

JOINT OPERATION PLANNING AND EXECUTION SYSTEM (JOPES)

Mode: Seminar

Lesson No. 4-04-S

1. Introduction. This lesson develops a basic introduction to the joint operational planning process as manifest in the Joint Operation Planning and Execution System (JOPES). The emphasis is upon the doctrinal joint planning process and supporting systems for both deliberate and crisis action planning. As seen in previous lessons, Unified Action Armed Forces is facilitated through the assignment of missions and areas of responsibility (AORs) to the regional and functional CINCs in the Unified Command Plan (UCP) and the assignment of planning tasks and assignment/apportionment of forces via the Forces for Unified Commands Memorandum and the Joint Strategic Capabilities Plan (JSCP). The products of the joint-planning process are military operation plans (OPLAN), concept plans (CONPLAN) with or without Time-Phased Force Deployment Data (TPFDD), functional plans, and operation orders (OPORD). Various standardized alert, assessment, estimate, execute, and warning orders are also promulgated via JOPES. Additionally, through Presidential directives such as NSPD-1 and adaptations to the planning and execution doctrine and process, the mandate to integrate the interagency into JOPES is evolving and maturing. Combined operations also require a seamless integration with US JOPES. Our dialogue concerning JOPES will be doctrine based with the backdrop of contemporary joint operation case studies as a means to assess and evaluate the development and relevance of this system of systems. Commensurate with Joint Pub 5-0, Doctrine for Planning Joint Operations, this lesson is a "keystone" lesson from which our exploration of campaign planning and crisis action response will continue to build during Course 4.

2. Learning Objectives. To enable the students to:

a. Become familiar with joint doctrine for planning joint operations as articulated in Joint Pub 5-0.

b. Understand the linkage between the UCP, the JSCP, and JOPES.

c. Understand the roles of the NCA, CJCS, Service Chiefs, functional and geographic CINCs, the Joint Staff, and Service Components with respect to JOPES.

d. Understand the architecture and roles of the Joint Planning and Execution Community (JPEC).

e. Analyze the doctrinal joint process for both deliberate and crisis action planning, and become attuned to its enablers including ADP systems and report/message formats.

f. Consider the interagency aspects of joint planning and execution, and understand the genesis and utility of "Annex V."

g. Consider how combined operations with allies and coalition partners can be accommodated by JOPES.

h. Evaluate the JOPES model against a series of contemporary case studies and current events.

i. Consider how JOPES may adapt to the world of rapid planning and decision making and exploit Information Technology (IT) in the early 21st Century.

3. Student Requirements.

a. Tasks. Complete sufficient readings to:

(1) Develop a basic understanding of the JOPES planning and crisis action processes and products, and an understanding of how this fits into the Joint Strategic Planning System (JSPS).

(2) Analyze the JOPES process against historical examples gaining insight to the process in the midst of flexible and changing political and military situations.

(3) Consider the necessity and mechanics for integrating the interagency into JOPES.

(4) Consider the role of JOPES in combined operations.

(5) Consider enhancements or alternatives to JOPES in view of the present and emerging strategic and operational landscape as well as in consideration of emerging C4ISR technologies.

b. Required Readings.

(1) Joint Chiefs of Staff. User's Guide for JOPES (Joint Operation Planning and Execution System). Washington, DC: 1 May 1995. These pages provide an overview of JOPES. (Course 4 Selected Readings, AY02, Implementing National Military Strategy)

(2) Joint Chiefs of Staff. Joint Pub 5-0, Doctrine for Planning Joint Operations, 13 April 1995. "Executive Summary/Commander's Overview," pp. vii thru xv, and Chapter III. This Joint Pub is the basic document for all joint planning and provides a contextual overview of both deliberate and crisis planning processes. (Student Issue)

(3) Joint Staff CWPDP, J7 Information Paper, Subject: "Annex V - Enhancing Interagency Planning," 25 January 2001 (Course 4 Selected Readings, AY02, Implementing National Military Strategy)

(4) Joint Staff CWPDP, J7 Information Paper, Subject: "NSC Process for Interagency Advance Planning," 24 April 2001 (Course 4 Selected Readings, AY02, Implementing National Military Strategy)

(5) Joint Staff CWPDP, J7 Information Paper, Subject: "Interagency Deliberate Planning," 10 September 2001 (Course 4 Selected Readings, AY02, Implementing National Military Strategy)

c. Read Case Studies as assigned by FI:

(1) GRENADA: Hooker, Richard D., Jr. "Presidential Decision-making and Use of Force: Case Study Grenada," Parameters, Vol XXI, No. 2, Summer 1991. This article probes the processes that ultimately led to the use of U.S. military force in Grenada. The lesson learned, or relearned, is that organizational structure is not enough. Senior leaders must provoke agencies to fulfill their organizational purpose in the face of institutional opposition from competing agencies and personalities. (Course 4 Selected Readings, AY02, Implementing National Military Strategy)

(2) Woodward, Bob. The Commanders, (Student Issue)

(a) PANAMA: Chapter 14, "Significant National Decision-making During Just Cause."

(b) DESERT STORM:

- Chapter 17: "Political/Military Interrelationships and Their Influence in National Decision-making Prior to Desert Shield/Storm."

- Chapter 21: "Significant National Decision-making During Desert Storm/Desert Shield."

d. Suggested Readings.

(1) Joint Chiefs of Staff. CJCSM 3122.01, Joint Operation Planning and Execution System, Vol. I, Planning Policies and Procedures, July 2000, Enclosures B, C, and E (also known as "JOPES Volume 1"). This Joint Pub provides the full detail of the deliberate and crisis action processes for a more detailed understanding. (Seminar Room Reference Library)

(2) National Defense University. AFSC Pub 1: The Joint Staff Officer's Guide, 2000. Chapters 4 and 5 concern the deliberate and crisis action processes respectively. (Student Issue)

4. Points to Consider.

a. Given the fog and friction associated with any crisis or contingency operation at the time of execution, why spend great effort on the deliberate planning process, to include detailed force deployment information?

b. What do you consider to be the most important phase, if any, of the deliberate planning and crisis action planning processes, and why?

c. How does the U.S. operational planning process relate to concurrent planning conducted by combined staffs of alliances?

d. Where does/should the interagency process fit into the JOPES model and why?

e. What are the implications of JOPES with respect to combined planning and operations?

f. How do the case studies reinforce or challenge the need for a disciplined joint planning process as articulated in JOPES?

5. Relationship to Professional Joint Education (PJE) Learning Areas.

- a. PJE LA 1.b. Objectives, Readings, Exercise
- b. PJE LA 1.c. Objectives, Readings, Exercise
- c. PJE LA 1.e. Readings, Exercise
- d. PJE LA 2.a. Objectives, Readings, Exercise
- e. PJE LA 2.b. Readings, Exercise
- f. PJE LA 2.c. Readings, Exercise
- g. PJE LA 2.d. Objectives, Readings, Exercise
- h. PJE LA 3.a. Readings, Exercise
- i. PJE LA 3.b. Readings, Exercise
- j. PJE LA 3.c. Readings, Exercise
- k. PJE LA 3.d. Exercise
- l. PJE LA 4.a. Readings, Exercise
- m. PJE LA 4.b. Readings, Exercise
- n. PJE LA 4.c. Readings, Exercise
- o. PJE LA 4.e. Readings, Exercise
- p. PJE LA 4.f. Readings, Exercise

6. Relationship to USAWC Institutional Learning Objectives (ILOs), Enduring and Special Themes.

- a. ILOs: 5, 6, and 7
- b. Enduring Themes: Jointness
- c. Special Themes: Interagency cooperation, planning, and integration