

ARMY COMPONENT PLANNING

Mode: Case Study

Lesson No. 4-11-CS

1. Introduction. After discussing the Army's capabilities, organizations, and doctrinal concepts for the past three lessons, we are now ready to conduct a case study analysis of Army Component Planning. By any standard the Army's performance in Desert Storm was an overwhelming success. In many respects the timing of the conflict was perfect for the United States Army. We just completed a decade of tremendous investment in the Defense budget, a doctrinal renaissance, and were just beginning a significant downsizing of the force. The Army, however, came to the conflict with little current experience in multiple corps operations requiring critical Army functions in echelons above corps. There was also precious little joint doctrine to guide it only four years after the passage of the Goldwater-Nichols Act. How did 3rd Army/ARCENT meet the challenges? How was Army Component Planning conducted in this environment? What have we learned? These are the questions this case study should help us answer as we look at how 3rd Army/ARCENT struggled to find the solutions.

2. Learning Objectives. To enable the students to:

- a. Comprehend the 3rd Army plan for Desert Storm.
- b. Analyze the concepts, tasks, and organizations required to execute 3rd Army/ARCENT mission as part of Desert Storm.
- c. Critique the 3rd Army plan on the basis of current Army logistical and operational doctrine and emerging concepts.

3. Student Requirements.

- a. Tasks. As assigned by the Faculty Instructor, selected students will be responsible for analyzing selected aspects of 3d Army's plan for Desert Storm and leading the seminar discussion.

b. Required Readings.

(1) Special Text—American War Plans. ARCENT OPLAN 001-PLAN, 5 January 1991, pp. 315-342, Adobe pp. 318-345. Implementing National Military Strategy, Course 4, CD-ROM.

(2) Yeosock, John. "Army Operations in the Gulf Theater," Military Review, September 1991. (Course 4 Selected Readings, AY02, Implementing National Military Strategy)

(3) Swain, Richard. 'Lucky War': Third Army in Desert Storm, Chapter 4, "Planning a Ground Offensive II: The ARCENT Process." (Course 4 Selected Readings, AY02, Implementing National Military Strategy)

(4) Headquarters, Department of The Army. FM 3-93 (100-7), The Army In Theater Operations, Third Draft, October 2001. Chapter 3, pp. 3-3 thru 3-41, Adobe pp. 91-131. Implementing National Military Strategy, Course 4, CD-ROM.

(5) Headquarters, Department of the Army. FM 3-0, Operations, June 2001. Chapter 3, pp. 3-7 thru 3-11, Adobe pp. 61-65. This paragraph on Force Tailoring presents the basic concept and factors involved in tailoring. Implementing National Military Strategy, Course 4, CD-ROM.

(6) Headquarters, Department of the Army. FM 5-0 (101-5), Army Planning and Orders Productions, 1 August 2001, Appendix F, "Task Organization." These pages explain fundamental considerations and define command and support relationships in task organizing. (Course 4 Selected Readings, AY02, Implementing National Military Strategy)

c. Suggested Readings:

(1) Stewart, John F., Jr. "Operation Desert Storm, The Military Intelligence Story," April 1991. (Library Reserve Shelf)

(2) Pagonis, William. "Good Logistics is Combat Power," Military Review, September 1991. (Library Reserve Shelf)

(3) Schubert, Frank N. and Kraus, Theresa L. eds. "The Patriot Air Defense System" in The Whirlwind of War, The U.S. Army in Operations Desert Shield and Desert Storm, Center of Military History, Washington, D.C. 1995. (Library Reserve Shelf)

(4) Kindsvatter, Peter S., LTC. "VII Corps in the Gulf War-Deployment and Preparation for Desert Storm," Military Review, January 1992. In this reading, concentrate on force tailoring and force structure issues and decisions made by VII Corps in preparation for deployment during Desert Storm. (Library Reserve Shelf)

4. Points to Consider.

a. What factors must be considered when tailoring a force? What are the critical nuances and consequences in tailoring? Are there rules for allocation?

b. How does force tailoring differ from task organization? How did 3rd Army task organize for combat?

c. How does the Army provide support, through tailoring or task organizing, to allies or sister services in multinational or joint operations?

d. How did CINC CENTCOM organize his ground forces for Desert Storm?

e. What tasks did the echelons above corps forces perform for the Corps? For the Theater? According to the ARCENT plan what tasks were given to the 22nd Support Command?

f. How did 3rd Army plan to conduct maneuver and provide operational fires?

g. Did the 3rd Army plan provide for force protection? What tasks were given to the 11th ADA Brigade, the 89th MP Brigade, and the 800th MP Brigade?

h. What were the logistical concepts and assumptions employed by 3rd Army?

i. Where did 3rd Army take risk? Why?

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

- a. PJE LA 4.c.,d. Readings, Objectives, Points to Consider
- b. PJE LA 4.e. Readings, Objectives, Points to Consider
- c. PJE LA 4.f. Readings, Objectives, Points to Consider
- d. PJE LA 5.c.,d. Readings, Objectives, Points to Consider

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

- a. ILOs: 1, 2, 5, 6 and 7
- b. Enduring Themes: History, Strategic Vision, Jointness
- c. Special Themes: Warfare in the 21st Century, Coalition Warfare, International Security