

JOINT TRANSITION COURSE (JTC)

COURSE OBJECTIVE. The objective of this course is for each student to gain awareness of the organizations, agencies and processes associated with the United States strategic planning environment. This course familiarizes students with Joint Professional Military Education Phase I (JPME I) curriculum and prepares them for attendance at the Joint Forces Staff College JPME Phase II course of instruction. Participants have subjects such as Joint Strategic Planning System, Operational Art, and the key components of Contingency and Crisis Action Planning associated with the Joint Operation Planning and Execution System (JOPES) introduced during this course of instruction.

COURSE SUMMARY. Students are introduced to the Joint Operation Planning and Execution System (JOPES) processes known as Contingency and Crisis Action Planning. Students are acquainted with the process of developing a plan based on a Chairman of the Joint Chiefs of Staff (CJCS) task assignment. How information technology (IT) assists in the planning. How the Joint Planning and Execution Community (JPEC) develop timely recommendations to aid the President or Secretary of Defense in making decisions involving the use of U.S. military forces. The course includes a discussion of major programs and initiatives to correct existing deficiencies in US capabilities.

COURSE CONTENT.

a. LESSON 00 – STUDENT IN-PROCESSING. This block of time allows for JFSC staff to account for and in-process students for this course of instruction at JFSC.

b. LESSON 01 – INTRODUCTION. This lesson provides an overview of the course and emphasizes the relationship between joint doctrine and JOPES.

c. LESSON 02 – ORGANIZATIONAL STRUCTURE FOR JOINT PLANNING. This lesson describes the U.S. national military command structure. It illustrates the framework comprising the President Secretary of Defense, Joint Chiefs of Staff (JCS), combatant commands and the Department of Defense. It introduces the topic of command relationships and the type of authority employed to plan and execute joint operations. The lesson explains the assignment process for operational tasks through the Chairman of the Joint Chiefs of Staff (CJCS) to each of the combatant commands.

d. LESSON 02A – COMPONENTS AND JOINT OPERATIONS. This lesson provides students with an overview of the United States Army, Marine Corps, Navy, Air Force and Special Operations capabilities in joint operations and their vision for the future. Each presentations offers insights into Component responsibilities to organize, train, equip and prepare for future warfare in support of Combatant Commanders operational and mission requirements.

d. LESSON 03 – DEPARTMENT OF DEFENSE PLANNING SYSTEMS. This lesson describes the interrelationships between the Joint Strategic Planning System

(JSPS), the Planning, Programming, Budgeting, and Execution (PPBE) process, and Joint Operation and Execution System (JOPES). The lesson identifies how strategic planning done by the CJCS is the foundation for operation and execution planning done by combatant commanders. It describes the PPBE process as the management framework for integrating strategy, resources, and planning into budgetary requirements.

e. LESSON 04 – OPERATIONAL WARFARE. This lesson describes the principles associated with the Operational Level of Warfare and Campaigning.

f. LESSON 05 – JOINT PLANNING OVERVIEW. This lesson explains the historical development of Joint Operations Planning System (JOPS), Crisis Action Planning (CAP), Joint Deployment System (JDS), and Joint Operation Planning and Execution System (JOPES) Contingency Planning; and introduces their reference documents; their planning products: Operations Plan (OPLAN), Concept Plan (CONPLAN), Basic (Base) Plan, Commander's Estimate, and security cooperation planning (Phase 0).

g. LESSON 06 – STRATEGIC GUIDANCE. This lesson explains the first function of the contingency planning process including sources of planning tasks and description of the mission analysis, threat assessment, and assumptions steps that lead to the In-Progress Review (IPR-A).

h. LESSON 07 – CONCEPT DEVELOPMENT. This lesson will explain the three steps of concept development in the contingency planning process from planning guidance to commander's estimate and the subsequent Concept In-Progress Review (IPR-C) that results in a Strategic Concept of Operations.

i. LESSON 08 – FORCE PLANNING. This lesson explains the force-planning step of plan development during the contingency planning process. This lesson examines the development of each Service component's Time-Phased Force and Deployment List (TPFDL) to include the use of force modules and the Time-Phased Force and Deployment Data (TPFDD) or Force Flow as major elements of force planning and execution.

j. LESSON 09 – SUPPORT PLANNING. This lesson explains the support-planning step of plan development during the contingency planning process. The lesson discusses the importance of sustainment for the forces identified in force planning, and how the Service components, using IT support, compute and add non-unit-related support requirements to the TPFDD or Force Flow. The lesson includes a discussion on replacement of personnel, civil engineering support, and medical support.

k. LESSON 10 – TRANSPORTATION PLANNING. This lesson explains how the transportation planner, using JOPES IT, can evaluate and simulate the strategic movement of cargo and personnel to determine the transportation feasibility of a Combatant Commander's concept of operations and support during the plan development of contingency planning.

1. LESSON 11 COMPLETION OF CONTINGENCY PLANNING.

a. TPFDD (FORCE FLOW) REFINEMENT. This portion of the lesson covers TPFDD (Force Flow) refinement and the coordination responsibilities of the supported commander, the supporting commands and organizations, and United States Transportation Command (USTRANSCOM).

b. DOCUMENTATION and PLAN REVIEW. This portion of the lesson explains the formal process used by the Joint Planning and Execution Community to review plans and the Plan In-Progress Review (IPR-F), which approves or disapproves plans.

c. PLAN ASSESSMENT. This portion of the lesson explains the responsibilities associated with the preparation of branches, sequels, supporting plans, interagency plans, and coalition plans where applicable. Plan Assessment and its In-Progress Review (IPR-R) is a continuous process in which the plan will be adapted or refined as required, terminated if no longer necessary, or executed if conditions dictate.

m. LESSON 12 – CRISIS ACTION PLANNING. This lesson discusses the conduct of joint planning and execution during time-sensitive situations. It examines Crisis Action Planning (CAP) and the procedures and processes for the issuance of taskings, guidance, to include the President and Secretary of Defense decisions.

n. LESSON 13 – CRISIS ACTION PLANNING EXERCISE. This lesson provides a Crisis Action Planning Exercise that deals with a humanitarian crisis operation. It provides an opportunity for students to participate as planners in a simulated complex incident. The students are required to analyze the situation and its requirements for conducting operations in Cameroon after a catastrophic volcanic eruption that has devastated the country. This event will require multi-national and interagency students to conduct a mission analysis, develop rules of engagement/rules of force, and establish a command and control organization diagram during a time-sensitive situation.