Unit Training Management Guide

U.S. Marine Corps

PCN 144 000020 00
FOREWORD

1. PURPOSE

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

2. SCOPE

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

3. SUPERSESSION


4. CHANGES

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

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

Reviewed and approved this date.

BY DIRECTION OF THE COMMANDANT OF THE MARINE CORPS

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

DISTRIBUTION: 144 000020 00
User Suggestion Form

From:

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

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

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

<table>
<thead>
<tr>
<th>Page</th>
<th>Article/Paragraph No.</th>
<th>Line No.</th>
<th>Figure/Table No.</th>
</tr>
</thead>
</table>

   Nature of Change:  
   - Add  
   - Delete  
   - Change  
   - Correct

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

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

Note: Only one recommendation per page.
Record of Changes

<table>
<thead>
<tr>
<th>Change No.</th>
<th>Date of Change</th>
<th>Date of Entry</th>
<th>Organization</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Unit Training Management Guide

## Table of Contents

### Chapter 1
The Marine Corps' Philosophy and Principles of Training

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

### Chapter 2
Marine Corps Unit Training Management

- Overview ............................................................. 2-1
- Commander's Responsibilities .................................... 2-2
- Implementation ...................................................... 2-3
Chapter 3
The Application of the Systems Approach to Training

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

Chapter 4
Training Standards

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

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

Chapter 6
Training Plans

Section I. Fundamentals ............................................. 6-1
The Planning Process .............................................. 6-1
MCTEEP ............................................................. 6-2
Types of Training Plans ........................................... 6-3
Establishing Training Priorities ................................ 6-4
Training Techniques .............................................. 6-5
  Multiechelon Training .......................................... 6-5
  Individual Training During Collective Training .......... 6-5
  Concurrent Training ............................................. 6-6
  Prime Time for Training ...................................... 6-6
  Hip-Pocket Training ............................................ 6-6
Section II. Long-Range Planning ................................ 6-7
Requirement for Long-Range Planning ....................... 6-7
Elements of a Long-Range Training Plan .................... 6-7
  Command Training Guidance ................................ 6-7
  Long-Range Planning Calendar ................................. 6-8
  Training Events .................................................. 6-8
  Training Resources .............................................. 6-9
Preparing the Long-Range Plan ................................. 6-9
  Step 1. List the METL ........................................... 6-10
  Step 2. Publish Commander's Guidance ................... 6-10
  Step 3. Establish Calendar ..................................... 6-10
  Step 4. Coordinate and Review the Plan ................... 6-10
Section III. Midrange Planning ........................................ 6-11
Requirement for Midrange Planning ................................. 6-11
Preparing the Midrange Plan .......................................... 6-12
   Step 1. Assess Current Unit Proficiency, Resources, and
          Training Environment ........................................ 6-12
   Step 2. State the METL ........................................... 6-12
   Step 3. Commander's Guidance .................................. 6-12
   Step 4. Review the Long-Range Training Plan .................. 6-13
   Step 5. Review Previous Midrange Plans ....................... 6-13
   Step 6. Develop Midrange Planning Calendar ................. 6-13
   Step 7. Coordinate with Subordinate and Higher Units ....... 6-14
Review the Midrange Training Plan ................................. 6-14
Section IV. Short-Range Planning .................................... 6-15
Purpose ............................................................... 6-15
Training Schedules .................................................... 6-15

Chapter 7
Evaluation of Training

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

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

Notes
Chapter 1
The Marine Corps’ Philosophy and Principles of Training

Training Philosophy

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

Training Mandate

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

Training Imperative

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

“You are either in contact, moving to contact, or training!”

LtCol “Chips” Catalone, USMC