



DEPARTMENT OF THE NAVY
HEADQUARTERS UNITED STATES MARINE CORPS
2 NAVY ANNEX
WASHINGTON, DC 20380-1775

MCO 1553.3A
C47
22 Jan04

MARINE CORPS ORDER 1553.3A

From: Commandant of the Marine Corps
To: Distribution List

Subj: UNIT TRAINING MANAGEMENT (UTM)

Ref: (a) MCRP 3-0A, Unit Training Management (UTM) Guide
(b) MCRP 3-0B, How to Conduct Training
(c) MCO P3500.72, Marine Corps Ground Training and Readiness (T&R) Program
(d) MCO 1553.1B, Marine Corps Training and Education System
(e) MCO 1510.34A, Individual Training Standards System (ITSS)
(f) MCO 4790.20, Individual Training Standards System (ITSS), Maintenance Training Management and Evaluation Program (MATMEP)
(g) MCO P3500.14F, Aviation Training and Readiness (T&R) Manual, Volume 1
(h) MCO 3501.1C, Marine Corps Combat Readiness Evaluation System (MCCRES)
(i) MCO 1553.4A, Professional Military Education (PME)
(j) MCO 3500.27A, Operational Risk Management (ORM)
(k) MCO 5100.29, Marine Corps Safety Program
(l) MCO P5100.8F, The Marine Corps Ground Occupational Safety and Health (OSH) Program
(m) MCO P5102.1A, Marine Corps Ground Mishap Reporting

Encl: (1) Conduct of Formal Unit Training Evaluations
(2) Checklist for Conducting Formal Unit Training Evaluations
(3) UTM Checklist
(4) Sample Operational Risk Management Worksheet (ORAW)
(5) Glossary

1. Purpose. To publish the Marine Corps Unit Training Management (UTM) policy that all elements of the Total Force will adhere to when developing, conducting, and evaluating training for wartime missions. This training shall be performance-oriented and

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standards-based in order to focus the unit on its wartime mission(s) and maximize training results. This order also defines the requirements for Operational Risk Management (ORM) for unit training.

2. Cancellation. MCO 1553.3.

3. Background

a. Unit Training Management (UTM) was formalized with the publication of the original version of this order in 1991 and the revisions of reference (a), the Unit Training Management Guide, reference (b), How to Conduct Training, in 1996 by the Director, Training and Education Division, Marine Corps Combat Development Command (MCCDC).

b. 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.

c. In September 2002, the Commandant released ALMAR 45/02, Training Assessment, directing commanders to review, update, and submit their units' Mission Essential Task List (METL); to conduct an internal assessment of their units' ability to execute each MET; and to prepare a definitive plan to achieve MET proficiency.

d. This revision also defines the requirements for Operational Risk Management (ORM) as an integral part of training and planning at all levels to optimize operational capability and readiness.

4. Summary of Revisions. This Order has been completely revised to include the addition of Training and Readiness (T&R) standards. A complete review of this Order is required.

5. Policy

a. Authority for Training

(1) Under the authority vested in the Commandant of the Marine Corps (CMC) by Title 10 USC, the CG, Marine Corps Combat Development Command (MCCDC), advises and guides Marine Corps

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commanders of the operating forces and supporting establishments in all matters related to training and education.

(2) Per reference (d), the CG, Training and Education Command (TECOM) is responsible for validating training requirements; developing collective and individual training standards; and overseeing unit-level training, formal school training, and professional military education (PME).

b. Marine Corps Training Ethos. Successful combat units train as they fight and fight as they train. This ethos is the foundation of unit training.

c. UTM Overview. UTM is the use of the Marine Corps Training Principles and Systems Approach to Training (SAT) to maximize training results and focus the training priorities of the unit in preparation for the conduct of its wartime missions. UTM also guides commanders in the development of a Mission Essential Task List (METL) that details the specific tasks a unit must be able to perform in combat.

d. Marine Corps Training Principles. Out of 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 (a). The Marine Corps Training Principles are:

- (1) Train as You Fight
- (2) Make Commanders Responsible For Training
- (3) Use Standards-Based Training
- (4) Use Performance-Oriented Training
- (5) Use Mission-Oriented Training
- (6) Train the MAGTF to Fight as a Combined-Arms Team
- (7) Train to Sustain Proficiency
- (8) Train to Challenge

e. SAT Process. The SAT process provides commanders with a model to plan and conduct training. The proper application of this process helps to ensure that Marines acquire the knowledge and skills essential for successful job performance. The SAT process also helps commanders prepare their units for combat. More detailed information on the SAT process can be found in reference

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(a). The SAT process, in regards to UTM, consists of five phases:

- (1) Analyze
- (2) Design
- (3) Develop
- (4) Implement
- (5) Evaluate

6. Execution

a. Analyze Phase. During the Analyze Phase, the commander identifies the tasks that are essential to wartime mission accomplishment and develops the unit's METL. The METL gives warfighting focus to a unit's training program. It is used to design the unit's training plan and to identify the resources necessary to execute the training plan. The analysis phase typically concludes with the submission of the unit's METL to higher headquarters at the 45-day mark in the commander's tenure.

(1) METL Development. All units prepare METLs, from Marine Expeditionary Forces (MEFs) to individual battalions/squadrons, to include combat, combat support, and combat service support organizations. During METL development the commander:

(a) Initiates the development of the METL with a review of the unit's T/O mission statement;

(b) Analyzes the higher headquarters' METL; the standardized METL for the unit as published in the appropriate Training and Readiness (T&R) Manual; doctrine and doctrinal publications; operational and contingency plans; and other related tasks;

(c) Identifies those tasks that are mission essential;

(d) Produces a "draft" METL, which the commander staffs to higher headquarters for approval.

(2) METL Development Guidelines. The following guidelines apply to METL development and are detailed in reference (a):

(a) The availability of resources does not affect METL development. The METL is an unconstrained statement of the tasks required to accomplish combat missions. Each MET is used as a basis for making future resource decisions.

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(b) Do not attempt to prioritize mission essential tasks. By definition, all METs are equally critical to mission accomplishment. The commander is responsible for developing a training strategy that maintains unit proficiency for all tasks determined to be mission-essential. However, based on available training time, resources, and the unit's current proficiency in each task, the commander will prioritize unit training to achieve proficiency.

(c) Commanders involve subordinate leaders in METL development to create a team approach to mission-oriented training. Subordinate leader participation develops a common understanding of the unit's critical mission requirements.

(d) Each organization's METL must support and complement its higher headquarters' METL.

(e) The METLs for combat, combat support, and combat service support organizations must be coordinated during the METL development process.

(f) The METLs for combat support and combat service support units capture the tasks that must be accomplished in combat. These tasks often differ from the daily tasks conducted in a peacetime, garrison environment.

(g) Commanders may add mission, OPLAN, or situation-specific information to the MET (i.e., "In a desert environment...") when designing the training required to accomplish the mission.

(3) METL Approval

(a) The next higher commander in the operational chain of command approves the subordinate unit's METL.

(b) A key component of the senior commander's METL approval process is to determine if subordinate units and units that frequently accompany the command on operations have properly coordinated their METLs.

(c) The approved METL is the foundation for all of the work accomplished in the Design Phase.

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. While the established METs are all essential and, therefore, not prioritized, finite training

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time and scarce resources demand an efficient plan. During the Design Phase, the commander relates METs to collective training standards (MPS/T&R), assesses unit strengths and deficiencies, publishes commander's training guidance, and designs appropriate training plans (long-, mid-, and short-range) for units and individuals.

(1) Relating METs to Individual/Collective Training Standards. A critical step in the design phase is to relate collective training standards directly to the unit's METs. Individual training events are related to the appropriate collective training standard and, ultimately, unit METs. The Marine Corps training system is standards-based and performance-oriented. In the operating forces, training standards 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 standards are derived from mission requirements and are based on current doctrine. These standards are published as Individual Training Standards (ITS), per references (c), (e), and (g); and Collective Training Standards (CTS), per references (c), (g), and (h).

(2) 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: What must the unit be able to do? What can the unit do now? How can shortfalls be corrected and strengths maintained?

(3) 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, and should include:

- (a) Commander's training philosophy
- (b) METL and the commander's assessment of METL proficiency
- (c) Training priorities
- (d) Combined-arms training
- (e) Major training events and exercises and associated METL training standards

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- (f) Leader training
- (g) Individual training
- (h) Formal training requirements
- (i) Standardization
- (j) Training evaluation and feedback
- (k) New equipment training
- (l) Preparation of trainers and evaluator
- (m) Resource allocation and guidance
- (n) Appropriate risk level

(4) Training Plan Development. The commander, the staff, and subordinate leaders develop the unit's training plan; it is not dictated by external agencies. 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; and use 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 higher headquarters.

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 and the welfare of individual Marines receives top priority. Formal training encompasses Marine specific training that uniquely distinguishes our service and prepares individuals for basic survival on the battlefield to include: Marine Corps Common Skills, marksmanship, physical fitness, combat water survival, NBC, and leadership training. Ancillary training is training that supports individual readiness such as suicide prevention, standards of conduct, voluntary education, and equal opportunity training. Per reference (i), Professional Military Education (PME) is the lifelong study of the foundations of the military profession, designed to equip Marines with the knowledge,

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confidence, and vision to exercise sound decision-making in battle.

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

6 If insufficient time or resources prevents the accomplishment of all required training, the authority to defer and/or exempt training must come from higher headquarters.

(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 training schedules do not allow for both, night training should be conducted in lieu of day training.

(c) NBC Training. All personnel assigned to the operating force must be trained in NBCD in order to survive and continue their mission in an NBC environment. Individual proficiency standards are defined as survival and basic operating standards. Survival standards are those that the individual must master in order to survive NBC attacks. Basic operating standards are those that the individual, and collectively the unit, must be capable of performing to continue operations in an NBC environment. In order to develop and maintain the ability to operate in an NBC environment, NBC training should be an integral part of the training plan and all training events should be conducted under NBC conditions whenever possible. All units must be capable of accomplishing their assigned mission in a contaminated environment.

(d) 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.

1 Long-Range Training Plan. The long-range plan covers 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: to identify missions and assign priorities; to develop command goals; to develop a strategy

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for accomplishing the training program; and to ensure resources are available to implement training.

2 Mid-Range Training Plan. The mid-range plan covers a period of 4-12 months, depending on the level of the unit (battalion, regiment, division), and is updated quarterly. The purpose of 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 is used to convert the long-range training plan into a series of training activities and events; to provide trainers with detailed guidance including training standards; to allocate and coordinate resources identified during long-range planning; to monitor the development of mid-range plans by subordinate headquarters; and to coordinate and allocate resources to subordinate units.

3 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 specify and schedule the individual training evolutions that comprise the mid-range training plan and link them to individual and collective training standards.

c. Develop Phase. During the Develop Phase commanders and their staffs plan for logistical support, write LOI, and ensure trainers are fully prepared. They also develop training materials and lesson plans, secure training support, and conduct staff rehearsals of training plans. Sample training materials can be found in references (a) and (b). The Develop Phase ends when the LOI and exercise plans are published. 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) 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

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the site, weapons issue, placement of opposing forces, etc.

(2) Evaluation of Training. 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. Enclosures (1) and (2) contain information on planning for evaluation.

(3) Conduct the Scheduled Exercise/Event. During this step, trainers ensure that Marines know and understand the intended goals and performance steps, and that they receive the training needed to meet the desired 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. Questions that commanders hope to answer through evaluation are: Has the training met the predetermined expectations? Is the unit better able to accomplish its mission? How can we improve the training? 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.

(1) Evaluation is a continuous process that occurs at all echelons and during every phase of the SAT process.

(2) Both informal and formal evaluations of training are necessary to ensure that Marines are prepared for combat.

(a) 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 day-to-day missions. Leaders at all levels evaluate training performance and provide feedback to the chain of command, trainers, and those being trained. Informal evaluation of training also provides an opportunity to ensure proper techniques, tactics, and procedures have been instructed and learned.

(b) Formal evaluations are often scenario-based, focus 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

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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. Formal evaluations are conducted during the Implement phase. After Action Reviews (AAR) of formal evaluations, in accordance with reference (a), 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.

(3) 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 unit's standards document(s). Each evaluation should be tailored to assess 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 priorities to focus training and training resources effectively and efficiently.

(4) Evaluation of Individual Training

(a) Individual training and the mastery of individual skills serve as the building blocks for unit combat readiness. A Marine's ability to demonstrate the critical skills required in combat is essential. The 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.

(b) T&R Manuals 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 challenging events. They define the events to be accomplished under specified conditions, and describe the requirement for periodic revalidation of proficiency.

(c) 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

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proficient in the level and type of training being conducted when the unit commander has designated them in writing.

(d) Through the use of T&R manual events, the individual training readiness of each Marine is measured by using the Combat Readiness Percentage (CRP). CRP is discussed in detail in references (c) and (g).

(5) Evaluation of Unit Training

(a) 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 MET and defined by the tasks, conditions and standards articulated in the unit's collective standards document.

(b) All units in the Marine Corps must be evaluated, formally and informally, to ensure they are capable of performing their combat missions. 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 standards, and allowed sufficient time to correct identified weaknesses. By conducting informal evaluations of unit performance throughout the predeployment cycle, using increasingly more challenging training events, leaders can assess progress and proficiency and make adjustments to training plans as necessary.

(c) Training standards, 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.

(d) 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

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proficient in the level and type of training being conducted when the unit commander has designated them in writing.

(e) Through the use of the T&R manual events, the training readiness of a unit is measured by using the Combat Readiness Percentage (CRP). CRP is discussed in detail in references (c) and (g).

(f) Formal evaluations by a unit's higher headquarters (at a time in the unit's training cycle determined by that unit commander) can, and should be, conducted to ensure that the unit's METL and the unit's training plan correspond. Units should be evaluated using "go/no go" criteria. If the unit successfully performs a T&R event, then that unit receives a "go," and CRP credit is awarded. If the unit fails to satisfactorily perform the collective training event, then that unit receives a "no go." No credit will be awarded for the partial completion of an event.

(g) Enclosures (1) and (2) explain the conduct of formal unit training evaluations using the T&R program. Enclosure (3) is a checklist to assist in the maintenance of the unit's training program.

(h) For those units whose communities have not yet transitioned to T&R for their collective training standards, training evaluations will be conducted in accordance with reference (h) and their appropriate Mission Performance Standards (MPS) of their community's MCCRES order(s).

7. Training Safety. 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 (j), Operational Risk Management (ORM) is an effective tool for maintaining readiness in peacetime and success in combat without infringing upon the prerogatives of the Commander. Historically, the greater percentages of losses during combat operations were due to mishaps. Unnecessary losses either in battle or in training are detrimental to operational capability.

a. 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

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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 more efficient use of resources. ORM assists the commander in conserving lives and resources and avoiding unnecessary risk, making an informed decision to implement a course of action (COA), identifying feasible and effective control measures where specific measures do not exist, 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.

(1) Commanders are required to institute the policies contained in references (j) through (m), and this Order, when designing, developing, implementing, and evaluating training plans. This will ensure every reasonable measure is taken to reduce the risk of injury or loss of life. The intent is to implement the rigors of a sound ORM process in combination with the Corps' time-tested, commonsense approach to leadership.

(2) 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.

(3) Risk reduction begins with commanders identifying their unit METL. Commanders use the risk management process to assess the degree of risk related to each METL their unit must perform.

(4) The commander retains the responsibility for oversight of ORM. The commander should address the acceptable level of risk in his training guidance and should ensure ORM considerations are addressed during the planning of unit training in the Design Phase. An Operational Risk Assessment (ORA) will be conducted during the planning of each training event.

(5) 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. Enclosure (4) contains a sample ORAW.

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(6) 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, the associated risks, and how to execute risk controls prior to the conduct of the training.

(7) Commanders must supervise and continuously assess risks during the conduct of operations and guard against complacency to ensure that risk control standards are not relaxed or violated.

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

b. High-Risk Training (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 then 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.

(1) The planning and execution of HRT shall incorporate ORM to minimize risk while providing the realism needed to fulfill operational requirements.

(2) To support the command's HRT program the commander will assign, as a collateral duty, a High-Risk Training Safety Officer (HRTSO). Depending on command size, the commanding officer may

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need to appoint more than one HRTSO. 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.

8. Responsibilities

a. Commanding General, Training and Education Command (TECOM)

(1) Manage and maintain the Marine Corps UTM Program.

(2) Publish UTM policy and ensure UTM publications and orders are current and meet the needs of the Total Force.

(3) Provide UTM instruction within the resident Professional Military Education (PME) schools of the Marine Corps University (MCU) and within the nonresident Marine Corps Institute (MCI) correspondence courses.

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

(5) Conduct UTM Mobile Training Teams (MTT) to discuss UTM concepts, ideas, METL development, and related processes.

(6) Manage the Marine Corps aviation and ground T&R Programs and associated automated systems.

(7) Establish and maintain a comprehensive UTM website.

(8) Ensure that a standardized set of METs for like-units (tasks that all units of that type must be capable of performing in combat) is developed and coordinated at all Operational Advisory Groups (OAG) for inclusion in the respective community T&R manual.

b. Commanding Officers, Officers in Charge, and Detachment Commanders

(1) Develop and maintain a clearly articulated METL that identifies those collective tasks that the command must master to be successful in combat.

(2) Within 45 days of assuming command, review, update, and submit your METL to your higher headquarters. This METL should minimally deviate from the "community" standardized METL established at the OAGs and contained in the unit's associated T&R

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Manual. The METL is periodically reviewed and updated throughout a commander's tenure as Op plans and missions change.

(3) Within 90 days of assuming your command, conduct an internal assessment of the unit's ability to execute each MET and prepare a definitive plan of attack to achieve MET proficiency by developing long, mid, and short-range training plans to achieve proficiency in each MET.

(4) Promulgate Commanders Guidance.

(5) Identify training objectives clearly.

(6) Program and allocate resources (i.e., funding, transportation, ammunition, facilities, fuel, etc.) that support organizational training evolutions that are linked to a specific METL, CTS and ITS.

(7) Ensure that training is conducted.

(8) At your discretion, coordinate with your higher headquarters to conduct formal training evaluations at appropriate points in your unit's training lifecycles. MET-based informal evaluations of individual and collective training shall be continuous.

(9) Commanding Generals of the Marine Expeditionary Forces and MARFORRES are responsible for the conduct of formal evaluations. Authority may be delegated to the respective commanders of the Wing, Division, or FSSG for evaluations that do not require significant coordination with other MAGTF elements. Guidance for conducting formal unit evaluations is found in Enclosures (1) and (2).

(10) Provide subordinate units the training time and resources in order to accomplish their required UTM actions.

(11) Provide qualified Subject Matter Experts (SME) who can speak on the behalf of the commander to participate in the development of Marine Corps training standards.

(12) Designate a Training Safety Officer (TSO) for oversight of all training events.

(13) Designate a HRT Safety Officer (HRTSO) for oversight of all HRT events.

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(14) Ensure the TSO and the HRTSO complete the Ground Safety for Marines course and the online ORM course prior to assuming duties.

(15) Develop pre-mishap plans for all high-risk training events per references (j)-(m).

(16) Conduct an Operational Risk Assessment (ORA) in accordance with reference (j) for all training events.

(17) 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.

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

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

c. Training Safety Officers (TSO) and High-Risk Training Safety Officers (HRTSO)

(1) Complete the Ground Safety for Marines and the ORM DL courses prior to assuming duties.

(2) 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.

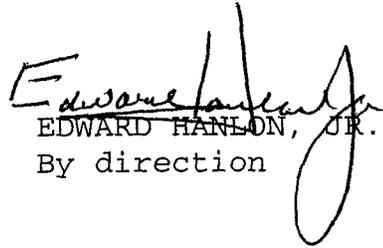
(3) Cease training when the risk to personnel or equipment exceeds the pre-determined acceptable level.

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

(5) Review all training mishaps to determine if training procedures, safety precautions, pre-mishap plans, or training devices caused or contributed to the mishap.

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9. Applicability. This Marine Corps Order is applicable to the Marine Corps Reserve.


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**Conduct of Formal Unit Training Evaluations Utilizing the Marine
Corps Ground (T&R) Program**

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 FSSG. 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 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 (TEC) is appointed by the Exercise Director, and

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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 reference (c). 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 experience 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) Conduct detailed evaluator training prior to the exercise.

(3) Coordinate and control role players and aggressors.

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

(5) Prepare and conduct a detailed exercise debrief for the evaluated unit(s).

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

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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.

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

(3) Detailed brief of exercise scenario to include all major TEGC 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, TEGC 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 and the quality of training feedback that is provided to the unit commander. 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.

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(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 the 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 Atlantic, Pacific, 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

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assets, ammunition, facilities, transportation, fuel, etc.) to the unit in order for that commander to increase the unit's CRP.

d. The Unit Training Management Checklist, Enclosure (3), 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.

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**Checklist for Conducting Formal Unit Training Evaluations Utilizing
the Marine Corps Ground T&R Program**

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 to 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 effected 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.

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_____ 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 standards 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 demonstrate a clear understanding of the exercise scenario.

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

_____ Evaluators possess required collective training standards and use them as references during the evaluation.

_____ 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 standards 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.

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_____ 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.

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 who 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.

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_____ 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).

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Unit Training Management (UTM) Checklist

1. Are the following Orders, Directives, and publications maintained, in sufficient numbers, to support the unit's training efforts?

- a. MCRP 3-0A, Unit Training Management Guide
- b. MCRP 3-0B, How to Conduct Training
- c. MCO 1510.XX, Applicable ITS Orders
- d. MCO 3501.XX, Applicable MCCRES Volumes
- e. MCO 3500.XX, Applicable T&R Manuals

Yes _____ No _____

2. Has the unit commander reviewed, updated, and submitted to higher headquarters a mission-essential task list (METL) from an assessment of the like-unit standardized METL, the higher-headquarters METL, Marine Corps doctrine, operational and contingency plans, the unit's T/O mission statement, and other related tasks? (References: MCO 1553.3A, paragraph 4.b.2.a; MCRP 3-0A, pages 5-2 through 5-4)

Yes _____ No _____

3. Has the unit's METL been approved by higher-headquarters? (Reference: MCO 1553.3A, paragraph 4.b.2.b)

Yes _____ No _____

4. Do leaders throughout the command know and understand the unit's METL? (Reference: MCO 1553.3A, paragraph 4.a.2.a)

Yes _____ No _____

5. Has the commander developed training guidance and training goals for the unit based on the approved METL and has it been distributed to all echelons of the command? (Reference: MCO 1553.3A, paragraph 4.b.2.c; MCRP 3-0A, page 6-4)

Yes _____ No _____

6. Are collective training standards linked to the unit's METL and are those standards used to evaluate organizational proficiency in each mission-essential task during all scheduled training evolutions? (References: MCO 1553.3A, paragraph 4.a.2.d; MCRP 3-0A, pages 3-2 through 3-4)

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Yes ____ No _____

7. Has the commander developed the appropriate long-range, mid-range, and/or short-range training plans which link training evolutions with mission-essential tasks? (Reference: MCO 1553.3A, paragraph 4.b.2.c; MCRP 3-0A, pages 3-2 through 3-4 and 6-1 through 6-15)

Yes _____ No _____

8. Do subordinate elements/commands have training plans that support the unit commander's training guidance? (Reference: MCO 1553.3A, paragraph 4.b.2.d)

Yes _____ No _____

9. Is mission-oriented training given priority over formal training and ancillary training? (Reference: MCO 1553.3A, paragraph 4.a.2.b; MCRP 3-0A, pages 5-1 through 5-2)

Yes _____ No _____

10. Are the Individual Training Standards or Training and Readiness Manuals used as the basis for training and evaluating Marines on the skills required of their rank, billet, and military occupational specialty? (Reference: MCO 1553.3A, paragraph 4.a.2.c)

Yes _____ No _____

11. Is the unit tasked to participate in exercises that exceed the level of training they are prepared to accomplish? (Reference: MCO 1553.3A, paragraph 4.b.2.g)

Yes _____ No _____

12. Are training resources allocated to support training of mission-essential tasks and individual and collective training standards? (Reference: MCO 1553.3A, paragraph 4.a.2.e)

Yes _____ No _____

13. Is the unit scheduled for or has it recently completed a "formal" training proficiency evaluation? (Reference: MCO 1553.3A, paragraph 4.b.2.c.6 and enclosure 2)

Yes _____ No _____

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 <u> </u> of <u> </u>

Sample Risk Management Worksheet

Glossary of Terms and Definitions

A

Ancillary Training. Training that supports individual readiness such as suicide prevention, standards of conduct, voluntary education, and equal opportunity training. Ancillary training is directive in nature but should be prioritized below mission-oriented and formal training requirements when planning.

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

Collective Training Standards (CTS). CTS are measures of unit performance and are published as T&R standards in Marine Corps T&R Manuals in the MCO 3500 series or as Mission Performance Standards (MPS) in the MCO 3501 series of the Marine Corps Combat Readiness Evaluation System (MCCRES). The Marine Corps Ground T&R Program Order directs all occupational fields to replace current MCCRES orders with T&R manuals. CTSS prescribe the specific tasks that a unit must be capable of performing in order to successfully execute a particular combat mission and will be linked to tasks identified in the unit METL. They serve as a means to evaluate the current training status of the unit. CTSS assist the commander in determining the relative efficiency and effectiveness of the selected training by comparing the evaluated performance against the training standard. CTSS assist the commander in identifying the unit's strengths and deficiencies, which provides an outline for corrective action if mission area weaknesses are noted.

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, individual and unit CRP will continuously change.

Commander's Training Guidance. The Commander's training Guidance (disseminated in the form of regulations, SOP's, memoranda, verbal

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guidance, or a written letter of philosophy on training) drives the planning process and sets the priorities for training.

E

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 FSSG. 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.

F

Formal Training. Training that encompasses Marine specific training that uniquely distinguishes our service and prepares individuals for basic survival on the battlefield to include: Marine Corps Common Skills, marksmanship, physical fitness, combat water survival, NBC, and leadership training. Formal training is directive in nature but should be prioritized below mission-oriented training when developing training plans.

I

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Individual Training Standards (ITS). ITS are published as T&R manuals in the MCO 3500 series, as ITS orders in the MCO 1510 series, and as order of the Maintenance Training Management and Evaluation Program (MATMEP). All ground occupational fields have been directed to replace current ITS orders and MATMEP orders as T&R manuals. Individual standards 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 ensures 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 standards designated for instruction at the formal school/detachment, or published as 100 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 Combat Readiness and Evaluation System. A system designed to provide commanders with a comprehensive set of mission performance standards from which training programs can be developed; and through which the efficiency and effectiveness of training can be evaluated.

Marine Corps Ground Training and Readiness (T&R) Program. The Marine Ground 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. Further, T&R serves as a training guide and provides commanders an immediate assessment of both individual and small unit combat readiness by assigning a combat readiness percentage (CRP) to each training event. The purpose of the Marine Corps Ground T&R Program is to provide the commander the appropriate/relevant tasks for all occupational fields within the ground combat, combat support, and combat service support communities. The T&R Program was designed to incorporate and replace the ITS, MCCRES, and MATMEP and serves as a single reference for all individual and collective training standards. 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 more effectively. T&R

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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. The events are organized in a Task-Condition-Standard format and include a Combat Readiness Percentage (CRP) and a Sustainment Interval.

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 compilation of tasks critical to combat mission accomplishment. The METL provides the warfighting focus to a unit's training program by providing the commander with a list of tasks the unit must be able to perform.

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

Mission Performance Standard (MPS). Criteria that specify mission and functional area unit proficiency standards for combat, support and combat service support units. They include tasks, conditions, standards, evaluator instruction, and key indicators. MPSs are contained within the MCCRES volumes.

O

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

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.

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.

S

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

T

Technical 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

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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 standards 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. CTS, MPS, ITS, aviation syllabus sorties, and aviation maintenance tasks are examples of performance measures used as the basis for Marine Corps training.

Unit CRP. Unit CRP is a percentage of the 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 units task organized for combat, require formal evaluations prior to operational deployments.

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 maximizes training results and focuses the training priorities of the unit in preparation for the conduct of its wartime mission. UTM governs the major peacetime

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training activity of the Marine Corps and applies to all echelons of the Total Force.