

Chapter 2

How To Use Training Standards In Units

“Even if the odds are markedly against an army which has well-trained small units and small unit commanders, that army will often defeat a force superior in numbers and equipment.”²

LtGen Arthur S. Collins, Jr.

Standards-based training is one of the Marine Corps’ training principles. Standards-based training is the use of common procedures and uniform operational methods to create a common perspective regarding unit and individual performance within the Marine Corps. This perspective allows Marines to train, operate, maintain, and fight with efficiency and effectiveness.

INDIVIDUAL TRAINING STANDARDS

Individual training standards (ITSs) establish specific performance objectives based on a Marine’s military occupational specialty (MOS). All Marines must acquire the skills and knowledge they need to execute their MOS. Repetitive practice sustains individual skills; it also develops additional skills needed in the unit. Developing basic individual skills before training in a more advanced skill results in better comprehension and more efficient use of training resources.

COLLECTIVE TRAINING STANDARDS

Collective training standards are the mission performance standards of the MCCRES. The primary purpose of collective training is to develop units that

can accomplish their combat missions. Teamwork in battle is built upon repetition and coordination of individual and collective skills developed at squad, section, platoon, and company levels. Initial squad, crew, or section training helps leaders and individual Marines understand how their actions relate to other team members. Subsequent training reinforces an individual's and a team's primary mission and tasks. Subsequent training continues until these missions and tasks become instinctive. Once initial squad, crew, or section tasks are learned, commanders then challenge their Marines with carefully planned training events, such as drills and training exercises. This training process further develops an individual's ability to function as a team and to react to a specific threat capability under combat conditions. Battle drills develop precision, speed, and teamwork through repetition of mission-critical tasks that require instinctive reaction.

Information gained by the commanders and their staffs during training evaluations is used to plan future training. An analysis of the unit mission and the collective tasks needed to support the mission determines what individual, leader, and collective training should be stressed. The METL provides the framework for this analysis.

UNIT TRAINING AND FORMAL SCHOOL TRAINING

Not everything required of Marines can be taught in a formal school. The primary tasks a Marine needs to know to perform successfully in an MOS are published in a Marine Corps order on the Individual Training Standards System (ITSS). The order tasks the formal school with the responsibility of ensuring that all Marines in a particular MOS can perform certain tasks upon graduation from the school and assignment to a unit. Once in a unit, commanders use the SAT analysis phase to discern which specific ITSs are related to and support the accomplishment of the unit's METL. The ITS order is not intended to be a list of required training for a particular MOS, it is a resource from which Marines can identify individual training requirements that support the unit's METL. The tasks and standards are used by both school directors and unit commanders to establish individual training programs and to measure the effectiveness of the unit's training programs.

Training standards should be used to guide the training program of the unit. They are obviously the benchmark of performance, and they can be used to define a unit's training programs. At the unit level, training standards should be used to accomplish the following.

Determine Individual or Team Proficiencies and Deficiencies

An individual Marine's proficiency can be determined by administering a pretest on each task he/she is expected to perform. To assess a team's proficiency, commanders can conduct battle drills, training exercises, or low-cost battle simulator exercises. Information on team proficiency can also be gathered by conducting inspections and analyzing information from previous training reports, including MCCRES evaluation reports. The commander selects tasks based on the information gathered from individual or team proficiency/deficiency reports.

Determine Instructional Settings, Methods, and Media

The tasks that are selected can be taught in a number of ways. The training standard may identify other resources such as correspondence courses and training aids/devices (e.g., Indoor Simulated Marksmanship Trainer [ISMT]) currently available for use in training programs.

Develop Resources

It is necessary to develop the training resources required to assist individuals and units in mastering deficient skills. Planning must be done to ensure that instructors, ammunition, equipment, ranges, and classroom space are available as necessary. See MCRP 3-0A, *Unit Training Management Guide*, for a detailed discussion of the SAT development phase.

Evaluate Proficiencies as a Result of Training

After training is completed, the evaluator uses the training standards to ensure that individuals and teams can successfully perform all the required tasks. Individuals/units can be retested following remediation to determine if they

mastered the skills on which their performance was evaluated as unsatisfactory. Exercises, drills, and inspections can be used to evaluate teams.

Record the Results of Training

Training results must be recorded once training is completed. The proper tracking of performance aids assessment and can be used to determine when follow-on sustainment training should be scheduled. Appendix B outlines a concise technique for the management of individual and collective training records.

