c), provide qualified Subject Matter Experts (SME) to T&R development or review conferences to represent the command in the development or maintenance of respective T&R Manuals.

(i) Designate in writing a Training Safety Officer (TSO) for oversight of all training events.

(j) Designate in writing a High Risk Training Safety Officer (HRTSO) for oversight of all High Risk Training (HRT) events (as required). HRT is defined in enclosure (1).

(k) Ensure the TSO and HRTSO complete the Ground Safety for Marines course and online Operational Risk Management (ORM) course prior to assuming duties and are competent in their responsibilities.

(l) Ensure the effective, efficient management and reporting of individual and collective training accomplishments via: Marine OnLine (MOL), MCTIMS Unit Training Management/Individual Marine Management (UTM/IMM) module, Marine Corps Sierra Hotel Aviation Readiness Program (MSHARP), DRRS-MC, and other electronic means.

c. Coordinating Instructions

(1) Core METs. Core METs are reviewed periodically at a minimum every three years, and published in T&R Manuals and the MCTIMS Taskmaster database for each type of unit. IAW reference (f), units are invited and encouraged to participate in this process.

(2) References and Enclosures. Reference (g) provides explanations, formats and examples of training plans. Enclosure (1) provides detailed guidance on procedures for URP in the Marine Corps.

(3) IGMC evaluates the implementation of the procedures outlined in the references during inspections using the Automated Inspection Reporting System (AIRS) 380 checklist, Appendix "C".

5. Administration and Logistics

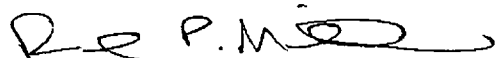
a. Developers, owners, and users of all Marine Corps information systems have the responsibility to establish and implement adequate operation and information technology controls including records management requirements to ensure the proper maintenance and use of records, regardless of format or medium, to promote accessibility and authorized retention per the approved records schedule and reference (h).

MCO 1553.3B
23 Nov 2011

b. Submit all recommendations concerning this Order to CG, TECOM via Training Management and Evaluation, Ground Training Division (GTD) (C469TME).

6. Command and Signal

- a. Command. This Order is applicable to the Marine Corps Total Force.
- b. Signal. This Order is effective the date signed.



R. P. MILLS
Deputy Commandant for
Combat Development and Integration

DISTRIBUTION: 10201918700

Copy to: 7000260 (2)
7000144/8145001 (1)

MCO 1553.3B
23 Nov 2011

LOCATOR SHEET

Subj: UNIT READINESS PLANNING DETAILED GUIDANCE

Location: _____
(Indicate location(s) of copy(ies) of this Order.)

RECORD OF CHANGES

Log completed change action as indicated.

Change Number	Date of Change	Date Entered	Signature of Person Incorporated Change

TABLE OF CONTENTS

<u>IDENTIFICATION</u>	<u>TITLE</u>	<u>PAGE</u>
Chapter 1	UNIT READINESS PLANNING.....	1-1
1.	Background.....	1-1
2.	Training and Readiness.....	1-1
3.	Unit Readiness Planning.....	1-2
Chapter 2	SYSTEMS APPROACH TO TRAINING APPLIED TO URP.....	2-1
1.	Systems Approach to Training and.....	2-1
2.	Marine Corps Training Principles.....	2-1
3.	SAT Process.....	2-1
4.	Analyze Phase.....	2-1
5.	Design Phase.....	2-3
6.	Develop Phase.....	2-6
7.	Implement Phase.....	2-7
8.	Evaluate Phase.....	2-7
Chapter 3	TRAINING SAFETY.....	3-1
1.	Background.....	3-1
2.	Operational Risk Management (ORM).....	3-1
3.	High Risk Training (HRT).....	3-2
4.	Responsibilities.....	3-2
Chapter 4	TRAINING MANAGEMENT SOFTWARE.....	4-1
1.	Introduction.....	4-1
2.	Management Tools.....	4-1
3.	Safeguarding Personally Identifiable Information (PII).....	4-1
APPENDIX A	CONDUCT OF FORMAL UNIT TRAINING EVALUATIONS.....	A-1
APPENDIX B	CHECKLIST FOR CONDUCTING FORMAL UNIT EVALUATIONS.....	B-1
APPENDIX C	UNIT TRAINING MANAGEMENT CHECKLIST.....	C-1
APPENDIX D	SAMPLE OPERATIONAL RISK ANALYSIS WORKSHEET (ORAW).....	D-1
APPENDIX E	GLOSSARY OF TERMS AND DEFINITIONS.....	E-1
APPENDIX F	SAMPLE MCTIMS SCR/PTR.....	F-1
APPENDIX G	URPC T&R TASK LIST.....	G-1

Chapter 1

Unit Readiness Planning

1. Background

a. Unit Readiness Planning shall be conducted in accordance with this Order and enclosure. Adherence to the policies and procedures outlined herein will increase mission effectiveness throughout the Marine Corps.

b. Equipment and personnel readiness are critical components to overall unit readiness, however this Order focuses specifically on the efforts undertaken at the unit level to achieve proficiency in the performance of Mission Essential Tasks. Equipment and personnel readiness are required enablers to both training proficiency and combat readiness and effectiveness.

2. Training and Readiness

a. There are two Training and Readiness (T&R) programs within TECOM - the Ground T&R Program and the Aviation T&R Program, see references (c) and (i) respectively. Both programs establish T&R requirements that enable commanders to attain and maintain combat readiness at the individual and unit levels in order to support MAGTF and combatant commanders while conserving resources. The T&R Programs provide policy and guidance for development and standardization of all USMC T&R Manuals.

b. These T&R Programs are based on Operating Force training requirements and performance based standards designed to ensure unit proficiency in combat skills. The standards established in these programs are validated by community subject matter experts (SMEs) to maximize combat capabilities for a unit's core Mission Essential Tasks (METs). Both T&R Programs produce fundamental tools used by commanders to construct and maintain effective training programs to support Managed On-the-Job Training (MOJT) and unit readiness by identifying METs and the standards for E-coded events and other collective events.

c. Individual Training Events (ITEs) and Collective Training Events (CTEs)

(1) The T&R Programs require the establishment of Individual Training Events (ITEs) that are based on specific requirements and performance standards to ensure a common base of training and depth of combat capability; ITEs provide a standard of competence to be achieved. ITEs are established per references (c) and (i), and published in Marine Corps Training and Readiness (T&R) Manuals in the NAVMC 3500 series. Occupational fields whose ITEs are established by Joint, DoD, or Interagency publications reproduce those ITEs verbatim into the applicable T&R Manual.

(2) An event is a significant training occurrence that is identified, expanded and used as a building block and potential milestone for a unit's training. An event may include formal evaluations. A T&R event can be individual or collective. Through T&R events, the unit commander ensures that individual Marines and the unit achieve combat readiness.

(3) A collective event is a clearly defined and measurable activity, action, or event (i.e., task) that requires organized team or unit performance and leads to accomplishment of a mission or function. A collective event is derived from unit missions or higher-level collective events. Event accomplishment requires performance of procedures composed of supporting collective or individual events. A collective training event describes the exact performance a group must perform in the field under actual operational conditions.

3. Unit Readiness Planning Orientation. Unit Readiness Planning is the application of Unit Training Management (UTM) principles in an adaptive operating environment. By capitalizing on the proven principles of UTM, Unit Readiness planning provides unit commanders with tools and resources that aid in the deliberate planning efforts required to achieve operational readiness with limited resources.

a. In 2002, TECOM was reorganized for greater effectiveness, and in August 2002, the Marine Corps Ground Training and Readiness (T&R) Program was established with the publication of reference (c), Marine Corps Ground T&R Program Order. The purpose of the Marine Corps Ground T&R Program is to establish training standards and policies for the training of Marines and assigned Navy personnel in ground combat, combat support, and combat service support occupational fields. The Aviation T&R program has been in effect since 1975.

b. Unit Readiness Planning and the application of UTM principles and procedures have proven to be the most effective and efficient method for ensuring the operational readiness of the Total Force. Adherence to the guidance for implementation and management of training programs provided in this order and the references will ensure that every Marine and unit in the Marine Corps attains and sustains the skills required to accomplish any and all assigned missions.

c. URP training and resources are available on the TECOM website (<http://www.tecom.usmc.mil>).

Chapter 2

Systems Approach to Training Applied to URP

1. Systems Approach to Training (SAT). URP is the use of the Marine Corps Training Principles and Systems Approach to Training (SAT) to maximize the utilization of limited training time and resources by focusing training priorities on the mission essential skills needed to accomplish its wartime missions. Successful combat units train as they fight and fight as they train. This ethos is the foundation of unit training.

2. Marine Corps Training Principles. From the Marine Corps' approach to training, fundamental principles emerge. These principles provide commanders sound and proven direction and are flexible enough to apply to all levels of training. Commanders ensure that these principles are used in the design, development, and implementation of unit training programs. These principles are detailed in reference (c). The Marine Corps Training Principles are:

- a. Train as you fight.
- b. Make commanders responsible for training.
- c. Use standards-based training.
- d. Use Performance-Oriented Training.
- e. Use mission-oriented training.
- f. Train the MAGTF to fight as a combined-arms team.
- g. Train the MAGTF to fight as part of a Joint Force.
- h. Train to sustain proficiency.
- i. Train to challenge.
- j. Integrate Values Based Training and Leadership (VBT/L).

3. SAT Process. The SAT process provides commanders with a model to plan and conduct training. Proper application of this process helps to ensure that Marines acquire the knowledge and skills essential for successful job performance both as individuals and as a unit in the performance of combat missions. The SAT process consists of five phases: Analyze, Design, Develop, Implement, and Evaluate. More detailed information on the SAT process can be found in reference (j).

a. Analyze Phase. During the Analyze Phase, the commander conducts a mission analysis, reviews various training and mission inputs and consolidates these into his Mission Essential Task List (METL). The METL gives warfighting focus to a unit's training program and is used to design, resource, and execute the unit's training plan.

(1) METL Development. Procedures for developing a Unit METL vary by unit and mission. These procedures may be influenced by planning time available, complexity of mission, duration of operation, or alignment of

requirements with a unit's core tasks. In every case, the METL consists of a list of METs as well as the required condition and standards for measuring successful performance of each task.

(a) In the absence of an assigned mission (other than the T/O mission statement), a METL will be developed independently by the unit commander and his staff. In these instances, the METL will be based primarily upon the core METs listed in the community T&R Manual but may include additional METs as identified from HHQ guidance or contingency planning. Additional METs may be imported from operational templates or another community T&R Manual, or created using tasks from the Marine Corps Task List (MCTL). Since MCTL Tasks are not unit specific, the unit commander must develop refined conditions and standards and reflect this in his METL. Unit commanders must then submit their METL to their next HHQ for approval.

(b) In the case of an assigned mission, the METL development (or refinement) process will begin at the Force Synchronization Conference. Although TECOM and the MARFORs play varied roles in these multiple processes, it is critical that the unit's METL be approved by the gaining operational commander. Possible courses of action for METL development are listed below.

1. METL working groups, facilitated by DC CD&I, and assisted by TECOM and the MARFORs, may be established for new missions assigned to multiple like units. The gaining MARFOR will ensure the final METL meets the requirements of the Combatant Commander (COCOM).

2. METL templates, validated by the gaining MARFOR, may be provided to units assigned existing missions.

3. Unique units or missions may be assigned tasks and required to develop conditions and standards for submission to their gaining HHQ for approval.

(2) Reporting. The commander continuously assesses the unit's strengths and weaknesses to determine its current readiness to accomplish mission essential tasks. Units report overall readiness based on the unit's METs. These tasks are subdivided into two missions: Core (used to develop the T&R Manual) and Assigned (as directed by HHQ; may be in support of task organized units or OPLANS/CONPLANS). Unit's can assess more than two missions within DRRS-MC, but these are MET based assessments only and will not contain resource data. Knowing the current state of readiness aids the force providers in the assignment of units against operational missions and helps the commander establish training priorities for training plans in the Design phase.

(3) Unit Training Assessment. A commander's training assessment compares the unit's current level of proficiency with the desired level of proficiency. Leaders determine current proficiency levels by reviewing all available training evaluations and comparing them to the desired level of proficiency or associated performance standard. The following key questions must be asked when assessing a unit's training proficiency:

(a) What must the unit be able to do? (The METL)

(b) What can the unit do now? (Unit Assessment)

(c) How can shortfalls be corrected and strengths maintained?
(Training Strategy)

b. Design Phase. The Design Phase commences when the commander and principal staff, using the approved METL, begin to construct the unit's training plans. The commander is responsible for developing a training strategy that achieves and maintains unit proficiency for all tasks determined to be mission-essential. Based on current readiness in each task and available training time and resources, the commander will prioritize training to achieve proficiency. During the Design Phase, the commander relates METs to collective training events (T&R), publishes commander's training guidance, and designs appropriate training plans (long-, mid-, and short-range) for units and individuals. All training guidance and training plans should prioritize and integrate VBT/L.

(1) Relating METs to Individual/Collective Training Events. A critical step in the design phase is to relate collective training events (CTEs) directly to the unit's METs. E-Coded CTEs, are related to Core METs during MET review conferences IAW reference (f). Through the staff planning process, additional CTEs are associated to a unit's METs as the staff determines an appropriate training strategy to address unit training deficiencies. Individual training events are related to the appropriate collective training event and, ultimately, unit METs. The Marine Corps training system is standards-based and performance-oriented. In the operating forces, training events are used to plan, execute, and evaluate training at both the individual and unit levels. They serve as the basis for identifying training resource requirements such as ammunition, ranges, facilities, and other logistical support. Training events are derived from mission requirements and are based on current doctrine. These events are published as Collective Training Events (CTEs) and Individual Training Events (ITEs), per references (c) and (i).

(2) Commander's Training Guidance. Commander's guidance (disseminated in the form of regulations, SOPs, memoranda, verbal guidance, or written letters of philosophy on training) drives the planning process. The commander's guidance sets the priorities for training, but does not specify "how" to train. The conduct of training should be decentralized to empower subordinate leaders. At a minimum, Commander's Training Guidance should include:

- (a) Commander's training philosophy
- (b) Mission & METL
- (c) Commander's assessment of METL proficiency
- (d) Training priorities
- (e) Combined-arms training
- (f) Major training events & exercises and associated METL training standards
- (g) Leader training

- (h) VBT/L
- (i) Individual training
- (j) Formal training requirements
- (k) Standardization
- (l) Training evaluation and feedback
- (m) New equipment training
- (n) Preparation of trainers and evaluators
- (o) Resource allocation and guidance
- (p) Risk Management

(3) Training Plan Development. The commander, the staff, and subordinate leaders develop the unit's training plan; it is not dictated by external agencies. While operational tempo or organizational requirements may dictate certain milestones in a unit's training cycle, it is the responsibility of the unit commander to develop a deliberate training plan that capitalizes upon all available time and effectively tailors training to make it relevant to his specific mission requirements in the context of his unit's capabilities and limitations. Planning links the unit's METL with the subsequent execution and evaluation of training. A properly developed training plan will: maintain a consistent combat focus; coordinate between associated combat, combat support, and combat service support organizations; focus on real-world lead times; address future proficiency; integrate VBT/L, and allocate resources efficiently. Before the commander can begin to construct the unit's training plans, he must first establish the unit's training priorities.

(a) Establishment of Training Priorities. The establishment of training priorities helps the unit's staff construct an organized training plan. By prioritizing training, the unit remains focused on developing combat proficiency and ensures the proper allocation of limited training resources.

1. Priorities must be published and clearly stated.
2. The unit's training priorities must take into account guidance from HHQ.
3. Training events must be combat mission-oriented, realistic, and focused on tasks identified in the METL.
4. Training that is critical to mission accomplishment receives top priority.
5. Formal and Ancillary Training. Formal and ancillary training requirements are required of all Marines and identified in the Marine Corps Common Skills T&R Manual.

a. Formal training encompasses Marine specific training that uniquely distinguishes our service and prepares individuals for basic survival on the battlefield to include: marksmanship, physical fitness, combat water survival, NBC, and leadership training.

b. Ancillary training is training that supports individual readiness such as suicide prevention, standards of conduct, voluntary education, and equal opportunity training.

6. Per reference (k), Professional Military Education (PME) is the career long study of the foundations of the military profession, designed to equip Marines with the analytical skills necessary to exercise sound military judgment in contemporary operations.

7. Values Based Training and Leadership integration should be prioritized and aligned with all training efforts.

8. Changes in the unit's mission will change existing training priorities; therefore, commanders periodically review these priorities and ensure they remain valid.

9. If insufficient time or resources prevents the accomplishment of all required training, requests to defer and/or exempt training must be submitted to HHQ and approved at the appropriate level.

(b) Night Training. While it is understood that all personnel and units of the operating force must be capable of performing their assigned mission in "every clime and place," current doctrine emphasizes the requirement to perform assigned missions at night and during periods of limited visibility. Basic skills are significantly more difficult when visibility is limited. To ensure units are capable of accomplishing their mission at night as well as during the day, they must train under the more difficult limited visibility conditions. As such, all training events should be conducted during the day and at night or under conditions of limited visibility. When there is limited training time available, night training should take precedence over daylight training, contingent on individual, crew, and unit proficiency.

(c) CBRNE Training. All personnel assigned to the operating force must be trained in CBRNE in order to survive and continue their mission in a CBRNE environment. In order to develop and maintain the ability to operate in a CBRNE environment, CBRNE training should be an integral part of the training plan and all training events should be conducted under CBRNE conditions whenever possible. All units must be capable of accomplishing their assigned mission in a contaminated environment.

(4) Types of Training Plans. The end result of the Design Phase is the creation and publishing of the unit training plans. There are three types of training plans: long-range, mid-range, and short-range. The times associated with each are estimates. Operational tempo and level of command will dictate how far in advance commanders can plan.

(a) Long-Range Training Plan. The long-range plan may cover a period of 12-24 months, depending on the level of the unit (battalion,

regiment, division), and is updated annually. The purpose of a Long-Range Training Plan is:

1. Identify missions and assign priorities.
2. Develop command goals.
3. Develop a strategy for accomplishing the training program.
4. Ensure resources are available to implement training.

(b) Mid-Range Training Plan. The mid-range plan may cover a period of 4-12 months, depending on the level of the unit (battalion, regiment, division), and is updated quarterly. The mid-range training plan is used to refocus and to reprioritize training for the next mid-range period based on changing priorities and training previously accomplished. The mid-range training plan also:

1. Converts the long-range training plan into a series of training activities and events.
2. Provides trainers with detailed guidance including training standards.
3. Allocates and coordinates resources identified during long-range planning.
4. Monitors the development of mid-range plans by subordinate headquarters.
5. Coordinates and allocates resources to subordinate units.

(c) Short-Range Training Plan. The short-range plan covers a period of 1-4 months, depending on the level of the unit (battalion, regiment, division) and is updated monthly. It can include updates to mid-range training plans and monthly/weekly training schedules. The purpose of the short-range training plan is to:

1. Specify and schedule the individual training evolutions that comprise the mid-range training plan.
2. Link individual training evolutions to individual and collective training standards.

c. Develop Phase. The development phase is critical to ensuring successful execution of the training vision identified in the Design phase. Failure to properly prepare for training can negate all the efforts to this point in Unit Readiness Planning. Coordination both internally and externally is critical. During the Develop Phase commanders and their staffs:

- (1) Plan for logistical support (develop and submit Training Support Requests).

(2) Write Letters of Instructions (LOIs).

(3) Ensure trainers are fully prepared (review T&R Manual, doctrinal references, unit SOPs, etc.)

(4) Develop training materials and lesson plans.

(5) Secure training support.

(6) Conduct range reconnaissance(s) of the training area.

Sample training materials can be found in references (g) and (l). The Develop Phase ends when the LOI and exercise plans are published and the unit is finally prepared to conduct well-ordered, mission-oriented training.

d. Implement Phase. Training is conducted during the Implement Phase. Commanders and their subordinate leaders stage the resources and personnel; conduct the planned training; and evaluate the training evolution. When training plans are executed, both the trainers and the Marines being trained should have a clear understanding of the training objectives and standards, the required tasks, and the conditions under which the training will occur. The Implement Phase has three steps:

(1) Select and Prepare Evaluators. The commander must designate the personnel who will evaluate performance and ensure the evaluators are familiar with the standards established for the training. Additionally, the commander must ensure that the evaluators have the required logistical support. Although not all training exercises require formal evaluation, Appendices A and B contain useful information on planning for evaluation that can be applied to informal evaluations.

(2) Staging of Resources and Personnel. During this step, all resources and personnel required to conduct the training are assembled at the training site. This may involve transportation to the site, weapons issue, placement of opposing forces, etc.

(3) Conduct the Scheduled Exercise/Event. During this step, trainers ensure that Marines know and understand the intended goals and performance steps, and that both the trainers and the Marines being trained conduct the training needed to meet the established performance standard.

e. Evaluate Phase. Training evaluation is integral to training management and is conducted by leaders at every level. Thorough evaluation allows the commander to assess the unit's proficiency in the essential tasks and to validate the effectiveness of the unit's training plan.

(1) Questions that commanders need to answer through evaluation are:

(a) Has the training met the predetermined expectations?

(b) Is the unit better able to accomplish its mission?

(c) How can we improve the training?

(d) Is the amount of resources satisfactory to accomplish the mission?

The commander reviews the training deficiencies of subordinate units and individuals, and adjusts the training priorities in the unit's training plans accordingly. Evaluation is a continuous process that occurs at all echelons and during every phase of the SAT process. Both informal and formal evaluations of training are necessary to ensure that Marines are prepared for combat.

(2) Continuous Evaluation. A Commander's initial and ongoing training evaluation will be framed by his assessment of unit proficiency in those collective tasks derived from an analysis of the unit METL and defined by the tasks, conditions, and standards articulated in the T&R Manual. Each evaluation should be tailored to determine progress toward attaining the commander's training goals and achieving combat readiness prior to deployment. Commanders and subordinate leaders are responsible for evaluating their Marines and units to identify strengths and weaknesses, and to make corrections to the unit training plans and to adjust training priorities. By conducting informal evaluations of unit performance throughout the pre-deployment cycle, using increasingly more challenging training events, leaders can assess progress and proficiency and make adjustments to training plans as necessary.

(3) Informal Evaluations. Informal evaluation of training provides an opportunity to ensure proper tactics, techniques, and procedures have been instructed and learned. Informal evaluations should take place during all scheduled training, regardless of the size and scope of the exercise. Individuals and units should be evaluated daily as they conduct routine training or perform missions. Leaders at all levels evaluate training performance and provide feedback to the chain of command, trainers, and those being trained.

(4) Formal Evaluations. Formal evaluations are often scenario-based, focused on the unit's mission-essential tasks, and use collective training standards as the criteria to assess unit proficiency. Formal evaluations determine an individual's or unit's proficiency in the essential tasks that must be successfully performed in combat. Formal evaluations should be planned and scheduled during the Design and Develop Phases as part of the construction of the unit's training plan and are conducted during the Implement phase. The timing of formal unit evaluations is critical and should, when possible, be directly related to the units' operational deployment cycle. Formal evaluations should take place after the unit has been staffed with the majority of its personnel, has had sufficient time to train to individual and collective events, and allowed sufficient time to correct identified weaknesses. After Action Reviews (AAR) of formal evaluations, in accordance with reference (g), are used to determine better means for accomplishing objectives, allocate future resources, improve individual and unit performance, develop qualified trainers, and make appropriate adjustments to the unit training plan.

(a) Evaluation of Individual Training

1. Individual training and the mastery of individual skills serve as the building blocks for unit combat readiness. A Marine's ability to perform critical skills required in combat is essential. Mastery of individual skills begins with the evaluation of a Marine's performance at the MOS-producing formal school. Commanders assume responsibility for all career

progression skill training beyond the entry-level through the evaluation of Managed-On-The-Job Training (MOJT) and assignment to follow-on formal schooling.

2. T&R Manuals provide the metrics that are used to evaluate a Marine's proficiency in the tasks required for a specific military occupational specialty (MOS). They outline the structure for an individual training program based upon a logical progression of increasingly more complex events. T&R Manuals define the events to be accomplished under specified conditions, and describe the requirement for periodic revalidation of proficiency.

3. The proper completion of all individual T&R events should be supervised and verified by leaders appropriate to the training conducted (small unit, battalion, etc.). At the discretion of commanders, training can be evaluated by personnel proficient in the level and type of training being conducted when the unit commander has designated them in writing.

(b) Evaluation of Unit Training

1. Unit combat readiness is achieved through a unit's mastery of core capabilities that are necessary to accomplish the unit's mission essential tasks. The building block approach that creates individual readiness is equally important in developing unit readiness. A commander's initial and ongoing training evaluation will be framed by his assessment of unit proficiency on those collective tasks derived from an analysis of the unit METL and defined by the tasks, conditions and standards articulated in the unit's T&R Manual.

2. Training events, both individual and collective, will be used as the primary evaluation tools for all unit-training evolutions, regardless of size or scope. These standards shall be linked to tasks identified in the METL and will be used to evaluate the unit's ability to perform specific warfighting tasks or events. The performance standard is a clearly defined measure of proficiency that ensures similar capabilities and standardization of techniques, tactics, and procedures between all units of a community.

3. The proper completion of all collective T&R events should be supervised and verified by leaders appropriate to the training conducted (small unit, battalion, etc.). At the discretion of commanders, training can be evaluated by personnel proficient in the level and type of training being conducted.

4. Formal evaluations by a unit's HHQ (at a time in the unit's training cycle determined by that unit commander) should be conducted to ensure the unit's training plan supports its METL. Units should be evaluated using "go/no go" criteria. If the unit successfully performs a T&R event, then that unit receives a "go." If the unit fails to satisfactorily perform an event, then it receives a "no go." The unit shall reschedule the event on the training plan and arrange to be re-evaluated.

5. Appendices A and B explain how to conduct formal unit training evaluations using the T&R program. Appendix C is a checklist to assist in the maintenance of the unit's training program.

23 Nov 2011

(c) Readiness Reporting. One of the most important aspects of a training program is the relationship of the Commanders plan to his readiness goals. In his training plan the Commander should include his projected T-levels and MET assessment for each stage of training. When submitting readiness reports, the Commander should be able to tie unit readiness to the progress he is making in his training plan, specifically when his training plan is for pre-deployment (i.e. PTP) and articulate why he is or isn't at the readiness level he planned for.

Chapter 3

Training Safety

1. Background. Uncertainty and risk are inherent in the nature of military action. The success of the Marine Corps is based upon a willingness to balance risk with opportunity in taking the bold and decisive action necessary to triumph in battle. At the same time, commanders have a fundamental responsibility to safeguard highly valued personnel and material resources, and to accept only the minimal level of risk necessary to accomplish an assigned mission. Per reference (m), Operational Risk Management (ORM) is an effective tool for maintaining readiness in peacetime and success in combat without infringing upon the prerogatives of commanders. Unnecessary losses either in battle or in training are detrimental to operational capability.

2. Operational Risk Management (ORM). ORM is a process that enables commanders to plan for and minimize risk while still accomplishing the mission. It is a decision making tool used by Marines at all levels to increase operational effectiveness by anticipating hazards and reducing the potential for loss, thereby increasing the probability of a successful mission. ORM minimizes risks to acceptable levels, commensurate with mission accomplishment. Applying the ORM process will reduce mishaps, lower costs, and provide for a more efficient use of resources. ORM assists the commander in preserving lives and avoiding unnecessary risks, making informed decisions to implement courses of action (COA), identifying feasible and effective control measures, and providing reasonable alternatives for mission accomplishment. Most importantly, ORM assists the commander in determining the balance between training realism and unnecessary risks in training, the impact of training operations on the environment, and the adjustment of training plans to fit the level of proficiency and experience of Marines and leaders. Commanders are required to institute the safety policies and procedures contained in reference (m) and this Order when designing, developing, implementing, and evaluating training plans.

a. ORM is a five-step process for identifying and controlling hazards to conserve combat power and resources. The five steps of the ORM process are: identify hazards, assess hazards to determine risk, develop controls and make risk decisions, implement controls, and supervise and evaluate.

b. Risk reduction begins with commanders using the risk management process to assess the degree of risk related to each MET their unit must perform. Commanders retain the responsibility for oversight of ORM. They should address the acceptable level of risk in training guidance, and ensure ORM considerations are addressed during the planning of unit training. An Operational Risk Assessment (ORA) will be conducted during the planning of each training event.

c. All training events will have an ORA worksheet (ORAW). The ORAW will be based on the overall risk of injury, loss of life, or significant damage to equipment. Appendix D contains a sample ORAW.

d. During the Implement Phase, commanders must ensure proper safety controls are in place to minimize the risk of injury or loss of life. Commanders and their staffs ensure that controls are integrated into SOPs,

written and verbal orders, mission briefings, and staff estimates. All personnel (to include appropriate higher, adjacent, and subordinate units) must be briefed on, and understand, the hazards and how to execute risk controls prior to the conduct of the training.

e. Commanders must supervise and continuously assess risks during the conduct of operations and guard against complacency to ensure risk control standards are adhered to. To assist in this process, the commanders will designate in writing a Training Safety Officer (TSO).

f. After a training event is completed, commanders evaluate how well the risk management process was executed and the effectiveness of each control measure in reducing or removing risk.

3. High-Risk Training (HRT). HRT is defined as basic or advanced individual or collective training, essential for preparing Marines and units for combat that exposes Marines and trainers to the risk of death or permanent disability despite the presence of, and adherence to, proper safety controls. The purpose of this HRT policy is to reduce the risk of death and serious injury to the lowest possible level during training. To ensure Marines are ready for combat, the Corps must conduct physically challenging, mentally demanding, stressful, and at times, dangerous training. To train safely, ORM must be utilized to identify those training events containing the greatest risks to our Marines and Sailors. Those training events posing the greatest risk are then classified as HRT. Once a training event is determined to be high-risk, safety controls are implemented to mitigate and minimize the risk of death or permanent disability. The provisions of this Order do not seek to eliminate all exposure to risk when such exposure is necessary to meet valid training objectives. Due to the dangers inherent in HRT, additional safeguards are required. Marine Corps operations require aggressive training programs that prepare personnel to perform high-risk operations effectively. These actions will help to produce a culture of risk management in both training and operations for all Marines. An HRT Safety Officer (HRTSO) will be present during the planning and conduct of all HRT events. The HRTSO functions as the commanding officer's resident expert for all aspects of HRT events. The HRTSO is responsible for ensuring that the ORM process is fully implemented to minimize risk during all HRT.

4. Responsibilities. Additional responsibilities for commanders include:

a. Promulgate Commanders Guidance and identify training objectives clearly.

b. Provide subordinate units the training time and resources in order to accomplish their required URP actions and ensure training is conducted.

c. Conduct an Operational Risk Assessment (ORA) in accordance with reference (m) for all training events. Review the ORA for each training event and ensure all personnel are briefed on the risk factors, safety controls, cease training criteria, and cease training procedures.

d. Develop pre-mishap plans for all high-risk training events per reference (m).

e. Investigate and report all training related mishaps in accordance with reference (m).

f. Cease training when the risk to personnel or equipment exceeds the pre-determined acceptable level.

5. Training Safety Officers (TSO) and High-Risk Training Safety Officers (HRTSO) shall:

a. Complete the Ground Safety for Marines and the ORM DL courses prior to assuming duties.

b. Review the ORA for each training event and ensure all personnel are briefed on the risk factors, safety controls, cease training criteria, and cease training procedures.

c. Notify the higher command's safety office of all mishaps to ensure mishap reporting and recording is initiated per reference (j).

d. Review all training mishaps to determine if training procedures, safety precautions, pre-mishap plans, or training devices caused or contributed to the mishap and provide recommendations for correction as appropriate.

Chapter 4

Training Management Software

1. Introduction. This section provides an overview of current web based management tools as well as critical guidance for Operational Risk Management and the safeguarding of sensitive information.

2. Management Tools

a. Marine Corps Training Information Management System (MCTIMS). MCTIMS is the primary tool for planning, developing, resourcing, executing and evaluating training and education in the Marine Corps. More than a Learning Management System (LMS), MCTIMS will fully integrate the entire training and education continuum of both individual Marines and Marine Units from the Fire Team to the MEF. Where needed, it will integrate with other USMC Enterprise systems and other TECOM training systems to execute day to day training as well as long range planning in accordance with the SAT process.

(1) Use Appendix F for System Change Request (SCR) or Production Trouble Report (PTR) submission. Appendix F is the primary means for resolving problems and submitting changes for any MCTIMS module. Submit SCR/PTRs to CG, TECOM (C469TM).

(2) MARFORS will provide guidance for MCTIMS UTM/IMM usage.

(3) MEFs will determine local policy for implementation and use of MCTIMS UTM/IMM module for their subordinate commands.

(4) Unit commanders will use the MCTIMS UTM/IMM functionality, IAW HHQ guidance, to assist them in Unit Readiness Planning. Outputs from this system provide commanders with an objective status against a unit's current METL resulting in refinement and validation of the commander's subjective assessment inputs to DRRS-MC.

(5) MCTIMS UTM/IMM systems training will be integrated throughout the Marine Corps Training and Education continuum. A current listing of training opportunities and resources will be maintained on the TECOM website. (<http://www.tecom.usmc.mil>)

b. Marine Sierra Hotel Aviation Readiness Program (MSHARP). MSHARP is the training management software for scheduling and logging aviation T&R events, comparing logged data to community readiness metrics, and formatting readiness data within T&R Program Manual guidance. MSHARP captures range utilization, ordnance expenditures, required target sets, flight hour allocation and execution of fiscal monitoring and budgetary purposes. MSHARP provides unit commanders and HHQ with real time data of Combat Flight Leadership, Aircrew Training Status, resident Flight Instructor status and individual aircrew flight hours. MSHARP assists unit commanders in calculating unit readiness for reporting in Status of Resources and Training (SORTS) or Defense Readiness Reporting System (DRRS).

3. Safeguarding Personally Identifiable Information (PII)

a. MCTIMS and MSHARP contain information on Marines, Civilians and other service personnel. PPI is any information or characteristics that may be used to distinguish or trace an individual's identity, such as their name, social security number (SSN), or biometric data. The Marine Corps goes to great lengths to protect the PII information contained within these systems. All users of these systems should ensure that adequate safeguards are implemented and enforced to prevent misuse, unauthorized disclosure, alteration, or destruction of PII.

b. All users of Marine Corps systems must safeguard PII information to the maximum extent possible. It is expected that all users shall adhere to the following guidance:

(1) Access PII related information only when needed. Even though authorized users may have access to complete PII information, they should only access this information as their job/billet requires.

(2) Reduce or eliminate localized copies or duplication of Marine Corps PII data; also known as PII Data at Rest. In an effort to mitigate the possibility of unauthorized access, it is unauthorized for any user to maintain localized duplicate MCTIMS/MSHARP data or share with other personnel MCTIMS/MSHARP data. The goal is to keep all PII data within MCTIMS/MSHARP to reduce or eliminate all PII data from personal computers.

(3) Any user who prints a report from MCTIMS/MSHARP that contains PII is responsible for the safeguarding of that information. Whenever possible, users must select the report with the least amount of PII. Users should avoid using the full SSN altogether; if proper identification of a Marine requires SSN validation, the users should use only the last four digits of the SSN. Users should never use the entire SSN to identify a Marine on a printed report. When printed reports are no longer required, they must be shredded thereby rendering the information contained on the report unusable by unauthorized users.

APPENDIX A

CONDUCT OF FORMAL UNIT TRAINING EVALUATIONS

1. Evaluation Structure. The structure of the unit evaluation may vary; however, the following participants are the standard:

a. Exercise Commander. The Commanding General, Marine Expeditionary Force or his appointee will fill this role, unless authority is delegated to the respective commander of the Division, Wing, or MLG. Responsibilities and functions of the EC include:

(1) Designate the unit(s) to be evaluated based on guidance provided in this document.

(2) Designate the exercise director.

(3) Prescribe, when appropriate, exercise objectives and desired T&R events to be evaluated.

(4) Coordinate with commands or agencies external to the Marine Corps and adjacent Marine Corps commands, when required.

b. Exercise Director (ED). Designated by the Exercise Commander to prepare, conduct, and report all evaluation results. Responsibilities and functions of the Exercise Director include:

(1) Publish a Letter of Instruction (LOI) that: delineates the T&R events to be evaluated, establishes timeframe of the exercise, lists responsibilities of various elements participating in the exercise, establishes safety requirements/guidelines, and lists coordinating instructions.

(2) Designate the Tactical Exercise Controller (TEC) and Tactical Exercise Control Group (TECG) to operate as the central control agency for the exercise.

(3) Assign evaluators, to include the senior evaluator, and ensure that those evaluators are properly trained.

(4) Develop the general exercise scenario taking into account any objectives/events prescribed by the Exercise Commander.

(5) Arrange for all resources to include: training areas, airspace, aggressor forces, and other required support.

c. Tactical Exercise Controller. The Tactical Exercise Controller is appointed by the Exercise Director, and usually comes from his staff or a subordinate command. The TEC is the senior evaluator within the Tactical Exercise Control Group and must be of equal or higher grade than the commander(s) of the unit(s) being evaluated. The TEC is responsible for ensuring that the evaluation is conducted following the instructions contained in this order and reference (g). Specific T&R Manuals are used as the evaluation source.

d. Tactical Exercise Control Group (TECG). A TECG is formed to provide subject matter experts in the functional areas being evaluated. The benefit of establishing a permanent TECG is to have resident, dedicated evaluation authority experienced and knowledgeable in evaluation technique. The responsibilities and functions of the TECG include:

(1) Developing a detailed exercise scenario to include the objectives and events prescribed by the EC/ED in the exercise LOI.

(2) Conducting detailed evaluator training prior to the exercise.

(3) Coordinating and controlling role players and aggressors.

(4) Compiling the evaluation data submitted by the evaluators and submitting required results to the Exercise Director.

(5) Preparing and conducting a detailed exercise debrief for the evaluated unit(s).

(6) Applying and evaluating Operational Risk Management.

e. Evaluators. Individuals selected as evaluators must have MOS credibility and be thoroughly prepared to evaluate the T&R event(s). 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 type of unit(s) and the T&R event(s) to be evaluated. It is recommended that evaluators be obtained from commands not directly related to the organization(s) being evaluated. During exercises involving formal evaluation, evaluators must be prepared to perform one of the following functions:

(1) Exercise Controllers. Ensures the exercise proceeds as planned following the exercise schedule and scenario. The Exercise Controllers will insert prescribed events to control and maintain the flow of the exercise, based on the exercise scenario. Additionally, they will insert events to stimulate specific actions/reactions that will ensure that the exercised unit is evaluated against all designated T&R events. The Exercise Controllers increase and/or decrease the tempo of operations and maneuver rates through the use of aggressor maneuver and actions. They may use role players or pass intelligence reports to ensure that the unit completes the designated T&R event(s). Controllers will continuously report to the TEC the completion of T&R events.

(2) Umpires. Resolves any disagreements between the exercise force and the aggressor force. They make a determination of and assess casualties by analyzing the relative combat power of the forces involved through their own judgment and experience or by utilizing external assets.

(3) Performance Evaluators. Applies the prescribed standards to the unit's performance in the field under simulated combat conditions and determines the level of performance achieved. Evaluators must have a complete understanding of the T&R events to be performed during the exercise. The evaluator must also have a grasp of the scenario and know when and where in the scenario these events will be performed and evaluated. They determine

whether the activity or performance observed fulfills the criteria as stated in the T&R event.

f. Senior Evaluator. The senior evaluator's responsibilities include:

(1) Coordinating and supervising all evaluator activity during the exercise and debrief.

(2) Compiling the data sheets from all evaluators at the end of the exercise and conducts the post-exercise debrief.

(3) Identifying trends, strengths, and weaknesses of the unit's performance and providing this information, with the exercise worksheets, to the TEC.

g. Evaluator Training. Evaluators will participate in evaluator training, including the Exercise Director's representative, the TEC, key TECG staff members, the officer-in-charge of the aggressor force, and representatives from all sub-elements participating in the evaluation or tactical exercise. The following key items must be covered in the training:

(1) Brief/Verification of exercise support requirements as stated in the LOI.

(2) Specific assignment of evaluators to units/sub-elements as required.

(3) Detailed brief of exercise scenario to include all major TECG driven events.

(4) Detailed brief of all aggressor force actions.

(5) Detailed brief of evaluated T&R events and how they relate to the exercise scenario, TECG input, and aggressor force actions.

(6) Exercise Commander, Tactical Exercise Controller, and senior evaluator instructions/guidance as required.

(7) Brief the roles of the exercise controllers, umpires, and performance evaluators.

(8) Administrative instructions pertaining to the conclusion of the tactical exercise and the constructive requirements for the exercise debrief/critique.

2. Evaluator Actions during Exercises. During an exercise, evaluators determine what operational functions are taking place and choose the appropriate T&R event(s) applicable to those functions. They record either a "go" or "no go" based on the quality of performance observed in relation to the performance criteria of the T&R event being evaluated. Evaluators must record and collect unit performance data and keep supporting notes during all phases of the exercise. At the conclusion of the exercise, evaluators review their data and supporting notes to ensure they accurately reflect the units' performance during the exercise.

3. Exercise Debrief

a. Personnel. The most important segment of the exercise evaluation system is the exercise debrief. The quality of training feedback provided to the unit commander is critical as it is used as a constructive training tool. The following personnel should attend the debrief:

- (1) Exercise Commander or appropriate representative.
- (2) Exercise Director.
- (3) Tactical Exercise Controller and key TEGC staff members.
- (4) All evaluators.
- (5) Evaluated unit commander, key staff members, subordinate leaders, and attached unit commanders/SNCOICs.
- (6) Aggressor force commander and key role players.

b. Content. The following information should be covered in debrief:

- (1) Detailed debrief by the senior evaluator, and other evaluators as required, of each T&R event as it occurred in the exercise scenario.
- (2) Detailed comments regarding positive and negative trends as noted in the evaluation.
- (3) Detailed comments on T&R events that were scheduled, but not evaluated, to include the reason why.
- (4) Detailed debrief by the Tactical Exercise Controller, or representative, concerning TEGC support for the exercise, support/interaction with the evaluated unit, and aggressor force control support.
- (5) The evaluated unit commander's comments concerning the validity and effectiveness of the exercise.
- (6) Exercise Commander's comments concerning the validity and effectiveness of the exercise.

4. Evaluation Results

a. Results will be forwarded via the chain of command to the respective Commanding General, Marine Forces Command, Pacific, Special Operations, or Reserve for both information and action. It is imperative that these results be used constructively to increase unit proficiency vice as a report card on the commander and his staff.

b. The evaluated unit commander will record the results of the evaluation using T&R program management tool to update the unit's CRP. More importantly, the commander will use the results to refocus training priorities or adjust the training plan as necessary.

c. Higher-headquarters organizations will use the evaluation results as the catalyst to apply resources (e.g., personnel, T/E assets, ammunition, facilities, transportation, fuel, etc.) to the unit in order for that commander to increase the unit's CRP.

d. The Unit Readiness Planning Checklist, Appendix C, provides amplifying information for unit commanders as they prepare for formal and informal evaluations.

5. Unit Readiness Reporting. Unit and Individual CRP will be recorded and tracked by unit commanders, and anyone with a vested interest in that unit's training readiness.

APPENDIX B

CHECKLIST FOR CONDUCTING FORMAL UNIT EVALUATIONS

1. Purpose. This enclosure contains an evaluation checklist to be used in the preparation for, and conduct of, a unit training evaluation utilizing the Marine Corps Training and Readiness (T&R) Program. It is designed to assist evaluators in maintaining quality control for the effectiveness and uniformity of all training evaluations. Although geared toward formal evaluations, the general guidelines provide below can be used by unit leaders for the conduct of informal evaluations.

2. Required Tasks in Evaluation

a. Plan and Prepare for Evaluation. Subordinate commanders/staff members perform required actions at the direction and under the supervision of the exercise commander.

_____ Deploying units are scheduled for formal evaluation at the proper point in their operational cycle.

_____ The command responsible for the conduct of the evaluation publishes a tentative evaluation schedule by fiscal year.

_____ An evaluation Exercise Director (ED) is designated for each evaluation.

_____ Evaluation purpose and objectives are published.

_____ Coordination with internal and external commands or agencies is affected as required.

_____ Letter of Instruction (LOI) is published by the exercise director (ED) delineating responsibilities of the various elements participating in the evaluation.

_____ Tactical Exercise Controller (TEC) and a staff Tactical Exercise Control Group (TECG) are designated to operate as the central control agency for the evaluation.

_____ Evaluators are selected and assigned.

_____ Appropriate evaluator training is planned for, organized and conducted.

_____ Exercise scenario is prescribed by the ED to accomplish the evaluation objectives as prescribed in the LOI.

_____ Required training areas, airspace, aggressor forces, and other necessary support are identified for the evaluation.

_____ Detailed exercise scenario is developed.

_____ 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.

_____ 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 attend evaluator training conducted under the cognizance of the ED.

_____ Evaluators possess required collective training events and have developed performance evaluation checklists.

_____ Evaluators understand interrelated actions required in their roles as evaluators, umpires, and controllers.

_____ Evaluators identify erroneous performance to unit leaders when observed to prevent continued practice throughout the exercise.

b. Evaluation LOI. Items to be addressed in the LOI include:

_____ Unit(s) to be evaluated.

_____ Collective training events to be evaluated.

_____ Evaluation dates and times.

_____ Identification of the TEC.

_____ Unit(s) to provide TECG staffing.

_____ Unit(s) to provide aggressor support and type/amount of support.

_____ Identification of the senior evaluator.

_____ Units to provide evaluator support and the amount of support required.

_____ Identification of the senior evaluator.

_____ Task organization of the evaluated unit, as required.

_____ Units/Agencies tasked to provide other types of support (i.e., communications, MT, aviation, etc.).

_____ Coordinating instructions, to include schedule for evaluator training, evaluator's debrief, and evaluated unit debrief.

_____ Operational Risk Management

c. Conduct Post-evaluation Actions. Subordinate commanders/staff members perform required actions at the direction and under the supervision of the exercise commander.

_____ Evaluation data submitted by individual evaluators is compiled, consolidated, and analyzed.

_____ The 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 the evaluation LOI, to the ED in a timely manner.

_____ Information copies of the evaluation report are distributed to the headquarters of all attached supporting elements that were also evaluated during the exercise.

_____ Evaluation report is reviewed, endorsed, and forwarded to the appropriate commander (normally the MEF commander) within 30 working days of completion of the evaluation.

_____ Deficiencies identified through the evaluation are utilized as a basis for corrective actions taken by the unit commander to improve the unit's training readiness.

_____ Deficiencies are corrected at the lowest possible level in the chain of command.

_____ Deficiencies beyond the capabilities of the unit commander to resolve (manning, equipment, formal schooling) are forwarded to the appropriate level for resolution.

_____ Implications/Issues for respective T&R Manual identified to CG, Training Command (C47).

_____ Implications/Issues for respective doctrinal shortfalls identified to CG, MCCDC.

APPENDIX C

UNIT TRAINING MANAGEMENT CHECKLIST

1. Are the following directives maintained in support of training?
 - a. MCO 1553.3B, Unit Training Management Program
 - b. MCRP 3-0A, Unit Training Management Guide
 - c. MCRP 3-0B, How to Conduct Training
 - d. MCO 3500.72, Ground T&R ProgramsYes _____ No _____
2. Does the unit have a HHQ approved Mission Essential Task List (METL)?
Yes _____ No _____
3. Has the unit developed a commander's training guidance letter and does it identify training deficiencies and establish priorities?
Yes _____ No _____
4. Does the commander address and prioritize the integration of Values Based Training/Leadership (VBT/L) within his/her Commander's Training Guidance?
Yes _____ No _____
5. Has the unit developed training plans for achieving MET proficiency and overall unit readiness?
Yes _____ No _____
6. Do unit training plans include Values Based Training/Leadership (VBT/L) aligned and integrated within the units' mission oriented training?
Yes _____ No _____
7. Have the training plans been submitted to HHQ for approval within 30 days of each training cycle commencing?
Yes _____ No _____
8. Is time allotted in the training plan for the conduct of formal and ancillary training?
Yes _____ No _____
9. Does the Commander's Training Guidance letter and training plan address training in CBRNE and limited visibility/night conditions?
Yes _____ No _____

10. Does the unit address the conduct of informal evaluations in the unit SOP or similar policy document?

Yes ___ No _____

11. Has the unit scheduled a formal evaluation from HHQ at an appropriate point in the training cycle?

Yes ___ No _____

12. Has unit proficiency been determined by observing unit performance against criteria established in approved T&R manuals?

Yes ___ No _____

13. Are after-action reviews conducted after each training event to record accomplishments, identify short-falls, and adjust training priorities?

Yes ___ No _____

14. Has the command included Operational Risk Management (ORM) training in the training plan?

Yes _____ No _____

15. Does the command complete a risk assessment and ORM worksheet for each training event?

Yes _____ No _____

16. Has the commander designated a Training Safety Officer (TSO)?

Yes _____ No _____

17. Has training been included in the training plan to ensure basic leadership and infantry skills are sustained by all Marines in the unit as outlined in the Marine Corps Common Competencies manual or ELT T&R?

Yes _____ No _____

APPENDIX D

SAMPLE OPERATIONAL RISK ANALYSIS WORKSHEET

Mission of Task:		Date/Time Groups:			Date Prepared:	
Prepare By: Personnel and Position						
Phase of Mission or Task:						
Step 1 Identify Hazard	Step 2 Assess Hazards	Step 3A Develop Controls	Step 3B Residual Risk	Step 4 How to Implement	Step 5A How to Supervise	Step 5B Evaluate
Determine overall mission/task risk level after controls implemented (Circle one):						
LOW (L) MODERATE (M) High (H) EXTREMELY HIGH (E)						
Page of						

APPENDIX E

GLOSSARY OF TERMS AND DEFINITIONS

A

Assessment. An informal judgment made by a commander or trainer in order to determine the training readiness of a unit. Commanders make frequent use of these determinations during the course of the combat readiness cycle in order to adjust, prioritize or modify training events and plans.

C

Certification. Completion of a defined set of T&R events to standard required to perform a specific task or function.

Certifying Official. Competent authority as prescribed by an applicable Marine Corps order who is authorized to certify training in relation the standards.

Collective Event. A collective event is a clearly defined and measurable activity, action, or event (i.e., task) that requires organized team or unit performance and leads to accomplishment of a mission or function. A collective task is derived from unit missions or higher-level collective tasks. Task accomplishment requires performance of procedures composed of supporting collective or individual tasks. A collective task describes the exact performance a group must perform in the field under actual operational conditions. The term "collective" does not necessarily infer that a unit accomplishes the event. A unit such as a squad or platoon conducting an attack is a collective event; however, an individual working to accomplish a unit mission, such as a battalion supply officer completing a reconciliation of the battalion's CMR, is also a collective event. Thus, many collective events will have titles that are the same as individual events; however, the standard and condition will be different.

Combat Readiness Cycle. The combat readiness cycle depicts the relationships within the building block approach to training. It is based on core skills and capabilities. The combat readiness cycle progresses from individual T&R Manual core skills training to a unit's participation in a contingency or actual combat. The combat readiness cycle demonstrates the relationship of core capabilities to unit combat readiness. Individual core skills training leads to unit proficiency and the ability to accomplish the unit's stated mission.

Combat Readiness Percentage (CRP). The Combat Readiness Percentage (CRP) is a quantitative numerical value used in calculating individual and collective training readiness. CRP is a concise measure of individual and unit training accomplishments. This numerical value is only a snapshot of training readiness at a specific time. As continuous training is conducted, CRP will continuously change. CRP credit is assigned to only E-Coded events in T&R Manuals.

Commander's Training Guidance. The Commander's training Guidance (disseminated in the form of regulations, SOP's, memoranda, verbal guidance, or a written letter of philosophy on training) drives the planning process and sets the priorities for training.

Core Mission Essential Task (Core MET). The Core METs are developed using the Marine Corps Task List, and define the expected capabilities of the unit during normal operations. The Core METs are standardized for all units of the same type and are used to develop the community's T&R Manual.

Core Plus Mission Essential Task. Core Plus Task Sets establish doctrinally appropriate tasks for the associated unit type which are not widely required from that type unit for the execution of expected missions. Examples are humanitarian operations, non-combatant evacuation operations, and aviation attacks against enemy maritime targets.

D

Defense Readiness Reporting System (DRRS). A comprehensive readiness reporting system that evaluates readiness on the basis of actual missions and capabilities assigned to the forces. It is a capabilities-based, adaptive, near real-time reporting system for the entire Department of Defense. Commanders report training readiness in DRRS compared to the METL assigned by HHQ.

Defense Readiness Reporting System-Marine Corps (DRRS-MC). The Marine Corps' web based/net centric reporting system that allows unit Commanders the ability to report readiness to HQMC based on assessment of resources and ability to perform Mission Essential Tasks. DRRS-MC is the primary business tool used to support SECNAV Title X responsibilities to "organize, train and equip" and Headquarters Marine Corps responsibilities to "investigate and report on the efficiency of the Marine Corps and it's preparation to support military operations by Combatant Commanders". DRRS-MC Supports HQMC and Combatant Commander's adaptive planning, crisis response and force management processes by integrating authoritative force structure and mission data to provide near real-time readiness information and assessments.

E

E-Coded Event. An "E-Coded" (E = evaluation) event is a collective T&R event that is a key indicator of capability; or, a key skill that contributes to the unit's ability to perform the supported MET. As such, only "E-Coded" events are assigned a CRP value and used to calculate a unit's CRP.

Evaluation. Evaluation is a continuous process that occurs at all echelons, during every phase of training and can be both formal and informal. Evaluations ensure that Marines and units are capable of conducting their combat mission.

Exercise Commander (EC). The Commanding General, Marine Expeditionary Force or his appointee will fill this role, unless authority is delegated to the respective commander of the Division, Wing, or MLG. Responsibilities and functions of the EC include: (1) designate unit(s) to be evaluated (2) may designate an exercise director (3) prescribe exercise objectives and T&R

events to be evaluated (4) coordinate with commands or agencies external to the Marine Corps and adjacent Marine Corps commands, when required.

Exercise Director (ED). Designated by the EC to prepare, conduct, and report all evaluation results. Responsibilities and functions of the ED include: (1) Publish a letter of instruction (LOI) that: delineates the T&R events to be evaluated, establishes timeframe of the exercise, lists responsibilities of various elements participating in the exercise, establishes safety requirements/guidelines, and lists coordinating instructions. (2) Designate the Tactical Exercise Controller and Tactical Exercise Control Group (TECG) to operate as the central control agency for the exercise. (3) Assign evaluators, to include the senior evaluator, and ensure that those evaluators are properly trained. (4) Develop the general exercise scenario taking into account any objectives/events prescribed by the Exercise Commander. (5) Arrange for all resources to include: training areas, airspace, aggressor forces, and other required support.

I

Individual Training Readiness. The individual training readiness of each Marine is measured by the number of individual events required and completed for the rank or billet currently held.

Individual Training. Training that applies to individual Marines. Examples include rifle qualifications and HMMWV driver licensing.

Individual Training Events (ITEs). ITEs are published as T&R Manuals in the MCO 3500. Individual Training Events prescribe the tasks that a Marine of a particular MOS and grade must be able to perform for the unit to successfully execute its combat mission and ensure that these tasks are performed to a standard level of proficiency. Subject matter experts (SME) from the operating forces, the supporting establishment, and formal schools collectively develop training standards under the guidance of CG, TECOM. Individual Training Events designated for instruction at the formal school/detachment, or published as 1000 level T&R events, are the foundation for entry-level curriculum. Those tasks/events not designated for instruction in entry-level courses serve as the foundation for unit Managed On-the-Job Training (MOJT) programs or for advanced courses. Unit commanders use the tasks/events to establish training programs, develop training plans, train additional skills, reinforce proficiencies, or remediate observed deficiencies. Individual standards are also used as the basis for distance learning courses developed in support of MOS training.

M

Marine Corps Training and Readiness (T&R) Programs. The Marine Corps T&R Program is the Marine Corps' primary tool for planning and conducting training, for planning and conducting training evaluation, and for assessing training readiness. The purpose of the T&R Program is to provide the commander the appropriate/relevant tasks for all occupational fields within all aviation and ground communities. The T&R Program provides the focus and standardization that enable commanders to train their units in accordance with the training principles more efficiently and effectively. T&R events serve as the central components of the program and are developed by Subject

Matter Experts (SME) from the operating forces, supporting establishment, and other stakeholders.

Mission Essential Task (MET). A MET is a collective event in which a unit or organization must be proficient to be capable of accomplishing an appropriate portion of its wartime mission.

Mission Essential Task List (METL). The METL is a list of mission tasks selected by a commander that are deemed essential to mission accomplishment and defined using the common language of the Universal Joint Task List (UJTL), Universal Naval Task List (UNTL), Marine Corps Task List (MCTL) and T&R Manuals in terms of task, condition and standard. The METL is the commander's tool for maintaining focus on mission accomplishment and forms the foundation upon which readiness reporting is made.

Mission Oriented Training. Individual and collective training that provides a Marine or unit with the skills, capabilities, knowledge, and attitudes necessary to accomplish duties that support a unit's mission. Mission-oriented training takes the highest priority in the commander's training plan.

N

Named Operation Mission Essential Task (MET). Named Operation METs are assigned to units by commanders of the Marine Forces when the unit must prepare to participate in a real-world Operation (i.e., Operation Iraqi Freedom or Operation Enduring Freedom).

O

Operational Plan (O-Plan) Mission Essential Task. Major O-Plan or Con-Plan METs are developed using the Marine Corps Task List, and define the expected capabilities of the unit upon execution of its role in the Major Operation or Contingency Operation.

Operational Readiness (DOD, NATO). This is the ability of a unit/formation, ship, weapon system or equipment to perform the missions or functions for which it is organized or designed. May be used in a general sense or to express a specific level or degree of readiness.

Operational Risk Management (ORM). ORM is the process of dealing with risks associated with military operations and training. It includes risk assessment, risk decision-making, and implementation of risk controls. Marines at all levels will incorporate ORM in their planning and execution of training to ensure that training provides the realism needed to fulfill Marine Corps requirements while minimizing the inherent risks.

P

Prerequisite Event. Prerequisites are the academic training and/or T&R events that must be completed prior to attempting a higher level T&R event or before embarking to a training center (e.g., MAGTTC 29 Palms) for advanced collective training.

Professional Military Education (PME). PME is the lifelong study of the military profession. PME is designed to equip Marines with the skills, knowledge, confidence, understanding, and vision to exercise sound military judgment and decision-making in battle.

Q

Qualification. A defined set of certifications, training, education and experience that an individual or unit attains resulting in a quantifiable level of proficiency.

R

Readiness (DOD). DoD readiness is the ability of US military forces to support any or all of the four strategic foundations outlined in the National Military Strategy - strategic deterrence and defense, forward presence, crisis response, and reconstitution. This is derived from the ability of each unit to deliver the outputs for which it was designed. Readiness is the synthesis of two distinct but interrelated levels: **Unit Readiness**. The ability to provide capabilities required by the combatant commanders to execute their assigned missions. This is derived from the ability of each unit to deliver the outputs for which it was designed. **Joint Readiness**. The combatant commander's ability to integrate and synchronize ready combat and support forces to execute his/her assigned mission.

S

Systems Approach to Training (SAT). An orderly process for analyzing, designing, developing, implementing, and evaluating a unit training program that ensures the unit acquires the knowledge and skills essential for the successful conduct of its wartime mission.

T

Tactical Exercise Controller (TEC). The Tactical Exercise Controller (TEC) is appointed by the Exercise Director, and usually comes from his staff or a subordinate command. The TEC is the senior evaluator within the Tactical Exercise Control Group (TECG) and must be of equal or higher grade than the commander(s) of the unit(s) being evaluated. The TEC is responsible for ensuring that the evaluation is conducted following the instructions contained in this order and MCO 1553.3A. Specific T&R Manuals are used as the evaluation source.

Tactical Exercise Control Group (TECG). A TECG is formed to provide subject matter experts in the functional areas being evaluated. The benefit of establishing a permanent TECG is to have resident, dedicated evaluation authority experience and knowledgeable in evaluation technique. The responsibilities and functions of the TECG include: (1) developing a detailed exercise scenario with objectives and events prescribed by the EC/ED in the exercise LOI, (2) conducting detailed evaluator training prior to the exercise, (3) coordinating and controlling role players and aggressors, (4) compiling the evaluation data submitted by the evaluators and submitting required results to the Exercise Director, and (5) preparing and conducting a detailed exercise debrief for the evaluated unit(s).

Training Plan. Training document that outlines the general plan for the conduct of individual and collective training in an organization for specified periods of time. The three types of training plans are long-range, mid-range, and short-range plans.

Training Priorities. The establishment of training priorities helps the unit's staff construct an organized training plan. By prioritizing training, the unit remains focused on developing combat proficiency and ensures the proper allocation of limited training resources. To establish training priorities, commanders compare unit missions with current proficiency and then determine the relative training emphasis each mission should receive.

Training Standard. The standard is the minimum level of performance required to successfully complete a task. At a minimum, both collective and individual training events consist of a task, the condition under which the task is to be performed, and the evaluation criteria that will be used to verify that the task has been performed to a satisfactory level. CTE, ITE, aviation syllabus sorties, and aviation maintenance tasks are examples of performance measures used as the basis for Marine Corps training.

Training Schedule. Training schedules complement the short-range training plan by providing even greater detail. Training schedule formats may vary among organizations, but they should specify when training starts and where it takes place; allocate time for scheduled training and also additional training as required to correct anticipated deficiencies; specify individual, leader, and collective tasks to be trained; provide concurrent training topics that will efficiently use available training time; specify who conducts the training and who evaluates the results; provide administrative information concerning uniform, weapons, equipment, references, and safety precautions.

Training Support Package. A complete, stand alone, exportable training package integrating training products and materials needed to train one or more critical collective tasks and supporting critical individual tasks (including leader and battle staff). It is a task-based information package that provides a structured situational training scenario for live, virtual, or constructive unit or institutional training.

U

Unit CRP. Unit CRP is a percentage of the E-Coded collective events accomplished for all members of that unit.

Unit Evaluation. All units in the Marine Corps must be evaluated, either formally or informally, to ensure they are capable of conducting their combat mission. The timing of these formal evaluations is critical and should, when appropriate, be directly related to the units' operational deployment cycle. The evaluations should take place after the unit has been staffed with the majority of its personnel, has had sufficient time to train to individual and collective standards, and allows sufficient time to correct identified weaknesses prior to deployment. All combat units, and those task organized for combat, require formal evaluations prior to operational deployments.


Unit Readiness Planning (URP). Unit Readiness Planning includes all tasks previously associated with Unit Training Management (UTM) but expands upon

these tasks to provide linkages between training proficiency and operational mission requirements. While UTM was designed to govern the peacetime training activity of the Marine Corps, sustained operations in an adaptive environment demand a more responsive approach to achieving readiness.

Unit Training Management (UTM). Unit training management is the use of the systems approach to training (SAT) and Marine Corps training principles in a manner that ensures commanders make the most efficient use of limited training time and resources by focusing training priorities of the unit on skills required to accomplish its wartime mission. UTM governs the major training activity of the Marine Corps and applies to all echelons of the Total Force.

APPENDIX F

SAMPLE MCTIMS SCR/PTR



Marine Corps Training Information Management System (MCTIMS)
System Change Request (SCR) / Production Trouble Report (PTR)

Requested By:	Date Reviewed:
Module Impacted:	Request Type:
<input type="checkbox"/> Curriculum Management <input type="checkbox"/> External System Interface <input type="checkbox"/> MOS Manual <input type="checkbox"/> Roadmaps <input type="checkbox"/> Security Manager <input type="checkbox"/> SMIP <input type="checkbox"/> Student Evaluation <input type="checkbox"/> Student Management <input type="checkbox"/> Student Registrar <input type="checkbox"/> T&R Manual <input type="checkbox"/> Taskmaster <input type="checkbox"/> UTM/TMM	<input type="checkbox"/> System Change Request (SCR) <input type="checkbox"/> Production Trouble Report (PTR)
	Priority:
	<input type="checkbox"/> 1 Emergency <input type="checkbox"/> 2 Urgent <input type="checkbox"/> 3 Must Fix <input type="checkbox"/> 4 Fix if Time <input type="checkbox"/> 5 Nice to Have
1. Problem Statement:	
2. Requirements (SCR) / Expected Functionality (PTR):	
3. Testing Requirements:	
3.a. Steps to Test (Reproduce):	
3.b. Expected Results:	
4. Justification (for Need and Priority):	
Approved By:	Date Approved:

What are System Change Requests and Production Trouble Reports?

- A **System Change Request (SCR)** is a documented request to change or enhance the MCTIMS software.
- A **Production Trouble Request (PTR)** is a documented problem in the production system where functionality does not work as it was originally designed.

What do the priority levels mean?

- **1. Emergency:** Critical core functionality is not working for a broad user base and for which there is no temporary workaround solution. This will more than likely require an emergency production deployment.
- **2. Urgent:** For PTRs, critical core functionality is not working for a limited user base or for a broad user base there may be a temporary workaround which causes some user discomfort. This may require an emergency production deployment outside of the normal release cycle, unless a quarterly release is pending.
- **3. Must Fix:** For PTRs a workaround exists which does not impact many users. For SCRs, this priority level indicates new functionality which must be introduced to the production system.
- **4. Fix if Time:** For PTRs, few if any users are impacted in a negative manner. The problem may even be seamless to the end-users. For SCRs, these should eventually be implemented, but after all #3 priority SCRs are completed.
- **5. Nice to Have:** For PTRs, no users will ever discover the problem (unlikely). For SCRs, these items are considered to be gold-plating once all other higher priority SCRs/PTRs have been implemented. These items may be raised to a higher priority as time progresses.

Appendix G

URPC T&R Task List (IAW reference (n))

EVENT	TITLE	PAGE
	2000-LEVEL EVENTS	
URP-ANLZ-2001	Develop Mission Essential Task List (METL)	6-4
URP-DESI-2001	Conduct Mission Essential Task (MET) assessment	6-4
URP-DESI-2002	Determine training strategy	6-5
URP-DESI-2003	Provide training guidance	6-6
URP-DESI-2004	Develop training plans	6-7
URP-DESI-2005	Develop training schedules	6-7
URP-DEVI-2001	Develop a training scenario	6-8
URP-DEVI-2002	Coordinate unit training	6-9
URP-DEVI-2003	Create a Performance Evaluation Check List (PECL)	6-10
URP-IMPI-2001	Conduct training	6-11
URP-ELVI-2001	Conduct training evaluation	6-12
URP-ELVI-2002	Conduct After Action Reviews (AAR)	6-12