

**EXPEDITIONARY WARFARE SCHOOL  
DISTANCE EDUCATION PROGRAM (EWSDEP)  
FACT BOOK FOR UNIVERSITY OFFICIALS**



**ACADEMIC YEAR 2015**

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# **EXPEDITIONARY WARFARE SCHOOL DISTANCE EDUCATION PROGRAM (EWSDEP) FACT BOOK FOR UNIVERSITY OFFICIALS**

The EWSDEP Fact Book was developed by the Marine Corps College of Distance Education and Training (CDET) academic department. It is designed to inform university officials on the nature and composition of the Marine Corps' career-level distance education program.

## **Program Format**

The EWSDEP is a part-time learning program based on self-study and seminar participation. The CDET operates on a yearly academic schedule that runs 40 weeks from September to June. Currently, the CDET teaches using four delivery methods: onsite weekly, onsite weekend, blended, and online weekly.

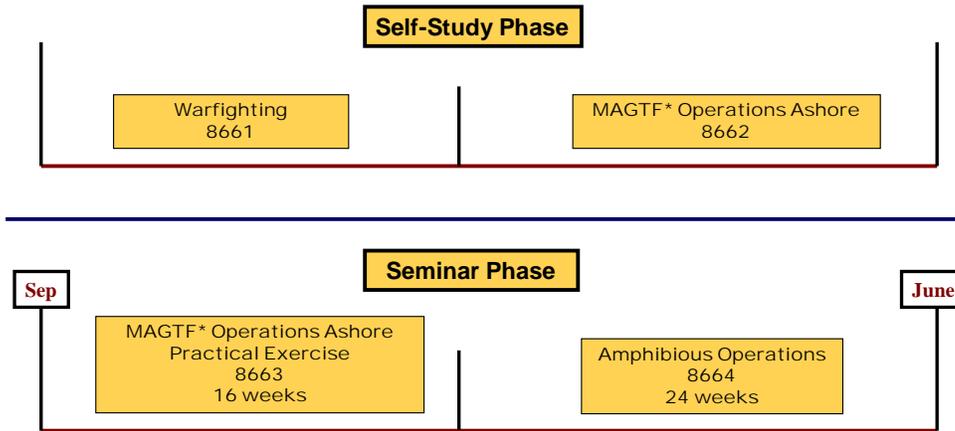
Every student is assigned a seminar with a highly qualified member of the CDET adjunct faculty. Most students take the course through an onsite seminar; the remainder are provided with an asynchronous, online seminar. Onsite seminars meet once a week for 3 hours. Online seminars have no fixed meeting requirements, but all assignments must be completed by specified times.

Both methods allow students to learn and interact with an instructor and their peers. Each provides a forum where the instructor and students can ask questions and participate in relevant Socratic discussions and learning. All students, both onsite and online, are enrolled and access course assignments, collaborative tools, and assessments through the Blackboard learning support system.

## Program Information



### Expeditionary Warfare School Distance Education Program



\*MAGTF – Marine air-ground task force

There are several types of assessments: short multiple-choice quizzes, discussion contribution, planning product development, and final examinations. After reading a lesson—and before the seminar—students, both onsite and online, must complete the multiple-choice quiz in Blackboard. Each lesson has issues for discussion that students will be asked to address, either in person (for onsite students) or in Blackboard (for online students).

## Program Composition

### Curriculum Overview

<u>Courses of Instruction</u>	<u>Hours</u>
8661 Warfighting	71
8662 MAGTF Operations Ashore	47
8663 MAGTF Operations Ashore Practical Exercise	90
8664 Amphibious Operations	<u>120</u>
	328

*Individual course descriptions are provided in the following sections.*

## **Faculty**

All faculty and adjunct faculty are approved by the College of Distance Education and Training Dean of Academics (in Quantico, Virginia). Criteria for faculty approval includes the candidate's experience (must be a recognized expert in the material he/she is teaching) and education level. The program has a faculty training and supervision program that is run by a regional director (RD) and regional chief instructor (RCI). The RD and RCI handle faculty development; remediate exams; coordinate enrollment; and address academic, administrative, and miscellaneous issues for their region.

Each course comes with an instructor package and an online faculty development site to ensure courses are consistently implemented throughout all regions. In addition to the CDET full-time faculty, the CDET hires part-time adjunct faculty to conduct onsite and online seminars. Our faculty comprises an experienced group of professionals with a unique blend of academic expertise and operational experience. This diverse group of subject matter experts includes active duty and retired military field-grade officers from a variety of specialties.

# 8661 WARFIGHTING INTRODUCTION

## Course Overview

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### Introduction

The purpose of the 8661 Warfighting course of the EWSDEP is to provide captains with career-level professional military education (PME) in a distance education format. This self-study course consists of four sub-courses: *Foundations*, *Information Operations*, *Command and Control and Information Management (C2IM)*, and the *Marine Corps Planning Process (MCPP)*. The *Foundations* sub-course establishes the philosophy of warfighting as set forth in MCDP 1, *Warfighting*, and the doctrinal foundation for all further instruction. The focus of instruction is on the doctrine of maneuver warfare, the nature and theory of war, and the role and organization of the Marine Corps during joint, naval, and multinational operations. Students are exposed to other concepts such as Department of Defense organization, joint operations and component, warfighting functions, tactical fundamentals, main effort, and commander's intent. The *Information Operations* sub-course introduces Information Operations (IO) as an integrating concept and includes numerous capabilities identified as core, supporting, and related. The *C2IM* sub-course emphasizes the basics of command and control theory and information management techniques that are required to implement the Marine Corps warfighting philosophy across the range of military operations. The *MCPP* sub-course explores the doctrinal concepts and applications of MCPP. MCPP is a process that supports the commander's decision-making and embodies maneuver warfare doctrine with its tenets of top-down planning, the single-battle concept, and integrated planning in order to generate and maintain tempo in military operations.

### Course Outcomes

The goal of Warfighting is to provide MAGTF officers the knowledge necessary to implement the Marine Corps' warfighting philosophy across the range of military operations. Thus, the principal learning outcomes of this course are as follows:

- Relate the nature and theory of war to the Marine Corps doctrine of maneuver warfare.
- Discuss the purpose, concepts and components of MAGTF command and control.
- Discuss the role of the MAGTF in a Joint Task Force.
- Describe the role of the Marine Corps within the joint, interagency, and multinational operating environment.
- Produce MAGTF Information Operations (IO) plans during combined arms offensive, defensive, and Phase IV operations.

- Explain Information Management theory and doctrine as it relates to command and control of a MAGTF.
- Discuss the steps necessary to produce an Information Management Plan that supports the planning process and the commander's decision-making process.
- Develop an estimate of the situation using the steps of the estimate process.
- Develop a tactical plan for the employment of a MAGTF afloat and ashore, using the Marine Corps Planning Process.
- Demonstrate the ability to formulate commander's intent.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Foundations Sub-Course*

**Lesson 1: Nature of War**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.50	0.00	0.00	0.00	1.00	1.50

*Everything in war is simple, but the simplest thing is difficult. The difficulties accumulate and end by producing a kind of friction that is inconceivable unless one has experienced war.*

—Carl von Clausewitz

*In war, the chief incalculable is the human will.*

—B.H. Liddel Hart

**1. Introduction**

It is important for professional military officers to understand the nature of war in order to operate effectively in preparing for and conducting war. The Marine Corps has defined war and proposed characteristics thereof in its premier doctrinal publication MCDP 1, *Warfighting*. It is imperative that Marine officers are familiar with the Marine Corps' doctrinal foundation.

**2. Learning Outcome**

Relate the nature and theory of war to the Marine Corps doctrine of maneuver warfare.

**3. Educational Objectives**

- a. Identify the key components of the nature of war.
- b. Identify the factors that comprise the human dimension of war.

## 4. Student Requirements

### a. Reading Requirements

- MCDP 1, *Warfighting*, Chapter 1 (10 pages).
- “Has Warfare Changed? Sorting Apples from Oranges” by James A. Dubik (6 pages).
- Excerpt from *2010 Joint Operating Environment* (7 pages).
- *Infantry in Battle*, Chapter 9, Example 3 (2 pages).

### b. Other Requirements

- Watch the video excerpt from General Mattis’ speech “Defense Showstoppers: National Security Challenges for the Obama Administration” (12 minutes).
- Watch the video “Nature of War” (15 minutes).

## 5. Issues for Consideration

### a. Consider the following concepts and their relation to the nature of war:

- Uncertainty
- Fluidity
- Disorder
- Human dimension
- Physical, mental and moral considerations

### b. Consider the differences between the nature of war and the character of war.

### c. Identify and discuss some of the factors that cause friction in war.

### d. What is the single most important source of friction?

### e. Friction can be described by four causal factors. What are they?

### f. How do we operate effectively within the medium of friction?

### g. How is risk related to gain?

### h. How do we determine the amount of “acceptable” risk?

### i. How do we capitalize on or exploit disorder?

### j. What are the moral and physical forces of war?

## 6. Relationship to Other Instruction

Understanding the nature and character of war is central to students’ understanding of maneuver warfare and Marine Corps doctrinal publications.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Foundations Sub-Course*

**Lesson 2: Theory of War**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.25	0.00	0.00	0.00	1.00	1.25

*War is an instrument of a nation's power, initiated to achieve national objectives when other means to resolve differences have failed. Our fundamental military purpose is to attain national policy objectives through our capacity to wage war successfully. How well we in the Naval Services accomplish our mission depends on how thoroughly we understand both the nature and the conduct of war and learn war's many lessons. Only through such understanding can we prepare ourselves for its tests.*

—Naval Doctrinal Publication 1, *Naval Warfare*

**1. Introduction**

MCDP 1, *Warfighting*, provides the overarching framework for Marine Corps warfighting philosophy. *Warfighting* combines an explanation of the characteristics of war, a theory of war that articulates how tactical achievements support national strategy, and guidance on how Marines prepare for and wage war. As such, it is fundamentally important that all Marine Corps officers be familiar with this warfighting philosophy and, especially, its key concepts and ideas. Furthermore, the concept of irregular warfare is introduced. Irregular warfare is not a lesser-included form of traditional warfare. It encompasses a spectrum of warfare where the nature and characteristics are significantly different from traditional war.

**2. Learning Outcomes**

- a. Relate the nature and theory of war to the Marine Corps doctrine of maneuver warfare.
- b. Describe the role of the Marine Corps within the joint, interagency, and multinational operating environment.

**3. Educational Objectives**

- a. Identify the four elements of national power.
- b. Identify the three levels of war and their respective characteristics.

- c. Identify the differences between the concepts of the offense and the defense.
- d. Select the definition of the culminating point.
- e. Identify the differences between maneuver and attrition warfare.
- f. Recognize the concepts that are essential for generating combat power.
- g. Recognize the characteristics of the concepts “center of gravity” and “critical vulnerability.”

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCDP 1, *Warfighting*, Chapter 2 (16 pages).

##### **b. Other Requirements**

- View the video “Theory of War” (18 minutes).

#### **5. Issues for Consideration**

- a. The single most important thought to understand about our theory of war is that war must serve policy. Discuss this statement.
- b. Why are lesser regional contingencies (low-intensity conflict) more probable than combat operations at the higher end of the spectrum?
- c. How are the offense and defense complementary?
- d. Explain the concept “culminating point.” How does the culminating point complete our understanding of the complementary forms of offense and defense?
- e. What are the characteristics of attrition warfare?
- f. What are the characteristics of maneuver warfare?
- g. Why are focus and speed so important and what do they produce when combined?
- h. How do surprise and boldness multiply combat power?
- i. Are we currently fostering boldness and initiative in our leaders? How might you encourage the development of these characteristics in your subordinates?

## **6. Relationship to Other Instruction**

MCDP 1 is the basis for all strategic, operational, and tactical instruction in the EWS curriculum. This lesson is designed to precede the majority of the EWS DEP curriculum and serves to facilitate follow-on instruction by laying a strong foundation in explaining and discussing the theory of war.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Foundations Sub-Course*

**Lesson 3: Levels of War and Campaigning**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.25	0.00	0.00	0.00	1.00	1.25

*Battles have long been stated by some writers to be the chief and deciding features of war. The assertion is not strictly true, as armies have been destroyed by strategic operations without the occurrence of pitched battles, by a succession of inconsiderate affairs.*

—Henri Jomini

**1. Introduction**

This lesson introduces the concept of “campaigning” as the integration of time, space, and purpose at a strategic, operational, and tactical level. A campaign is a series of related military operations aimed at accomplishing a strategic or operational objective within a given time and space. Furthermore, a campaign plan describes how time, space, and purpose are used to connect these operations.

**2. Learning Outcome**

Relate the theory and nature of war to the Marine Corps doctrine of maneuver warfare.

**3. Educational Objectives**

- a. Identify the purpose of a campaign.
- b. Recognize the attributes of both national strategy and military strategy.
- c. Identify the three levels of war and their interrelationships.
- d. Select the key components of the strategic-operational connection.
- e. Select the key components of the tactical-operational connection.
- f. Identify the six phases of a joint operation or campaign.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCDP 1-2, *Campaigning*, Chapter 1 (34 pages).
- Joint Publication 3-0, *Joint Operations*, Extract from Chapter 5 (5 pages).

##### **b. Other Requirements**

- View the video “Levels of War” (14:20 minutes).

#### **5. Issues for Consideration**

- Why is it important to understand the links between national strategy, military strategy, and other supporting strategies?
- How does the operational level of war link the tactical level to the strategic level?
- What are the ends, ways, and means for each level of war?
- What is the relationship between the military objective and the levels of war?
- What is the purpose of a campaign?

#### **6. Relationship to Other Instruction**

This lesson is designed to help the student understand the development of a campaign plan and how it integrates the strategic objectives with tactical actions, including combat operations, logistics planning, information operations, and other tools of a military commander. Furthermore, this lesson emphasizes the relevance of the theory of war presented in MCDP 1, *Warfighting*.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Foundations Sub-Course*

**Lesson 4: Conduct of War – Maneuver Warfare**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.50	0.00	0.00	0.00	2.00	2.50

*Maneuver warfare means you will not only accept confusion and disorder and operate successfully within it, through decentralization, you will all generate confusion and disorder.*

—William S. Lind, *Maneuver Warfare Handbook*

**1. Introduction**

The purpose of this lesson is to continue to familiarize students with the concepts of maneuver warfare described MCDP 1.

**2. Learning Outcome**

Relate the theory and nature of war to the Marine Corps doctrine of maneuver warfare.

**3. Educational Objectives**

- a. Recognize the components of maneuver warfare.
- b. Identify the similarities and differences between attrition and maneuver warfare.
- c. Recall the definition of mission tactics.
- d. Identify the components of commander’s intent.
- e. Select the purpose of the main effort.
- f. Identify the concept of combined arms.

## 4. Student Requirements

### a. Reading Requirements

- MCDP 1, *Warfighting*, Chapter 4 (16 pages).
- MCDP 1-3, *Tactics*, Chapter 3 (22 pages).
- “Understanding Maneuver as the Basis for Doctrine” (13 pages).

### b. Other Requirements

- View the video “Maneuver Warfare” (11:45 minutes).
- View the video “Mission Tactics” (11:11 minutes).

## 5. Issues for Consideration

- What is the difference between maneuver and movement?
- How do we integrate fires and maneuver to maximize their effects at the tactical level?
- How are critical vulnerabilities (CVs) related to surfaces and gaps?
- How would you exploit opportunities?
- Why do we designate a main effort?
- Discuss the statement: “A competent subordinate commander who is at the point of decision will naturally have a better appreciation for the true situation than a senior some distance removed.”

## 6. Relationship to Other Instruction

A working understanding of fires and maneuver is a foundation for the remainder of the EWSDEP curriculum.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Foundations Sub-Course*

**Lesson 5: DOD Organization, National Security Council, and U.S. Policy Formulation**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	4.00	4.00

**1. Introduction**

The purpose of this period of instruction is to provide the student with an understanding of the organization and role of the Department of Defense, the National Security Council (NSC), and the National Command Authority (NCA). The class also discusses the various nested national policy-making documents. To help students understand how “war must serve policy,” it is important to understand how the national policy-making apparatus is organized.

**2. Learning Outcome**

Relate the nature and theory of war to the Marine Corps doctrine of maneuver warfare.

**3. Educational Objectives**

- a. Identify the four elements of national power.
- b. Select the operational chain of command for national security.
- c. Identify how the President and Secretary of Defense exercise authority over the Armed Forces.
- d. Identify the responsibilities of the Chairman, Joint Chiefs of Staff.
- e. Identify geographic and functional combatant commanders.
- f. Identify the six phases of a joint operation or campaign.
- g. Select the key documents that establish the roles and functions of the Marine Corps.
- h. Identify the two vital functions performed by the Commandant of the Marine Corps.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCDP 1-0, *Marine Corps Operations*, Chapter 1 (24 pages).
- Excerpt from *2010 National Security Strategy* (9 pages).
- Presidential Policy Directive 1 of February 13, 2009, *Organization of the National Security Council* (5 pages).
- *Sustaining U.S. Global Leadership: Priorities for 21<sup>st</sup> Century Defense* (11 pages).

##### **b. Other Requirements**

- View the PowerPoint presentation (37 pages).

#### **5. Issues for Consideration**

- a. What is the National Command Authority (NCA)?
- b. What is the role of the Secretary of Defense (SecDef)?
- c. What is the role of the Chairman, Joint Chiefs of Staff (CJCS)?
- d. What is the role of the National Security Council (NSC)?
- e. What is the role of the National Security Advisor (NSA)?
- f. What is the relationship between national strategy and the elements of national power?
- g. How is a national strategy formed, and how does the national military strategy support the national strategy?

#### **6. Relationship to Other Instruction**

This lesson provides the framework for the National Security Strategy of the United States. Furthermore, the lesson introduces the four elements of national power used to achieve strategic objectives.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Foundations Sub-Course*

**Lesson 6: Introduction to Joint Operations and Componency**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.00	3.00

*... the President through the Secretary of Defense shall—  
 (1) establish unified combatant commands and specified combatant commands to perform military missions; and (2) prescribe the force structure of those commands.*

—Paragraph 161, Goldwater-Nichols DoD Reorganization Act

**1. Introduction**

The United States has great interest in international affairs. In order to be best able to affect foreign policy objectives, the U.S. has instituted a system that formulates policy at the civilian level (POTUS/NSC) and implements policy through the geographic combatant commanders in various AORs worldwide. This lesson will familiarize the student with the componency system instituted under the Goldwater-Nichols DoD Reorganization Act (1986).

**2. Learning Outcomes**

- a. Discuss the role of a MAGTF in a joint task force (JTF).
- b. Describe the role of the Marine Corps within the joint, interagency, and multinational operating environment.

**3. Educational Objectives**

- a. Recognize how the President and Secretary of Defense exercise authority and control of the Armed Forces.
- b. Identify the roles of geographic and functional combatant commands.
- c. Identify the concepts of componency and command relationships.
- d. Identify the differences between service component and functional component commands in order to identify the fundamentals of JTF formation and organization.

- e. Recognize the purpose of unified action.
- f. Identify the significance of unity of command.
- g. Recall the purpose of combatant command (COCOM) command authority.
- h. Select the purpose of operational control (OPCON).
- i. Identify the purpose of tactical control (TACON).

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCWP 3-40.8, *Componency*, Chapter 1 (24 pages).
- Joint Publication 1, *Doctrine for the Armed Forces of the United States*, Chapters III and IV (37 pages).
- Joint and Coalition Operational Analysis (JCOA) Document, *Libya: Operation Odyssey Dawn (OOD) A Case Study in Command and Control* (13 pages).

##### **b. Other Requirements**

- View the PowerPoint presentation (48 pages).

#### **5. Issues for Consideration**

- a. How do the President and Secretary of Defense exercise authority and control of the Armed Forces?
- b. What role do the Service Secretaries and Service Chiefs play in national security?
- c. How is a joint task force organized and when is a JTF established?
- d. How can a Commander, Joint Task Force (CJTf) organize his forces to accomplish the mission?
- e. What are the responsibilities of the Marine Corps component commander?

#### **6. Relationship to Other Instruction**

This lesson provides the framework for the organization and conduct of joint operations and ties into the DOD Organization class. It introduces the student to the two separate and distinct chains of command within the military establishment and how the services provide operational forces to combatant commanders.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Foundations Sub-Course*

**Lesson 7: Marine Corps Roles, Functions, and Task Organization**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	4.50	4.50

*... American history, recent as well as remote, has fully demonstrated the vital need for the existence of a strong force-in-readiness. Such a force, versatile, fast moving, and hard-hitting, ... can prevent the growth of potentially large conflagrations by prompt and vigorous action during their incipient stages. The nation's shock troops must be the most ready when the nation is least ready... to provide a balanced force-in-readiness for a naval campaign and, at the same time, a ground and air striking force ready to suppress or contain international disturbances short of large scale war ....*

—82nd Congress (1952)

*... the Marines on our left were a sight to behold. Not only was their equipment superior or equal to ours, but they had squadrons of air in direct support. They used it like artillery. It was 'Hey, Joe—This is Smitty— Knock the left of that ridge in front of Item Company.' They had it day and night. It came off nearby carriers, and not from Japan with only 15 minutes of fuel to accomplish the mission.*

—*The Pusan Perimeter:*  
*U.S. Marine Operations in Korea 1950-1953, Vol. I, p. 243*

**1. Introduction**

This lesson is intended to enhance the student's understanding of Marine Corps roles and functions as a part of the national defense establishment as well as how Marine Corps capabilities augment and enhance the nation's ability to achieve its national objectives. In concert with the Warfighting package and an understanding of MCDP 1 and MCDP 1-0, this period of instruction is intended to contribute to the student's ability to articulate why the nation requires a Marine Corps, the MAGTF concept and its capabilities, as well as the general process for integrating Fleet Marine Forces into naval, joint, or combined forces. This lesson will also address USMC Title 10 responsibilities.

## **2. Learning Outcomes**

- a. Discuss the role of the MAGTF in a joint task force (JTF).
- b. Describe the role of the Marine Corps within the joint, interagency, and multinational operating environment.

## **3. Educational Objectives**

- a. Recognize the relationship between the MAGTF organization and mission requirements.
- b. Identify the capabilities and limitations of each element of the MAGTF.
- c. Select the different types of MAGTFs and their specific organizational structure.
- d. Identify the nature of an expedition.

## **4. Student Requirements**

### **a. Reading Requirements**

- MCDP 1, *Warfighting*, Chapter 3 (9 pages).
- MCDP 1-0, *Marine Corps Operations*, Chapter 2 (33 pages).
- *Naval Operations Concept 2010*, Chapters 1, 3, 4, and 8 (37 pages).

### **b. Other Requirements**

- View the PowerPoint presentation (59 pages).

## **5. Issues for Consideration**

- a. How does the role of the Marine Corps support the National Military Strategy?
- b. What is the MAGTF?
- c. What are the capabilities of the MAGTF?
- d. How is the MAGTF unique among the other military services in conducting operations?
- e. The MAGTF is described as a flexible, task-organized, combined arms force that can conduct a variety of missions. What are the fundamentals of task organization and what are the attributes of an effective task organization?

## **6. Relationship to Other Instruction**

This lesson ties into the DOD Organization class presented earlier. It introduces the student to the roles of the Marine Corps in the context of national defense and provides the critical foundation for a MAGTF officer's understanding of the organization of the Marine Corps, its capabilities and subordinate elements, and how a MAGTF integrates into joint forces.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Foundations Sub-Course*

**Lesson 8: Warfighting Functions and Principles of War**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.50	1.50

*Integrating the warfighting functions helps us to achieve focus and unity of effort. They provide a method for planners to think in terms of how each function supports the accomplishment of the mission.*

—MCWP 5-1, *Marine Corps Planning Process*

**1. Introduction**

The purpose of this lesson is to develop an understanding of the warfighting functions as conceptualized by the Marine Corps and to emphasize their importance to success in the battlespace. Students will examine the relationships between the warfighting functions and the principles of war across the levels of war.

**2. Learning Outcome**

Relate the theory and nature of war to the Marine Corps doctrine of maneuver warfare.

**3. Educational Objectives**

- a. Identify why the warfighting functions are critical to operational success.
- b. Recognize the purpose of operational mobility.
- c. Identify the relationship between fires and shaping actions.
- d. Identify the differences between strategic, operational, and tactical logistics.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCDP 1-0, *Marine Corps Operations*, Appendix A and B (8 pages).
- MCDP 1-2, *Campaigning*, “Synergy” and “Leadership” (19 pages).
- *Infantry in Battle*, Chapter 3, Example 3 (5 pages).

##### **b. Other Requirements**

- None.

#### **5. Issues for Consideration**

- a. How are maneuver, fires, and intelligence related?
- b. Are logistics and force protection equally important to support maneuver and fires?
- c. Are certain warfighting functions more relevant at the tactical level?
- d. Are the warfighting functions relevant across the spectrum of conflict?
- e. How do the principles of war relate to the warfighting functions?

#### **6. Relationship to Other Instruction**

A working understanding of the warfighting functions and their integration during planning is a foundation for the remainder of the EWSDEP curriculum.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Foundations Sub-Course*

**Lesson 9: Tactical Fundamentals**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	2.00

*The beginning of wisdom is to call things by their proper name.*

—Confucius

**1. Introduction**

It is important for professional military officers, regardless of branch of service, to have a common understanding of tactics and the application of tactical fundamentals. This basic knowledge of tactics can provide a point of departure for understanding, provides a common vocabulary, and ensures clear understanding within the battlespace.

**2. Learning Outcome**

Develop a tactical plan for the employment of a MAGTF afloat and ashore using the Marine Corps Planning Process.

**3. Educational Objectives**

- a. Identify the purpose of defensive operations.
- b. Select the three fundamental types of defense.
- c. Recognize the differences between the six defensive methods.
- d. Identify the purpose of offensive operations.
- e. Recognize the six forms of offensive maneuver.
- f. Identify the difference between tactical task and purpose.
- g. Recognize the significance and purpose of military graphics.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCDP 1-0, *Marine Corps Operations*, Chapters 8 and 9 (30 pages).
- *Marine Corps Gazette* Article #16, “Terminology and Graphics” (4 pages).
- MCDP 1-0, Appendix C (6 pages).

##### **b. Other Requirements**

- Review MCRP 5-12A, *Operational Terms and Graphics*, Chapters 4 and 5 (52 pages) (Blackboard).

#### **5. Issues for Consideration**

- The tactician must understand and master the science and art of tactics, two different yet inseparable concepts. How would you define the “science of tactics” and the “art of tactics”?
- How does an offensive operation solve a tactical problem?
- How would you define the characteristics of defensive operations?

#### **6. Relationship to Other Instruction**

Reviewing Marine Corps tactical fundamentals provides the student with a foundational base for the remainder of the program of instruction and subsequent assignment following EWSDEP as a MAGTF staff officer or commander.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Foundations Sub-Course*

**Lesson 10: Estimate Process**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.25	1.25

*Leaders with strong situational awareness and broad experience can act quickly because they have an intuitive understanding of the situation, know what needs to be done, and know what can be done. This insight has often been called **coup d’oeil** (pronounced koo dwee), a French term meaning literally “stroke of the eye.” It has also been called “tactical sense.”*

—MCDP 1-3, *Tactics*

**1. Introduction**

This lesson offers an introduction to identifying elements to consider in the formulation of decision. The estimate process is a method of collecting and analyzing relevant information for developing, within the time limits and available information, an effective solution to a problem. Although it may be written at higher command levels, it is usually a mental process. It is as thorough as time and circumstances permit. Estimates are revised continuously as factors affecting the situation change, as new facts are recognized, as assumptions are replaced by facts or rendered invalid, or as changes to the mission are received or indicated. The estimate is a continuous process. Students must consider the mission, enemy, terrain, troops and fire support available-time and civil considerations (METT-TC) during the estimate process. Only then can a decision be made on how to accomplish a given mission.

**2. Learning Outcomes**

- a. Relate the theory and nature of war to the Marine Corps doctrine of maneuver warfare.
- b. Explain command and control of the MAGTF.

**3. Educational Objectives**

- a. Recognize the purpose of the estimate process.
- b. Identify why it is important to completely understand the enemy.

- c. Select the components of terrain analysis.
- d. Recognize the differences between mobility corridors and avenues of approach.
- e. Identify the five military aspects of weather.
- f. Recognize the purpose of analyzing friendly troops and fire support.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- FM 3-21.10, *Infantry Rifle Company*, Chapter 2, Section II (33 pages).
- MCDP 1-3, *Tactics*, Chapter 2, “Achieving a Decision” (22 pages).

##### **b. Other Requirements**

- View the PowerPoint presentation (34 pages).

#### **5. Issues for Consideration**

- a. What purpose does the estimate process serve? Is it a decision-making process?
- b. Based on the assigned readings and your own personal experience, do you feel that METT-T is a valid tool for analyzing the situation in the estimate process? If yes, for what purpose? If no, why not? If not, is there something else that will help us in reaching an effective decision?
- c. Discuss the following statement: The factors of the analysis of the situation (METT-T) in the estimate process, and their various elements, can be understood only in the context of the whole.
- d. Our philosophy of warfighting demands quick and timely decisions. Will the use of METT-T in our analysis of the situation help us or hinder us in a time-competitive decision-making environment?
- e. When making an estimate of the situation, how do we limit our considerations to essential elements? What method can we use in peacetime to train and educate our decision-makers to identify the decisive element of the situation?

#### **6. Relationship to Other Instruction**

The estimate process will be used throughout the EWSDEP curriculum as a decision-making and information tool.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Foundations Sub-Course*

**Lesson 11: Centers of Gravity and Critical Vulnerabilities**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.25	0.00	0.00	0.00	2.00	2.25

*... one must keep the dominant characteristics of both belligerents in mind. Out of these characteristics a certain center of gravity develops, the hub of all power and movement, on which everything depends.*

—Carl von Clausewitz

**1. Introduction**

This class will look at centers of gravity in a Clausewitzian (and MCDP 1) context as it applies to current doctrinal references and historical examples. Students will learn to discern critical vulnerabilities related to a particular center of gravity. In addition, students will learn how the center of gravity concept is applicable to the Marine Corps Planning Process.

**2. Learning Outcome**

Relate the theory and nature of war to the Marine Corps doctrine of maneuver warfare.

**3. Educational Objectives**

- a. Identify the components of a center of gravity.
- b. Recognize the relationship between a center of gravity and its critical vulnerability.
- c. Recognize the relationship between a center of gravity and its critical capability.

**4. Student Requirements**

**a. Reading Requirements**

- *Center of Gravity or Center of Confusion—Understanding the Mystique* (39 pages).
- *Understanding Centers of Gravity and Critical Vulnerabilities, Part 2* (25 pages).
- “Center of Gravity Analysis—Tactical Level” (2 pages).

## **b. Other Requirements**

- View the video “Centers of Gravity and Critical Vulnerabilities” (10:28 minutes).

## **5. Issues for Consideration**

- a. Discuss the various doctrinal definitions of a center of gravity.
- b. Explain how centers of gravity exist at each level of war: strategic, operational, and tactical.
- c. Discuss the center of gravity-critical capability-critical requirement-critical vulnerability concept.

## **6. Relationship to Other Instruction**

This lesson serves as a foundation for future lessons and practical exercises.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Foundations Sub-Course*

**Lesson 12: Commander’s Intent**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.25	0.00	0.00	0.00	0.75	1.00

*The wording of ... orders I left to (the staff), with the exception of one paragraph, the shortest, which I invariably drafted myself—the intention. This gives, or should give, exactly what the commander intends to achieve. It is the dominating expression of his will by which, throughout the operation, every officer and soldier in the army will be guided. It should, therefore, be worded by the commander himself.*

—Field Marshall Sir William J. Slim  
 Commander in the Burma Theater, 1941-45

**1. Introduction**

Commander’s intent is one of the central tenets of maneuver warfare. It is defined in MCRP 5-12C as “A commander’s clear concise articulation of the purpose(s) behind one or more tasks assigned to a subordinate ... which guides the exercise of initiative in the absence of instructions.” MCDP-1 states that “there are two parts to any mission statement: the task to be accomplished and the reason or intent behind it. The intent is thus a part of every mission.” Commander’s intent allows subordinates to exercise judgment and initiative when the original situation changes. It allows the subordinate flexibility in the execution of the “how” piece to the “5 Ws” of his mission statement. Commander’s intent is key to decentralized command and control (C2).

**2. Learning Outcome**

Relate the theory and nature of war to the Marine Corps doctrine of maneuver warfare.

**3. Educational Objectives**

- a. Recognize the structure and purpose of commander’s intent.
- b. Identify the relationship between commander’s intent and unity of effort.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCDP 1-0, *Marine Corps Operations*, Chapter 3, pp. 15-19 (5 pages).
- “Communicating Intent and Imparting Presence,” *Military Review* (7 pages).

##### **b. Other Requirements**

- View the video (9:07 minutes).

#### **5. Issues for Consideration**

- a. What is the essential purpose of commander’s intent?
- b. How/why is the intent of the higher commander incorporated into your commander’s intent?
- c. What is the lowest level commander that should prepare a commander’s intent?
- d. How detailed should the commander’s intent be?

#### **6. Relationship to Other Instruction**

The ability to analyze a higher commander’s intent and draft a concise and complete intent as a commander or supporting staff officer is a critical MAGTF officer skill. This foundational concept will be expanded during the MCPP subcourse of the Warfighting curriculum as well as during subsequent lessons and practical exercises.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Foundations Sub-Course*

**Lesson 13: Main Effort**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.15	0.00	0.00	0.00	0.25	0.40

*The main effort should strike the enemy's weakness ... all means—reserves, fire support, ammunition—are concentrated for the decisive stroke ... to permit the concentration of superior forces at the decisive point.*

*—Infantry in Battle*

*The unit assigned responsibility for accomplishing the key mission is designated as the main effort—the focal point upon which converges the combat power of force ... like the Commander's Intent, the main effort becomes a harmonizing force for subordinate initiative. Faced with a decision, we ask ourselves: How can I best support the main effort?*

*—MCDP 1*

**1. Introduction**

The decision of which unit we designate as the main effort cannot be taken lightly. In effect, you have decided “This is how I will achieve my mission; everything else is secondary.” We carefully design the operation so that success by the main effort ensures the success of the entire mission. Since the main effort represents our bid for victory, we must direct it at that object which will have the most significant effect on the enemy and which holds the best opportunity of success. It forces us to concentrate decisive combat power just as it forces us to accept risk.

**2. Learning Outcomes**

- a. Relate the theory and nature of war to the Marine Corps doctrine of maneuver warfare.
- b. Explain command and control of the MAGTF.

### **3. Educational Objectives**

- a. Recognize the purpose of the main effort.
- b. Identify the relationship between the main effort and supporting effort.

### **4. Student Requirements**

#### **a. Reading Requirements**

- “Main and Supporting Efforts” (4 pages).
- *Infantry in Battle*, Chapter 4, Example 3 (5 pages).

#### **b. Other Requirements**

- View the video “Main Effort” (5:30 minutes).

### **5. Issues for Consideration**

- a. How does a main effort harmonize a unit’s efforts?
- b. How is the main effort weighted?
- c. What is the relationship between supporting efforts and the main effort?
- d. Why would a commander shift the main effort?

### **6. Relationship to Other Instruction**

Understanding the concept of designating and weighting the main effort helps to develop the student’s decision-making skills and reinforces maneuver warfare in general. This lesson also illustrates the importance of a properly tasked and task-organized main effort that can harmonize the efforts of the whole unit. The very heart of maneuver warfare and purpose of designating a main effort is to focus on the enemy, determine his weakness, and to generate and concentrate decisive combat power in the form of a main effort to strike at the critical point and time while accepting risk elsewhere.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Foundations Sub-Course*

**Lesson 14: Introduction to Fire Support Fundamentals**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.00	3.00

**1. Introduction**

To properly apply the warfighting function of fires, we must understand how to create fire support plans. The fire support plan is a result of fire support planning and should be thoroughly integrated with the plan for maneuver. The warfighting functions of maneuver and fires form a symbiotic relationship that requires constant attention. This lesson introduces students to the fundamentals of fire support planning and the terminology unique to fire support planning.

**2. Learning Outcome**

Develop a tactical plan for the employment of a MAGTF afloat and ashore, using the Marine Corps Planning Process.

**3. Educational Objectives**

- a. Recognize combat power and the factors that comprise it.
- b. Identify the four tasks related to fire support.
- c. Select the purpose of the fire support coordination center (FSCC).
- d. Identify the components of fire support planning.
- e. Recognize essential fire support tasks (EFST) and their relationship to commander's intent.
- f. Identify the relationship between the concept of fires and concept of operations.
- g. Recognize how fire support tasks are identified by task, purpose, method, and effects (TPME).
- h. Identify the following fire support terms and concepts: priority of fires (POF), high-value target (HVT), and high-payoff target (HPT).

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCWP 3-16, *Fire Support Coordination in the Ground Combat Element*, Chapter 1 (pp. 1-1 to 1-2), Chapter 3 (Sections I to V), and Appendix D (34 pages).
- MSTP Pamphlet 3-0.2, *MAGTF Fires Reference Guide*, Part VI, “Fires Planning” (17 pages).

##### **b. Other Requirements**

- View the PowerPoint presentation (44 pages).

#### **5. Issues for Consideration**

- a. What is the purpose of fire support planning?
- b. What role does the commander’s initial planning guidance play in initiating fire support planning within the Marine Corps Planning Process?
- c. What are the advantages of combining lethal and nonlethal fires?
- d. As a fire support function, what does “supporting forces in contact” really mean?

#### **6. Relationship to Other Instruction**

This period of instruction builds upon concepts learned in previous warfighting lessons. It is also a building block for future fires, information operations (IO), and combined arms lessons and practical exercises.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Information Operations Sub-Course*

**Lesson 1: Introduction to Information Operations Capabilities**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.50	1.50

**1. Introduction**

This lesson provides an overview of information operations (IO) as identified in Marine and joint doctrine. The lesson includes basic concepts, employment strategies, and operational examples of each IO capability. This will provide a historical basis and examples for information operations and a view into the specific areas that the students will be learning about throughout package instruction. The emphasis is on demonstrating the value that IO adds to the commander's range of options across the spectrum of conflict.

**2. Learning Outcome**

Produce MAGTF information operations plans during combined arms offensive, defensive, and Phase IV operations.

**3. Educational Objectives**

- a. Identify the principles of MAGTF IO.
- b. Recognize the dimensions of the information environment.
- c. Select the primary strategic objective of IO.
- d. Identify the core IO capabilities.
- e. Recognize the supporting IO capabilities.
- f. Select the related IO capabilities.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- Joint Publication 3-13, *Information Operations*, Chapters 1, 2, and 4 (33 pages).

##### **b. Other Requirements**

- View the PowerPoint presentation (33 pages).

#### **5. Issues for Consideration**

None.

#### **6. Relationship to Other Instruction**

Information Operations builds on previous portions of Warfighting by adding capabilities that can be used throughout all types of MAGTF operations.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Information Operations Sub-Course*

**Lesson 2: Information Operations: Supported and Related Capabilities**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	2.00

**1. Introduction**

This lesson provides an introduction to the supporting and related capabilities of information operations. While these capabilities must be integrated with information operations plans and actions, they are not specifically a part of information operations. Intelligence, counterintelligence, physical attack, physical security, and information assurance can play essential supporting roles within information operations and, yet, have specific roles outside of information operations. Public affairs and civil military operations similarly have roles related to information operations, yet often have very different goals.

The purpose of this period of instruction is to provide the students with a working knowledge of the relationships between these capabilities and the essential nature of their integration within the single battle concept.

**2. Learning Outcomes**

None.

**3. Educational Objectives**

- a. Identify the five supporting IO capabilities.
- b. Recognize the three related IO capabilities and their relationship to IO.

**4. Student Requirements**

**a. Reading Requirements**

- Joint Publication 3-61, *Public Affairs*, Chapters 1 and 2 (21 pages).
- Joint Publication 3-57, *Civil-Military Affairs*, Chapter 1 (21 pages).

## **b. Other Requirements**

- View the PowerPoint presentation (20 pages).

## **5. Issues for Consideration**

None.

## **6. Relationship to Other Instruction**

This lesson builds on previous instruction of the elements and integration of information operations. Follow-on lessons will further integrate these elements with the Marine Corps Planning Process, thus enabling students to successfully integrate information operations within their own plans during practical exercises.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Information Operations Sub-Course*

**Lesson 3: Military Deception**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.50	1.50

**1. Introduction**

Military deception has existed for ages and is deeply rooted in military operations from prehistory. This lesson will teach the students about the span of military deception operations and their capabilities as identified in Marine Corps and joint doctrine. The students will be introduced to the basic concepts, planning considerations, application, policy, and how deception operations tie into other information operations to support MAGTF operations. This instruction will provide the students with the tools they need to plan and utilize deception operations throughout practical exercises.

**2. Learning Outcome**

Produce MAGTF information operations plans during combined arms offensive, defensive, and Phase IV operations.

**3. Educational Objectives**

- a. Identify the purpose of military deception (MILDEC).
- b. Recognize the types of MILDEC that are conducted at the levels of war.
- c. Select the target of MILDEC.
- d. Identify the characteristics of the deception story.
- e. Recognize the principles employed by MILDEC.
- f. Select the three basic means employed by MILDEC.
- g. Identify the four basic deception techniques.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- Joint Publication 3-13.4, *Military Deception*, Chapters I, II, and V; Appendices A and B; and Definitions (30 pages).

##### **b. Other Requirements**

- View the PowerPoint presentation (24 pages).

#### **5. Issues for Consideration**

None.

#### **6. Relationship to Other Instruction**

Deception operations will be a continuous part of information operations that the students will use throughout the practical exercises.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Information Operations Sub-Course*

**Lesson 4: Military Information Support Operations (MISO)**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.50

*The mind of the enemy and the will of his leaders is a target of far more importance than the bodies of his troops.*

—BGen David S. B. Griffith II, USMC

*To seduce the enemy's soldiers from their allegiance and encourage them to surrender is of special service, for an adversary is more hurt by desertion than by slaughter.*

—Flavius Vegetius Renatus  
*The Military Institutions of the Romans, c. 378 AD*

**1. Introduction**

This lesson introduces and provides detailed instruction into the spectrum of military information support operations (MISO), formally known as psychological operations (PSYOP). The students will gain an appreciation of how MISO contributes to MAGTF operations. This lesson also provides details about MISO planning, types of MISO, and utilization. In general, MISO seeks to induce, influence, or reinforce the perceptions, attitudes, reasoning, and behavior of individuals, foreign leaders, groups, and organizations in a manner advantageous to U.S. forces and objectives. Focused on the human dimension of the battlespace, MISO plans operations that leverage Marine Corps core competencies. Additionally, MISO takes advantage of the United States' ability to synchronize kinetic and nonkinetic capabilities in the domains of air, space, and cyberspace to affect the perceptions, decision cycles, and actions of foreign states and/or actors.

**2. Learning Outcome**

Produce MAGTF information operations plans during combined arms offensive, defensive, and Phase IV operations.

### **3. Educational Objectives**

- a. Recognize the purpose of MISO.
- b. Identify the definition of MISO.
- c. Recognize which levels of war are supported by MISO.
- d. Select the MISO objectives that are related to the various phases of a joint operation.
- e. Identify the specific MISO activities conducted in support of a major operation or campaign.

### **4. Student Requirements**

#### **a. Reading Requirements**

- Joint Publication 3-13.2, *Military Information Support Operations*, Chapters I, III, IV, and Appendix A (31 pages).

#### **b. Other Requirements**

- None.

### **5. Issues for Consideration**

None.

### **6. Relationship to Other Instruction**

This lesson will increase understanding of military information support operations and IO, which will be used in practical exercises.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Information Operations Sub-Course*

**Lesson 5: Introduction to Cyberspace Operations**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.50	1.50

*We do not know the exact way in which cyber will figure in the execution of our mission, or the precise scenarios that will arise. But the centrality of information technology to our military operations and our society virtually guarantees that future adversaries will target our dependence on it. Our assessment is that cyber attacks will be a significant component of any future conflict, whether it involves major nations, rogue states, or terrorist groups.*

—William J. Lynn  
Deputy Secretary of Defense, 14 July 2011

**1. Introduction**

As military forces and operations become more reliant on information and networks, it is essential to understand the nature of the “new” cyber domain and how operations are and might be conducted to support strategic and operational objectives. Cyberspace and cyber operations are relatively new concepts and our thinking, whether in doctrine or actual operations, is in continuous evolution. USMC, sister service, DOD, and other agencies each approach cyberspace and cyber operations in ways that merge and diverge. The continuing advances in information technologies have significant impact on how we collect, exploit, attack, and defend information. As such, the cyber domain and information environment remain both a global commons and a contested battlespace.

This lesson should cause you to critically think about cyberspace and its implications for national policy and security, diplomacy, and warfighting. Through examination of cyberspace threats, operations, and related capabilities employed in military operations, this lesson offers the opportunity to think about how these capabilities should be integrated across the range of military operations.

## 2. Learning Outcome

Examine the development, diversity, and complexity of national and DOD cyberspace policies, strategies, and issues, especially cyberspace operations, in order to recognize and address challenges to U.S. national security interests in the cyber domain.

## 3. Educational Objectives

- a. Identify the five common tactics used in cyber warfare.
- b. Recognize the relationship between the man-made domain of cyberspace and the natural domains of air, land, maritime, and space.

## 4. Student Requirements

### a. Reading Requirements

- *Department of Defense Strategy for Operating in Cyberspace*, July 2011 (13 pages).
- *Cyberspace and the Changing Nature of Warfare* (9 pages).
- “Cyberspace and the ‘First Battle’ in 21<sup>st</sup>-century War,” *Defense Horizons* (6 pages).

### b. Other Requirements

- None.

## 5. Issues for Consideration

- a. Are the five strategic initiatives outlined in the *DOD Strategy for Operating in Cyberspace* sufficient for national/international defense in the cyber domain, and is the DOD organized effectively to conduct full-scale cyber operations?
- b. What constitutes a cyber threat to military operations and to the other instruments of national power?
- c. What defines an act of war in cyberspace? Does the Law of Armed Conflict apply to cyber warfare?

## 6. Relationship to Other Instruction

Cyberspace operations are not synonymous with IO; however, IO is a set of operations that can be performed in cyberspace and other domains. Operations in cyberspace can directly support IO, and non-cyber-based IO can affect cyberspace operations.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Information Operations Sub-Course*

**Lesson 6: Ground Electronic Warfare**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	2.00

*There is much more to electronic warfare than simply detecting enemy transmissions.*

—Martin Van Creveld  
*Technology and War, 1989*

**1. Introduction**

Military operations are executed in an information environment increasingly complicated by the electromagnetic spectrum (EMS). The EMS portion of the information environment is referred to as the electromagnetic environment (EME). Today, electromagnetic (EM) devices are increasingly used alone and in networks by both civilian and military organizations and individuals for intelligence, communications, navigation, sensing, information storage, and processing, as well as a variety of other purposes. The increasing portability and affordability of sophisticated EM equipment guarantees that the EME in which military forces operate will become more complex in the future. The recognized need for military forces to have unimpeded access to and use of the EME creates vulnerabilities and opportunities for electronic warfare (EW) in support of military operations.

A commander must be able to control and use the electromagnetic spectrum while possessing the ability to deny and exploit the enemy's use. Electronic warfare provides the MAGTF commander with a combat power multiplier and an ability to control and shape future battlefields. The key to this multiplier is the integration into the overall scheme of maneuver.

**2. Learning Outcomes**

Produce MAGTF information operations plans during combined arms offensive, defensive, and Phase IV operations.

### **3. Educational Objectives**

- a. Identify the three elements of electronic warfare (EW).
- b. Recognize the capabilities and limitations of U.S. ground-based EW units and systems.

### **4. Student Requirements**

#### **a. Reading Requirements**

- MCWP 3-40.5, *Electronic Warfare*, Chapter 1, pages 2-4 to 2-7, pages 3-6 to 3-12, and Chapter 5 and 6 (25 pages).
- “Air-Ground Integration and Electronic Fires,” *Marine Corps Gazette* (4 pages).

#### **b. Other Requirements**

- View the PowerPoint presentation (22 pages).

### **5. Issues for Consideration**

None.

### **6. Relationship to Other Instruction**

Electronic warfare is one of the six functions of Marine aviation and a core capability of Information Operations. This lesson provides a basis for understanding EW as non-kinetic fires, protection, and collection.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Information Operations Sub-Course*

**Lesson 7: Computer Network Operations**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.50	1.50

**1. Introduction**

This lesson provides an overview of computer network operations (CNO) and the three components thereof (attack [CNA], defense [CND], and exploitation [CNE]). CNA consists of actions taken through the use of computer networks to disrupt, deny, degrade, or destroy information resident in computers and computer networks, or the computers and network themselves. CND involves actions taken through the use of computer networks to protect, monitor, analyze, detect, and respond to unauthorized activity within DOD information systems and computer networks. CND actions protect DOD systems not only from an external adversary but also from exploitation from within and are a necessary function in all military operations. CNE is enabling operations and intelligence collection capabilities conducted through the use of computer networks to gather data from target or adversary automated information systems or networks. Due to the continued expansion of wireless networking and the integration of computers and radio frequency communications, there will be operations and capabilities that blur the line between CNO and electronic warfare (EW).

This lesson will also introduce students to current policy and doctrine for computer network operations, as well as the organizations within the Department of Defense that conduct these operations. Further, the students will gain an understanding of responsibilities and capabilities in the growing area of information operations.

**2. Learning Outcome**

Discuss the development and execution of MAGTF information operations plans used during combined arms offensive, defensive, and Phase IV operations.

**3. Educational Objective**

Identify the three areas of CNO.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- *Occupying the Information High Ground: Chinese Capabilities for Computer Network Operations and Cyber Espionage*, “Chinese Wartime Use of Computer Network Operations” (17 pages).

##### **b. Other Requirements**

- None.

#### **5. Issues for Consideration**

None.

#### **6. Relationship to Other Instruction**

The increasing reliance of militaries and terrorist groups on computers and computer networks to pass information to exercise command and control reinforces the importance of CNO in IO plans and activities. As the capability of computers and the range of their employment broaden, new vulnerabilities and opportunities will continue to develop. This offers both opportunities to attack and exploit an adversary’s computer system weaknesses and a requirement to identify and protect our own from similar attack and exploitation.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Information Operations Sub-Course*

**Lesson 8: Operations Security (OPSEC)**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.50	1.50

**1. Introduction**

Operations Security (OPSEC) is a key consideration in all areas of Marine Corps operations. It is important for students to understand the necessity of operations security and the key elements that comprise it. This lesson will provide an understanding of OPSEC and how to employ OPSEC in both practical exercises and operational billets.

**2. Learning Outcome**

Produce MAGTF information operations plans during combined arms offensive, defensive, and Phase IV operations.

**3. Educational Objectives**

- a. Identify the purpose of OPSEC.
- b. Select the IO capability that mutually supports OPSEC.
- c. Recognize the five actions of the OPSEC process.
- d. Identify the factors that must be considered when conducting OPSEC planning.

**4. Student Requirements**

**a. Reading Requirements**

- Joint Publication 3-13.3, *Joint Doctrine for Operations Security*: Chapters I, II, III, and Appendix A (24 pages)

**b. Other Requirements**

- View the PowerPoint presentation (21 slides).

## **5. Issues for Consideration**

None.

## **6. Relationship to Other Instruction**

This lesson introduces operations security as a critical function of information operations.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Information Operations Sub-Course*

**Lesson 9: Combined Arms Part I: Fires and Maneuver**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.50	1.50

*The Marine Corps shall be organized, trained and equipped to provide Fleet Marine Forces of combined arms, together with supporting air components, for service with the fleet in the seizure of advanced naval bases and for the conduct of such land operations as may be essential to the prosecution of a naval campaign.*

—Section 5063, Title 10, United States Code

**1. Introduction**

The concept of combined arms has existed for centuries; however, the nature of the combination and the organizational level at which it has occurred have varied greatly. Prior to the seventeenth century, there was no need to combine infantry, artillery, and cavalry at the small-unit level. Each branch served a specific function on the battlefield, and only the senior commanders present needed to coordinate the effects of different arms. Since then, the trend has been to combine the various components of an armed force at lower levels of organization in order to maximize the synergistic effect of these arms.

Combined arms is the full integration of arms in such a way that, to counteract one, the enemy must become more vulnerable to another. The enemy is placed in a dilemma—a no-win situation. Central to the discussion of fires and maneuver is the understanding of how the Marine Corps uses combined arms in maneuver warfare.

**2. Learning Outcomes**

- a. Relate the nature and theory of war to the Marine Corps doctrine of maneuver warfare.
- b. Explain command and control of the MAGTF.

### 3. Educational Objectives

- a. Identify the attributes of attrition warfare.
- b. Recognize the attributes of maneuver warfare.
- c. Select the definition of combined arms.

### 4. Student Requirements

#### a. Reading Requirements

- “Toward Combined Arms Warfare: A Study of 20<sup>th</sup> Century Tactics, Doctrine, and Organization” (18 pages).
- MCDP 1-3, *Tactics*, Chapter 3 (19 pages).

#### b. Other Requirements

- **None.**

### 5. Issues for Consideration

- a. How do fires and maneuver complement each other? What is the difference between supporting arms and combined arms?
- b. Is one function more important to mission success than the other?
- c. Is either function more suited to the operational rather than the tactical level of war?
- d. How do we integrate fires and maneuver to maximize their effects at the tactical level?
- e. What is the difference between maneuver and movement?
- f. What is involved when we talk about fires? Is it exclusively the delivery of explosive ordnance? If not, what other assets can deliver ordnance?
- g. Can we execute effective maneuvers without fires or vice versa?
- h. What elements are necessary to exercise a doctrine of combined arms?
- i. Give an example of a MAGTF application of combined arms.
- j. One of the consistent problems in combined arms warfare has been the disparity of mobility among different arms and services. Explain how this affects the employment of combined arms. Does this problem still exist in the MAGTF?

- k. What role has logistics played in the past combined arms organization? Is logistics in the Marine Corps properly organized for combined arms organization?
- l. What are some of the effects of terrain and weather on combined arms operations?
- m. How can combined arms operations be instrumental in seizing the initiative?
- n. Historically, why has Marine aviation been so successful in providing close air support?
- o. How can combined arms operations use close air support when U.S. forces do not have air superiority.

## **6. Relationship to Other Instruction**

A working understanding of fires and maneuver is a foundation for the remaining EWSDEP curriculum.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Information Operations Sub-Course*

**Lesson 10: Combined Arms Part II: Information Operations**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00

*The most important tenet in applying operational fires in an urban context is the principle of combined arms. ... The presence of noncombatants in the battle space argues for incorporating non-lethal systems ... In addition to tactical non-lethal weapons, information operations may be the best fires to shape the urban environment ... in order to secure long-term success. ... Non-lethal fires—to include information operations, PSYOP, and civil affairs will likely become the most significant operational fires employed in the urban battlespace. ... once a commander enters the city, its population is his responsibility. It can either work for or against him. Therefore, it is crucial to win and maintain the neutrality, if not the active support, of the city's residents. The information campaign should be directed as much toward this end as toward convincing the adversary or potential adversary of the futility of engaging U.S. forces.*

—Major Norman L. Cooling, USMC  
0302 (2002)

**1. Introduction**

Understanding the elements of information operations is fundamental and important, but only part of the overall picture of IO. It is crucial that one understand how to use the elements of IO in order for these lessons to truly have an important effect on operations. Information operations must not be planned as an adjunct, but as an integral part of the scheme of fire and maneuver in the Marine Corps Planning Process.

**2. Learning Outcome**

Produce MAGTF information operations plans during combined arms offensive, defensive, and Phase IV operations.

### **3. Educational Objectives**

- a. Identify the purpose of target audience analysis.
- b. Recognize the three types of target audiences.
- c. Select the purpose of a key communicator.

### **4. Student Requirements**

#### **a. Reading Requirements**

- Joint Publication 3-13.2, *Military Information Support Operations*, Chapter 5 (6 pages).
- “Thinking about Second and Third Order Effects” (4 pages).

#### **b. Other Requirements**

- View the PowerPoint presentation (65 slides).

### **5. Issues for Consideration**

None.

### **6. Relationship to Other Instruction**

An understanding of information operations planning and considerations for its use will enable students to employ these concepts more effectively throughout the EWSDEP curriculum.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Command and Control and Information Management Sub-Course*

**Lesson 1: MCDP 6, *Command and Control***

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	2.00

**1. Introduction**

MCDP 6 contains the Marine Corps' philosophy of command and control and theorizes how Marine Corps commanders can make decisions and execute plans and orders faster than an adversary. This doctrinal publication provides a conceptual framework for all Marines at all levels of command for the development and exercise of effective command and control in peace, in crisis, or in war. The purpose of this seminar is to begin a dialogue on USMC command and control philosophy.

**2. Learning Outcome**

Explain command and control of the MAGTF.

**3. Educational Objectives**

- a. Identify the key elements of a MAGTF command and control system.
- b. Recognize the components of the observe-orient-decide-act (OODA) model.
- c. Select the two basic theories of decision-making.
- d. Identify the components of the information hierarchy.

**4. Student Requirements**

**a. Reading Requirements**

- MCDP 6, *Command and Control* (46 pages).

**b. Other Requirements**

- None.

## 5. Issues for Consideration

- a. What is command and control and what elements make up a command and control system?
- b. What are the various means by which a commander exercises his authority to command and control? What are some examples?
- c. What are some considerations of command and control in the new “information age”? What challenges does technology present? What are the drawbacks?
- d. The commander is charged with making decisions, and the function of the staff is to translate these into action. What is the purpose of a C4I (command, control, computers, communication, intelligence) system?
- e. Is the concept of “perfect information” plausible? If so, what is the impact? If not, why not?
- f. What is the relationship of command and control to time, certainty, and tempo?
- g. How does the OODA loop operate as a C2 model?
- h. What are the elements of the information hierarchy? How do we move from raw data to understanding?
- i. How does the MAGTF commander influence the battle?

## 6. Relationship to Other Instruction

Command and control is common to all elements of instruction at EWS. This lesson will introduce Marine Corps command and control concepts that will be reinforced throughout the program regarding information management and as the student progresses through the MAGTF Operations and Naval Expeditionary Operations portions of the curriculum.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Command and Control and Information Management Sub-Course*

**Lesson 2: Information Management**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	2.00

*Confronted with a task, and having less information available than is needed to perform that task, an organization may react in either of two ways. One is to increase its information processing capacity, the other to design the organization, and indeed the task itself, in such a way as to enable it to operate on the basis of less information. These approaches are exhaustive; no others are conceivable. A failure to adopt one or the other will automatically result in a drop in the level of performance.*

—Martin van Creveld, *Command in War*

**1. Introduction**

MCWP 3-40.1, *MAGTF Command and Control*, is designed to implement the command and control philosophy described in MCDP 6, *Command and Control*, within the Marine air-ground task force. This warfighting publication presents doctrine, tactics, techniques, and procedures for the command and control of a MAGTF. It does not, however, provide detailed instructions but, rather, establishes an overarching C2 architecture. This architecture builds upon MCDP 6 and supports the basic warfighting principles of the Marine Corps as established in MCDP 1, *Warfighting*. MCWP 3-40.1 serves as the link between C2 philosophy contained in MCDP 6 and MCWP 3-40.3, *Communications and Information Systems*.

MCWP 3-40.2, *Information Management*, further builds upon the doctrinal foundation provided in MCDP 6 by explaining how information supports the C2 process and how it assists those who plan, decide, execute, and assess. It presents all users and handlers of information with a variety of techniques and guidelines to manage information more effectively in order to support the assessment and decision-making processes. Specifically, MCWP 3-40.2 discusses the fundamentals of information, personnel responsibilities, C2 support structure development, and security of information.

MCWP 3-40.3 presents doctrine, tactics, techniques, and procedures for the employment of communications and information systems to support MAGTF C2. MCWP 3-40.3 builds upon the underlying approach to C2 as described in MCDP 6 and also supports the basic Marine

Corps warfighting philosophy presented in MCDP 1. This publication addresses the planning and employment of information systems as well as communications systems.

## **2. Learning Outcome**

Explain information management theory and doctrine as it relates to command and control of a MAGTF.

## **3. Educational Objectives**

- a. Identify the four-step cognitive process by which raw data is transformed to gain situational awareness.
- b. Recognize the two components that comprise situational awareness.
- c. Select the definition of commander's critical information requirements (CCIR), requests for information (RFI), and measures of effectiveness (MOE).
- d. Identify the two basic approaches to share information.
- e. Recognize the duties and responsibilities of the MAGTF information management officer (IMO).

## **4. Student Requirements**

### **a. Reading Requirements**

- MCWP 3-40.2, Chapters 1 to 4 (28 pages).
- "Information Management: Insights and Best Practices" (17 pages).

### **b. Other Requirements**

- View the PowerPoint presentation (44 pages).

## **5. Issues for Consideration**

- a. Why is information management necessary to affect command and control?
- b. What are the principles of information management?
- c. What does it mean that information management deals with information as a commodity vice a technology?
- d. What C2 risks have developed with the increase in the technological capability to produce and disseminate vast amounts of data? How do we mitigate those risks?

- e. What are the duties and responsibilities of the information management officer?
- f. What are the associated tasks and functional needs of the IMO billet?
- g. What other personnel serve key roles in the development and execution of the information management plan?

## **6. Relationship to Other Instruction**

This lesson provides an initial understanding of information management and how information management relates to command and control. The lesson lays the foundation for subsequent classes on information management and discusses the centrality of information and information management to “mission-type” command and control. Additionally, this lesson will begin student understanding of information management integration into the Marine Corps Planning Process.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Command and Control and Information Management Sub-Course*

**Lesson 3: Combat Operations Center and the Senior Watch Officer**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00

**1. Introduction**

The MAGTF combat operations center (COC) concept allows for visualization of a complete air/ground picture, improving Marine planning and execution. It also furthers the goal toward Army/Joint interoperability by providing a common operational picture of the entire mission environment.

**2. Learning Outcome**

Explain information management theory and doctrine as it relates to command and control of a MAGTF.

**3. Educational Objectives**

- a. Recognize the differences between the command group and the battlestaff of a MAGTF command element.
- b. Identify the responsibilities of the functional and integrating cells within the COC.
- c. Select the purpose of the commander's battle rhythm.
- d. Recognize the responsibilities of current operations, future operations, and plans within the COC.

**4. Student Requirements**

**a. Reading Requirements**

- MSTP Pamphlet 3-0.2, *MAGTF Senior Watch Officer Guide* (34 pages).

**b. Other Requirements**

- None.

## **5. Issues for Consideration**

- a. During sustained operations, how does the COC facilitate the commander's situational awareness and decision-making?
- b. What COC tools facilitate information management within the COC?
- c. What do "common operational picture" and "common tactical picture" mean and what do they do for the commander, staff, and subordinate commands?
- d. How does understanding the duties of the senior watch officer further understanding of information management?

## **6. Relationship to Other Instruction**

This lesson brings contextual understanding to the previously administered "IM Doctrine" class and discussion. Future practical exercises and instruction will require student understanding of information management provided in this lesson. The goal of the Senior Watch Officer instruction is to further student understanding of information management into the execution and assessment steps of the PDE&A cycle during sustained operations.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Marine Corps Planning Process (MCP) Sub-Course*

**Lesson 1: MCP 5, Planning, Discussion**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.50	1.50

*Be audacious and cunning in your plans, firm and persevering in their execution, determined to find a glorious end.*

—Karl von Clausewitz

*Plans are nothing; planning is everything.*

—Dwight D. Eisenhower

**1. Introduction**

MCP 5 describes our theory and philosophy of military planning. Planning is an essential and significant part of command and control in Marine Corps operations. It is performed at every echelon of command and is conducted throughout the range of military operations. Planning can take many different forms, depending on the mission, time available, and who is doing the planning. The intent of this discussion is to describe how we can prepare to plan effectively for future action when the future is uncertain and unpredictable.

**2. Learning Outcomes**

Develop a tactical plan for the employment of a MAGTF afloat and ashore using the Marine Corps Planning Process.

**3. Educational Objectives**

- a. Identify the three levels of the planning continuum.
- b. Recognize the five primary functions of plans and planning.
- c. Select the three modes of planning.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCDP 5, *Planning* (39 pages).

##### **b. Other Requirements**

- None.

#### **5. Issues for Consideration**

- What are the features of good plans?
- What are the responsibilities of a commander during planning and how does a commander drive the process?
- How does the estimate of the situation start your planning?
- What are some of the common pitfalls of planning?
- What requirements does our maneuver warfare doctrine place on the plans we create?

#### **6. Relationship to Other Instruction**

Planning is a critical skill for an EWS graduate. This discussion is designed to provide students with an overview of the concepts behind planning, and it serves as the foundation for planning for the remainder of the academic year.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Marine Corps Planning Process (MCPP) Sub-Course*

**Lesson 2: Design**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.50	2.50

*Design is conceptual planning and is appropriate to problem solving at the strategic, operational, and tactical levels of war. Conceptual planning allows commanders, members of their staffs, and others to develop a systematic understanding of the environment and the problem and develop a broad based approach to solve the problem.*

—MCWP 5-1, *Marine Corps Planning Process*

**1. Introduction**

Design is a conceptual approach to the planning process that harnesses critical thinking skills to solve complex or ill-structured problems by understanding the environment, the problem, and potential solutions. A continuous and complementary part of the Marine Corps Planning Process, design helps military leaders and planners understand, adapt to, and solve challenging problems within today’s battlespace.

**2. Learning Outcomes**

- a. Relate the nature and theory of war to the Marine Corps doctrine of maneuver warfare.
- b. Develop a tactical plan for the employment of a MAGTF afloat and ashore using the Marine Corps Planning Process.

**3. Educational Objectives**

- a. Identify the purpose of design.
- b. Recognize the differences between design and planning.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- LtGen Paul K. Van Riper, USMC (Ret.), “An Introduction to System Theory and Decision-making” (11 pages).
- John F. Schmidt, “A Systemic Concept for Operational Design” (47 pages).

##### **b. Other Requirements**

- View the PowerPoint presentation “Design” (27 pages).

#### **5. Issues for Consideration**

- a. How does the concept of design in the planning process demand critical thinking?
- b. How does design improve the planning process and decision-making ability?
- c. In what situations is design an important part of planning and operations? In what situations might design be less important?
- d. What are the benefits of applying design theory to problem-solving? What are some of the drawbacks?

#### **6. Relationship to Other Instruction**

Design is an important part of problem framing, the first step in the Marine Corps Planning Process, but it is a continual theme through planning and execution as problems change over time. As a critical thinking framework, design is a tool to solve problems and understand situations at all levels of warfare and for all types of plans and operations.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Marine Corps Planning Process (MCP) Sub-Course*

**Lesson 3: The Commander's Role**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00

*Commanders must not merely participate in planning but must drive the process.*

—MCDP 5, *Planning*

**1. Introduction**

Once the commander has completed his preliminary analysis (the estimate of the situation), he issues his commander's orientation. Ideally, the commander will issue guidance to subordinate commanders and principal staff. The commander's orientation shapes the entire planning process. The commander's involvement in the planning process depends on the individual. For instance, some commanders require multiple courses of action to be presented while others are more directive with the course(s) of action to be developed. This orientation will facilitate the staff's collection of information necessary for the rest of problem framing.

**2. Learning Outcomes**

- a. Relate the nature and theory of war to the Marine Corps doctrine of maneuver warfare.
- b. Develop a tactical plan for the employment of a MAGTF afloat and ashore using the Marine Corps Planning Process.

**3. Educational Objectives**

- a. Identify the tenets of MCP.
- b. Recognize the purpose of commander's visualization.
- c. Select the components of the battlespace.
- d. Identify the differences between area of interest, area of influence, and area of operations.
- e. Recognize the components of the battlespace framework.

- f. Identify the purpose of commander's intent.
- g. Recognize the purpose of commander's guidance.
- h. Choose the definition of decisive and shaping actions.
- i. Identify the purpose of commander's critical information requirements (CCIR).

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCWP 5-1, *Marine Corps Planning Process*, Chapter 1 (8 pages).
- “The Commander's Role in MCPP” (7 pages).

##### **b. Other Requirements**

- View the PowerPoint presentation (55 pages).

#### **5. Issues for Consideration**

None.

#### **6. Relationship to Other Instruction**

The commander's orientation is central to the planning process. A good orientation aids the staff in focusing on areas of interest to the commander and helps to establish a solid foundation for the remainder of the planning process.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Marine Corps Planning Process (MCP) Sub-Course*

**Lesson 4: Intelligence Preparation of the Battlespace**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	1.00	0.00	0.00	0.00	4.00	5.00

*If I always appeared prepared, it is because before entering on an undertaking, I have meditated for long and foreseen what may occur.*

—Napoleon Bonaparte

*And therefore I say know the enemy, know yourself; your victory will never be endangered. Know the ground; know the weather and your victory will then be total.*

—Sun Tzu, *The Art of War*

**1. Introduction**

As a framework for staff integration, intelligence preparation of the battlespace (IPB) provides commanders and their staffs with a process to coordinate efforts during the planning process at the tactical and operational levels of war. IPB is an ongoing process that involves the commander and the entire staff. The goal of IPB is to better understand the enemy and the courses of action he may pursue. This class introduces students to the four-step IPB process and provides the practical techniques to effectively visualize the battlespace and the threat. Subsequent IPB instruction and practical application will include the specifics of the four-step IPB process as well as an introduction to intelligence products and decision support tools generated from the IPB process. This is the basic instruction in IPB, and throughout the remainder of EWS, students will expand on the IPB methods taught during this class to help define more complex military problems.

**2. Learning Outcome**

Develop a tactical plan for the employment of a MAGTF afloat and ashore using the Marine Corps Planning Process.

### **3. Educational Objectives**

- a. Identify the four steps of the IPB process.
- b. Recognize the purpose of IPB.
- c. Recognize the components of terrain analysis.
- d. Identify the purpose of the modified combined obstacle overlay.
- e. Select the purpose of an adversary template.
- f. Identify the purpose of a situation template.
- g. Recognize the definition of a high-value target (HVT) and a high-payoff target (HPT).

### **4. Student Requirements**

#### **a. Reading Requirements**

- *Intelligence Preparation of the Battlespace* self-paced text (40 pages).
- MCDP 2, *Intelligence* (61 pages).
- IPB symbols (1 page).

#### **b. Other Requirements**

- View the four IPB videos (53:43).

### **5. Issues for Consideration**

None.

### **6. Relationship to Other Instruction**

This instruction ties in with previous and subsequent classes on MCPP. It demonstrates the importance and value to the commander and staff of visualizing the battlespace during the planning process. The student must analyze the terrain, weather, enemy situation, and friendly situation prior to development of friendly courses of action and will use the IPB products developed during this period of instruction throughout the remaining steps of MCPP. An understanding of the IPB process and its use is essential for subsequent periods of practical application in the various scenarios used during the remainder of the academic year.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Marine Corps Planning Process (MCP) Sub-Course*

**Lesson 5: Ongoing Activities**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.50	1.50

**1. Introduction**

During the Marine Corps Planning Process there are activities that are continuous throughout the entire process. Some of these activities are as follows: intelligence preparation of the battlefield (IPB), commander’s critical information requirements (CCIR), requests for information (RFI), red/green cell, evaluation of the battlespace, resource shortfalls, and staff estimates. The potential exists to flood the commander and his staff with information. This period of instruction will discuss a few of the ongoing activities that are required for a staff to smoothly execute the Marine Corps Planning Process.

**2. Learning Outcome**

Develop a tactical plan for the employment of a MAGTF afloat and ashore using the Marine Corps Planning Process.

**3. Educational Objectives**

- a. Identify the purpose of the red cell.
- b. Identify the purpose of the green cell.
- c. Recognize the purpose of staff estimates.
- d. Recognize the difference between staff estimates and estimates of supportability.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCWP 5-1, *Marine Corps Planning Process*, pp. 2-6 to 2-7, and Appendix G (8 pages).
- MSTP Pamphlet 2-0.1, *The Red Cell*, Part I (5 pages).
- MSTP Pamphlet 5-0.2, *Operational Planning Team Leader's Guide*, Appendix A (6 pages).
- Staff Estimate Example (6 pages).

##### **b. Other Requirements**

- View the PowerPoint presentation (11 pages).

#### **5. Issues for Consideration**

- a. What are the differences between staff estimates and estimates of supportability?
- b. What are the definitions of and differences between CCIRs, IRs, FFIRs, and PIRs?

#### **6. Relationship to Other Instruction**

These ongoing activities will be used as injects and results in each step of the MCPP.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Marine Corps Planning Process (MCP) Sub-Course*

**Lesson 6: Problem Framing: Part I**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	1.00	0.00	0.00	0.00	3.00	4.00

*Design is the conception and articulation of a framework for solving a problem. It is appropriate to problem solving at the strategic, operational, and tactical levels of war. As commanders conceptualize their operation, their periodic guidance is in the form of visualization, description, and direction and guides the staff throughout planning. Design provides a means to learn and adapt and requires intellectually versatile leaders with high-order thinking skills who actively engage in continuous dialogue and collaboration to enhance decision-making at all levels.*

—MCWP 5-1, *Marine Corps Planning Process*

**1. Introduction**

Problem framing is the first step in the Marine Corps Planning Process. It drives the entire process because it is the step during which we attempt to determine the scope of the problem before us. Design is a conceptual approach to the planning process that harnesses critical thinking skills to solve complex or ill-structured problems by understanding the environment, the problem, and potential solutions. A continuous and complementary part of the Marine Corps Planning Process, design helps military leaders and planners understand, adapt to, and solve challenging problems in today's battlespace.

**2. Learning Outcome**

Develop a tactical plan for the employment of a MAGTF afloat and ashore using the Marine Corps Planning Process.

**3. Educational Objectives**

- a. Identify the purpose of problem framing.
- b. Recognize the five key components of design.
- c. Select the purpose of commander's orientation.

- d. Recognize the essential activities of problem framing.
- e. Identify the purpose of assumptions and limitations in planning.
- f. Recognize the primary results of the problem framing step.
- g. Select the purpose of relative combat power analysis.
- h. Recognize the differences between decisive, shaping, and sustaining actions.
- i. Identify the purpose of the warning order.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCWP 5-1, Chapter 2 (9 pages).
- JWFC Pamphlet 10, *Design in Military Operations* (65 pages).

##### **b) Other Requirements**

- View the videos (47:50).

#### **5. Issues for Consideration**

None.

#### **6. Relationship to Other Instruction**

This instruction ties in with previous and subsequent classes on MCPP. It demonstrates the importance and value to the commander and staff of visualizing the battlespace during the planning process. The student must analyze the terrain, weather, enemy situation, and friendly situation prior to development of friendly courses of action and will use the IPB products developed during this period of instruction throughout the remaining steps of MCPP. An understanding of the IPB process and its use is essential for subsequent periods of practical application in the various scenarios used during the remainder of the academic year.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Marine Corps Planning Process (MCPP) Sub-Course*

**Lesson 7: Problem Framing: Part II. Task Analysis**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	2.00

*There are two parts to any mission: the task to be accomplished and the reason.... The task describes the action to be taken while the intent describes the desired result of the action.*

—MCDP 6, *Command and Control*

**1. Introduction**

The purpose of Problem Framing: Part 2 is to review and analyze tasks, guidance, and other information provided by higher headquarters with the commander’s intent and guidance produced from the understanding of the problem. The student will gain an understanding of the relationship between the design and formalized staff action. The endstate of this step is to produce a unit mission statement and a problem framing brief.

**2. Learning Outcome**

Develop a tactical plan for the employment of a MAGTF afloat and ashore using the Marine Corps Planning Process.

**3. Educational Objectives**

- a. Recognize the differences between specified, implied, and essential tasks.
- b. Identify the questions that the mission statement answers.
- c. Identify the components of the commander’s course of action development guidance.
- d. Select the primary results of the problem framing step.

## 4. Student Requirements

### a. Reading Requirements

- MSTP Pamphlet 5-0.2, *Operational Planning Team Leader's Guide*, Part III (18 pages).
- MCWP 5-1, *Marine Corps Planning Process*, p. D-1 (1 page).
- EWS Task Analysis Worksheet (2 pages).

### b. Other Requirements

- View the videos (54:21).

## 5. Issues for Consideration

- What is the purpose of staff actions?
- How does the concept of “nesting” relate to higher commander’s intent and the analysis of tasks?
- What are the four questions that you must consider to ensure that you have a valid assumption?
- What are the characteristics of the two types of limitations?
- What are the components of a mission statement?
- How does the staff generate tempo through concurrent planning with subordinate units following problem framing?

## 6. Relationship to Other Instruction

This instruction provides students with a common foundation for conducting task analysis, and it ties in with subsequent classes on MCPP. Planning started during problem framing and will continue in COA development and throughout the rest of the process. As new information is received, CCIRs and IRs will be revised and additional requirements submitted. Task analysis will be required in all follow-on practical exercises in MAGTF Operations Ashore and Naval Expeditionary Operations.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Marine Corps Planning Process (MCPP) Sub-Course*

**Lesson 8: MAGTF Intelligence, Surveillance, and Reconnaissance**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.50	1.50

*Intelligence drives operations.*

—General A.M. Gray  
 29<sup>th</sup> Commandant, U.S. Marine Corps

**1. Introduction**

The purpose of intelligence is to reduce uncertainty. Our understanding of the nature of war tells us that it is impossible to eliminate uncertainty completely. Commanders and staffs may have many intelligence requirements. Their requirements will often exceed the capability of their available intelligence, surveillance, and reconnaissance (ISR) assets to address those requirements. Commanders must, therefore, prioritize intelligence requirements and manage limited intelligence collection assets. It is imperative that commanders understand the operational environment prior to taking effective action. The intelligence warfighting function provides the related tasks and systems that facilitate understanding of the enemy, terrain, weather, and civil considerations, which include areas, structures, capabilities, organizations, people, and events (ASCOPE). A primary means of gaining knowledge of the operational environment is accomplished by executing aggressive and continuous ISR to acquire that information. ISR supports full-spectrum operations through four tasks:

- Perform ISR synchronization.
- Perform ISR integration.
- Conduct reconnaissance.
- Conduct surveillance.

As a critical part of the intelligence warfighting function, ISR provides answers to commanders' information requirements and contributes significantly to the commander's situational understanding. It is crucial that all commanders and staff sections participate in ISR planning, from the identification of information requirements through the collection and reporting of information to answer the commander's critical information requirements (CCIR). During this period of instruction, the students will be introduced to a portion of the Marine Corps' ISR assets and learn how to effectively task and manage them. MAGTF officers must consider time and

space factors in ISR planning as well as coordination with all warfighting functions to ensure sufficient fire support, command and control, and logistics assets are available.

## **2. Learning Outcomes**

- a. Relate the theory and nature of war to the Marine Corps doctrine of maneuver warfare.
- b. Develop a tactical plan for the employment of a MAGTF afloat and ashore using the Marine Corps Planning Process.

## **3. Educational Objectives**

- a. Identify the definitions of intelligence, reconnaissance, and surveillance.
- b. Recognize the purpose of ISR operations.
- c. Select the method by which reconnaissance and surveillance assets are focused.
- d. Identify the process that forms the basis for the development of the ISR plan and matrix.
- e. Recognize the purpose of the reconnaissance and surveillance overlay.

## **4. Student Requirements**

### **a. Reading Requirements**

- FM 3.21-21, *The Stryker Brigade Combat Team Infantry Battalion*, Chapter 3 (21 pages).
- MAGTF ISR terminology (2 pages).

### **b. Other Requirements**

- View the PowerPoint presentation (38 pages).

## **5. Issues for Consideration**

- a. What are the types of MAGTF intelligence and reconnaissance collection assets?
- b. How does the commander focus the collection efforts?
- c. What is the purpose of indicators?
- d. What is the purpose of specific information requirements (SIR)?
- e. What is the purpose of a specific order or request (SOR)?

## **6. Relationship to Other Instruction**

Effective MAGTF ISR planning and management is a key step in addressing intelligence gaps and reducing uncertainty. Having the correct information about the adversary helps the commander make informed decisions. Detailed reconnaissance and surveillance planning helps fulfill the commander's requirements by confirming or denying the S-2 templates developed in previous IPB instruction. The event template is used to focus and develop the reconnaissance and surveillance plan. MAGTF ISR is a continuous process throughout planning and execution.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Marine Corps Planning Process (MCP) Sub-Course*

**Lesson 9: Course of Action Development**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	1.00	0.00	0.00	0.00	3.00	4.00

*Decision-making requires both the situational awareness to recognize the essence of a given problem and the creative ability to devise a practical solution.*

—MCDP 1, Warfighting

**1. Introduction**

Course of action (COA) development is Step 2 of the Marine Corps Planning Process. COAs are viable options available to the commander that will accomplish the mission. The S-3, in coordination with other staff members, develops COAs in consonance with the commander's guidance and expresses them in a narrative and sketch to describe the type of operation being considered. This lecture addresses the purpose, considerations, and criteria for developing courses of action and the graphic/written formats used to depict/articulate a course of action.

**2. Learning Outcome**

Develop a tactical plan for the employment of a MAGTF afloat and ashore using the Marine Corps Planning Process.

**3. Educational Objectives**

- a. Identify the four major injects for the COA development step.
- b. Select the five characteristics of a developed COA.
- c. Recognize the characteristics of the COA graphic and narrative.
- d. Identify the purpose of task organization.
- e. Select the purpose of the commander's wargaming guidance.

- f. Recognize the differences between the main effort and the supporting effort.
- g. Identify the four major results of the COA development step.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCWP 5-1, *Marine Corps Planning Process*, Chapter 3; Annex D, p. D-2; and Annex E (24 pages).
- MSTP Pamphlet 5-0.2, *Operational Planning Team Leader's Guide*, Part IV (14 pages).
- *Marine Corps Gazette* article, "Main and Supporting Efforts" (5 pages).
- "Task Organization" (3 pages).

##### **b. Other Requirements**

- View the five videos (47:09).

#### **5. Issues for Consideration**

- a. What is the purpose of COA development?
- b. What is the process for developing COAs?
- c. What are the criteria used to evaluate COAs?
- d. How does the Marine Corps task organize forces to accomplish a mission?

#### **6. Relationship to Other Instruction**

This step of the MCPP is designed to generate options that satisfy the commander's mission, intent, and guidance. During COA development, planners use the battlespace framework (deep, close, and rear operations; main effort; reserve; and security) to translate the commander's intent and guidance into COAs. Once the commander has selected a COA, or combination of COAs, he issues his evaluation criteria for the next step of the MCPP: COA wargame.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Marine Corps Planning Process (MCPP) Sub-Course*

**Lesson 10: Supporting Concepts**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.50	1.50

**1. Introduction**

To properly apply and synchronize the warfighting functions, we must understand how to create supporting concepts (intelligence, fires, logistics, and maneuver) for a course of action (COA). For example, the fire support plan, an output of the fire support planning process, should be thoroughly integrated with the plan for maneuver. The warfighting functions of maneuver, fires, and logistics are interdependent and require constant attention. This lesson introduces students to the fundamentals of fire support, logistics, and intelligence planning and to the terminology unique to each.

**2. Learning Outcome**

Develop a tactical plan for the employment of a MAGTF afloat and ashore using the Marine Corps Planning Process.

**3. Educational Objectives**

- a. Identify the definitions of priority of fires (POF), high-value target (HVT), high-payoff target (HPT), essential fire support task (EFST), and targeted area of interest (TAI).
- b. Recognize the two techniques for developing fires recommendations for each COA.
- c. Recognize the definition of concept of fires, concept of logistics, and concept of intelligence.
- d. Select the purpose of a targeted area of interest.
- e. Identify the definition of a named area of interest (NAI).
- f. Recognize the two targeting processes.
- g. Select the five permissive fire support control measures (FSCM).

- h. Identify the three restrictive fire support control measures.
- i. Recognize the components of the intelligence cycle.
- j. Select the six functions of intelligence.
- k. Identify the definitions of strategic, operational, and tactical logistics.
- l. Recognize the six functional areas of Marine Corps logistics.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCWP 3-43.3, *Marine Air-Ground Task Force Fires*, Chapter 3 (21 pages).
- MCWP 4-1, *Logistics Operations*, Chapter 1 (10 pages).
- MCWP 2-1, *Intelligence Operations*, Chapter 1 (10 pages).

##### **b. Other Requirements**

- None.

#### **5. Issues for Consideration**

How does the staff integrate all of the warfighting functions during a simultaneous planning process?

#### **6. Relationship to Other Instruction**

Supporting concepts help integrate the warfighting functions across the MAGTF during the MCPP.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Marine Corps Planning Process (MCP) Sub-Course*

**Lesson 11: Course of Action Wargame**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	1.00	0.00	0.00	0.00	1.00	2.00

*A general-in-chief should ask himself frequently in the day, “What should I do if the enemy’s army appeared now in my front, or on my right, or my left?” If he has any difficulty in answering these questions, his position is bad, and he should seek to remedy it.*

—Napoleon Bonaparte, Maxim VIII

**1. Introduction**

Course of action (COA) wargame is Step 3 of the Marine Corps Planning Process. This step allows the staff and subordinate commands to gain a common understanding of friendly and possible enemy courses of action. COA wargaming involves a detailed assessment of each COA as it pertains to the enemy and the battlespace. That said, each friendly COA is wargamed against selected threat COAs to identify strengths and weaknesses, associated risks, and asset shortfalls for each friendly COA. Wargaming also identifies branches and potential sequels that may require additional planning. Short of actually executing the COA, wargaming provides the most reliable basis for understanding and improving each COA. The decision support template and matrix are completed after being used as recording tools in the COA wargaming step. Other recording tools that may be used during this step are the wargaming matrix and synchronization matrix. This lecture addresses the purpose, techniques, and benefits of course of action wargaming.

**2. Learning Outcome**

Develop a tactical plan for the employment of a MAGTF afloat and ashore using the Marine Corps Planning Process.

**3. Educational Objectives**

- a. Identify the purpose of the COA wargame.
- b. Recognize the major injects for the COA wargaming step of MCP.
- c. Select how each COA is evaluated during the wargame.
- d. Identify the various wargame techniques.

- e. Recognize the purpose of decision points and critical events.
- f. Identify the sequence of moves during a wargame.
- g. Select the key results of the COA wargame.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCWP 5-1, *Marine Corps Planning Process*, Chapter 4; Appendix D, p. D-3; and Appendix F (12 pages).
- MSTP Pamphlet 5-0.2, *Operational Planning Team Leader's Guide*, Part V (13 pages).
- Course of Action Wargame Worksheet (1 page).
- Synchronization Matrix (1 page).
- COA Wargame Cheat Sheet (2 pages).

##### **b. Other Requirements**

- View the videos (1:7:43).

#### **5. Issues for Consideration**

None.

#### **6. Relationship to Other Instruction**

This instruction ties in with previous and subsequent MCPP lessons. Once wargaming is complete, the commander and staff compare COAs to identify the COA with the highest probability of success against an adversary COA that is of the greatest concern (most likely or most dangerous) to the commander. An understanding of COA wargaming and its use is essential for participation in future planning and tactical exercises.

**Expeditionary Warfare School Distance Education**  
**Warfighting Course**  
*Marine Corps Planning Process (MCP) Sub-Course*

**Lesson 12: Course of Action Comparison and Decision**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	2.00

*Normally, there is no ideal solution to military problems; every course has its advantages and disadvantages. One must select that which seems best from the most varied aspects and then pursue it resolutely and accept the consequences. Any compromise is bad.*

—Rommel, *The Rommel Papers*

**1. Introduction**

Course of action (COA) comparison and decision is Step 4 of the Marine Corps Planning Process. Up to this point in the tactical planning and decision process, the commander has been receiving and analyzing information. The commander has issued guidance to the staff, which they processed and developed into COAs. The commander and his staff then wargamed each COA. In other words, the commander has been determining the nature of the problem and evaluating possible solutions to that problem. In COA comparison and decision, the commander evaluates all friendly COAs against established criteria, then against each other, and selects the COA that he deems will best accomplish the mission. The mental process that leads the commander to a decision is his estimate of the situation. The commander may agree with the staff’s recommended COA, select a COA not considered, or decide to use part of one COA combined with another. The comparison must identify the key advantages and disadvantages of each COA and should lead to the selection of a “best” course of action.

**2. Learning Outcome**

Develop a tactical plan for the employment of a MAGTF afloat and ashore using the Marine Corps Planning Process.

**3. Educational Objectives**

- a. Identify the two primary inputs for the COA comparison and decision step of the MCP.
- b. Recognize the key results of the COA comparison and decision step.
- c. Select the purpose of a concept of operations (CONOPS).

- d. Identify the actions taken by the commander with respect to COA selection.
- e. Recognize which document is updated during COA comparison and decision.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCWP 5-1, *Marine Corps Planning Process*, Chapter 5 and Annex D, p. D-4 (3 pages).
- MSTP Pamphlet 5-0.2, *Operational Planning Team Leader's Guide*, Part VI (6 pages).
- COA Comparison and Decision Matrix (1 page).

##### **b. Other Requirements**

- View the PowerPoint presentation (25 pages).

#### **5. Issues for Consideration**

None.

#### **6. Relationship to Other Instruction**

This instruction ties in with previous and subsequent MCPP lessons. After the commander has issued a decision and guidance, the staff begins orders development to formulate the COA into a plan, and finally, issues the plan to subordinate commands. Students must understand the importance of this step and the responsibility of the commander as he decides which COA to execute.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Marine Corps Planning Process (MCP) Sub-Course*

**Lesson 13: Orders Development/Fragmentary Orders**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.50	0.00	0.00	0.00	1.00	1.50

*An order should contain everything that a commander cannot do by himself, but nothing else.*

—Helmuth von Moltke (“The Elder”)

**1. Introduction**

Orders development is Step 5 of the Marine Corps Planning Process. The development of an operation order is conducted during the final phases of planning. Having received the commander’s decision on the course of action to be undertaken and his concept of the operation, the staff develops orders to direct the actions of the unit. Orders serve as the principal means by which a commander expresses his decision, commander’s intent, and guidance. An operation order gives subordinates the essential information needed to carry out an operation, and an operation overlay is a graphic representation of the commander’s maneuver plan and concept. Its purpose is to ensure coordination among all units. This instruction introduces the student to the format and purpose of the written operation order, overlays, and annexes. Remember, while format is important, an order can look perfect and still be incomprehensible. The ultimate test is not how “pretty” it is, but whether it can be understood. Characteristics of a good combat order are clarity, completeness, and brevity.

Fragmentary orders (FRAGO) have traditionally been the most frequently used type of order on the battlefield because they provide the timeliest change to an existing order. Although brief in comparison to the operation order, the fragmentary order must provide effective detail and instruction. This lesson also addresses the format, content, and considerations for preparing warning orders and fragmentary orders.

**2. Learning Outcomes**

- a. Develop a tactical plan for the employment of a MAGTF afloat and ashore using the Marine Corps Planning Process.
- b. Explain information management theory and doctrine as they relate to command and control of a MAGTF.

### **3. Educational Objectives**

- a. Identify the required injects for the orders development step of the MCPP.
- b. Recognize the purpose of orders reconciliation.
- c. Select the purpose of orders crosswalk.
- d. Identify the purpose of orders development.
- e. Recognize the purpose of the warning order.
- f. Select the purpose of the fragmentary order.

### **4. Student Requirements**

#### **a. Reading Requirements**

- MCWP 5-1, *Marine Corps Planning Process*, Chapter 6 and Annex D, p. D-5 (3 pages).
- MSTP Pamphlet 5.0-2, *Operational Planning Team Leader's Guide*, Part VII (11 pages).
- EWS Operation Order Format (4 pages).
- Fragmentary Orders (6 pages).

#### **b. Other Requirements**

- View the videos (34:30).

### **5. Issues for Consideration**

None.

### **6. Relationship to Other Instruction**

This instruction ties in with previous and subsequent MCPP lessons and provides the students with a common foundation for the preparation of operation orders and overlays. Knowledge of IPB, task organization, fire support, wargaming, and COA development are all applicable to the development of the operation order. An understanding of orders development and its use is essential for participation in future planning and tactical exercises.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Marine Corps Planning Process (MCP) Sub-Course*

**Lesson 14: Transition**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.50	0.00	0.00	0.00	1.00	1.50

**1. Introduction**

Transition may involve a wide range of briefs, drills, or rehearsals necessary to ensure a successful shift from planning to execution, subject to the variables of echelon of command, mission complexity, and, most important, time. At a minimum, the transition step includes a concept of operations brief along with the handover and explanation of any execution tools developed during planning (e.g., a decision support matrix, execution checklist). If time and resources allow, the transition step may include rehearsal of concept (ROC) drills and confirmation briefs by subordinate units.

**2. Learning Outcomes**

- a. Develop a tactical plan for the employment of a MAGTF afloat and ashore using the Marine Corps Planning Process.
- b. Explain information management theory and doctrine as they relate to command and control of a MAGTF.

**3. Educational Objectives**

- a. Recognize the key activities conducted during transition.
- b. Identify the purpose of transition drills.
- c. Select the purpose of the confirmation brief.

## **4. Student Requirements**

### **a. Reading Requirements**

- MCWP 5-1, *Marine Corps Planning Process*, Chapter 7 and Appendix D, p. D-6 (3 pages).
- MSTP Pamphlet 5.0-2, *Operational Planning Team Leader's Guide*, Part VIII (6 pages).
- MCPP Summary (11 pages).

### **b. Other Requirements**

- View the PowerPoint presentation (23 pages).
- View the videos (21:21).

## **5. Issues for Consideration**

- a. What is meant by the terms “internal” and “external” transition drill?
- b. What is the purpose of a transition brief?
- c. What is the purpose of a transition drill?
- d. What is the purpose of a confirmation brief?

## **6. Relationship to Other Instruction**

The sixth and final step of MCPP provides a successful shift from planning to execution. Transition enhances the situational awareness of those who will execute the order, maintains the intent of the concept of operations, promotes unity of effort, and generates tempo. An understanding of transition and its use is essential for participation in future planning and tactical exercises.

**Expeditionary Warfare School Distance Education Program**  
**Warfighting Course**  
*Marine Corps Planning Process (MCP) Sub-Course*

**Lesson 15: The Red Team**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00	1.00

*Red teams and red teaming processes have long been used as tools by the management of both government and commercial enterprises. Their purpose is to reduce an enterprise's risks and increase its opportunities.*

—Defense Science Board  
*The Role and Status of DoD Red Teaming Activities (September 2003)*

**1. Introduction**

The concept of “red teaming” is finding its way into both joint and Marine Corps doctrine. Red teams perform tasks within three focus areas: operations and planning, critical review and analysis, and intelligence. This lesson provides an introduction and overview of the roles and responsibilities of a red team and, more important, how to use one during planning.

**2. Learning Outcomes**

- a. Explain command and control of the MAGTF.
- b. Discuss the role of a MAGTF in a joint task force (JTF).

**3. Educational Objectives**

- a. Identify the roles and responsibilities of a red team.
- b. Recognize the capabilities and limitations of a red team.
- c. Select the benefits of using a red team.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- University of Foreign Military and Cultural Studies, *Red Team Handbook*, Section 1 (9 pages).
- “Reflections from a Red Team Leader,” *Military Review*, March-April 2007 (4 pages).

##### **b. Other Requirements**

- View the PowerPoint presentation (16 pages).

#### **5. Issues for Consideration**

None.

#### **6. Relationship to Other Instruction**

This lesson builds upon the information learned during the MCPP subcourse. Furthermore, it shows that the requirement for critical thinking is evident in all facets of planning and decision-making in order to achieve a desired endstate.

# 8662 MAGTF OPERATIONS ASHORE INTRODUCTION

## Course Overview

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### Introduction

The purpose of the 8662 MAGTF Operations Ashore course of the EWSDEP is to provide captains with career-level professional military education (PME) in a distance education format. The self-study course consists of six sub-courses: *Command Element (CE)*, *Ground Combat Element (GCE)*, *Aviation Combat Element (ACE)*, *Fires*, *Logistics Combat Element (LCE)*, and *MAGTF Operations*. MAGTF Operations Ashore explores the resources, doctrinal concepts, and warfighting capabilities associated with each element of the MAGTF, first as an element itself, then as part of synergistic, combined arms MAGTF. This course builds on the materials presented in the 8661 Warfighting course. The *Command Element* sub-course establishes the theory and concepts of tactics as set forth in MCDP 1-3, *Tactics*, and is the doctrinal foundation for all further instruction. The instructional focus is on the doctrine of tactical warfighting in maneuver warfare and the tactical constructs the command element commands and controls across all elements of the MAGTF. It introduces reconnaissance, security, and other tactical operations as well as tactical employment of the reserve and MAGTF engineers. The *Ground Combat Element* sub-course provides detailed instruction on the capabilities of the GCE and its integration within combined arms offensive and defensive operations. The *Aviation Combat Element* sub-course provides detailed instruction on the capabilities of the ACE and its integration within combined arms offensive and defensive operations, as well as the unique roles Marine aviation and the ACE Battlestaff play in supporting MAGTF and Joint operations. The *Fires* sub-course looks at the development and integration of MAGTF fire support within combined arms offensive and defensive operations. It also introduces the role intelligence plays in target development and examines the MAGTF's targeting process. The *Logistics Combat Element* sub-course first establishes the theory and philosophy of military logistics as practiced by the Marine Corps and then in detail, explores combat service support and logistical operations in support of combined arms offensive and defensive operations. It also introduces MAGTF logistics at the operational level of war. The *MAGTF Operations* sub-course provides an introduction to tactical operations across the range of military operations the MAGTF may be tasked to participate in, from air assault planning to counterinsurgency to civil-military operations.

### Course Outcomes

The goal of MAGTF Operations Ashore is to provide MAGTF officers knowledge of the MAGTF elements' capabilities and employment options and the integration of supporting arms necessary to produce tactical plans across the range of military operations. Thus, the principal learning outcomes of this course are as follows:

- Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

- Produce tactical plans that integrate MAGTF elements across the range of military operations.
- Produce tactical plans in support of MAGTF operations that incorporate considerations of cultural factors.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
*Command Element Sub-Course*

**Lesson 1: MCDP 1-3, *Tactics***

*This publication is about winning in combat. Winning requires many things: excellence in techniques, an appreciation of the enemy, exemplary leadership, battlefield judgment, and focused combat power... Winning in combat depends upon tactical leaders who can think creatively and act decisively.*

—General C.C. Krulak  
31<sup>st</sup> Commandant of the Marine Corps

**1. Introduction**

The purpose of this lesson is to ensure the students grasp Marine Corps tactics as a doctrinal foundation for MAGTF Operations Ashore. Regardless of occupational field—specific experience gained within a single major subordinate element (MSE) of the MAGTF—all Marine officers must be able to articulate how the MAGTF plans and executes expeditionary operations at the tactical level. Essential to this comprehension is mastery of the following concepts: Understanding Tactics, Achieving a Decision, Gaining Advantage, Being Faster, Adapting, Cooperating, Exploiting Success and Finishing, and Making it Happen. As subsequent lessons in MAGTF Operations Ashore address techniques and procedures essential to the employment of the MAGTF, it is essential that the students grasp the importance of creatively combining technical and procedural skills with military judgment to achieve successful outcomes at the tactical level.

**2. Learning Outcome**

Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

**3. Educational Objectives**

- a. Identify the Marine Corps doctrinal position of tactics as both an art and a science.
- b. Define the MAGTF tactical concepts of gaining advantage, being faster, adapting, cooperating, and exploiting success and finishing.
- c. Identify doctrinal recommendations for developing tactical proficiency.

**4. Student Requirements**

**a. Reading Requirements**

- MCDP 1-3, *Tactics* (52 pages).

## **b. Other Requirements**

- None.

## **5. Issues for Consideration**

- a. Why do tactics matter?
- b. How does the concept of “art vs. science” apply to tactics?
- c. Does the Marine Corps view combat from a “deterministic” or “probabilistic” viewpoint?
- d. How do tactics complement strategy and campaigning?
- e. Do tactics change between attrition and maneuver warfare?
- f. According to MCDP 1-3, the objective of tactics is to achieve military success through decisive battle. How do leaders accomplish this?
- g. How can a tactician generate leverage in order to gain an advantage over his enemy?
- h. What are the features and implications of an “ambush mentality”?
- i. While speed and tempo are critical weapons in creating advantage over the enemy, how is a unit’s ability to cope with transitions critical to its success?

## **6. Relationship to Other Instruction**

The MAGTF plans and executes operations ashore at the tactical level as a manifestation of maneuver warfare, which MCDP 1, *Warfighting*, defines as “a warfighting philosophy that seeks to shatter the enemy’s cohesion through a variety of rapid, focused, and unexpected actions which create a turbulent and rapidly deteriorating situation with which the enemy cannot cope.” The MAGTF commander plans and executes these rapid, focused, and unexpected actions by articulating his operational design for the single battle to his subordinates. Guided by his intent, vision of the battlespace, and identification of the decisive action, each commander must integrate tactical actions to focus combat power necessary to achieve his desired endstate in a manner that further disorients the enemy. In Sub-Course 8661, Marine Corps Planning Process, you learned that the purpose of planning is to generate tempo and ensure unity of effort in executing operations. Subsequent lessons in the Command Element sub-course will give further insight into the role of every MAGTF element in sustaining that tempo and ensuring the success of the MAGTF’s decisive action. Thorough understanding of and planning for the sound, tactical employment of MAGTF forces are essential tasks for future tactical planning during the MAGTF Operations Ashore practical exercises.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Ashore Course**  
***Command Element Sub-Course***

**Lesson 2: MAGTF Reconnaissance & Security Operations and Other Tactical Operations**

*Agitate the enemy and ascertain the pattern of his movement. Determine his dispositions and so ascertain the field of battle. Probe him and learn where his strength is abundant and where deficient.*

—Sun Tzu, *The Art of War*

**1. Introduction**

The first portion of this lesson addresses two different but mutually supporting operations: MAGTF reconnaissance and operations within the MAGTF's security area. Reconnaissance operations are part of the intelligence effort designed to gain and maintain a commander's situational awareness while operations within the security area are meant to degrade the enemy commander's situational awareness. Security operations provide an early warning of the enemy's dispositions and are designed to determine his concept of operations, identify his main effort, and frustrate his tempo of operations. This lesson introduces the complex nature of security area operations and reconnaissance efforts therein. Additional topics addressed include MAGTF, theater, and national reconnaissance assets; types of reconnaissance missions; and counterreconnaissance.

Passage of lines (POL), linkups, reliefs in place (RIP), obstacle crossings, and breakouts from encirclements are enabling operations major subordinate commands (MSC) and MAGTF commanders may integrate in their tactical operations in order to successfully accomplish assigned missions. They are all complex events that, regardless of their scope, size, or duration, require thorough, integrated planning across all warfighting functions to ensure success of the enabling action itself and to set up the MAGTF for future success.

**2. Learning Outcome**

Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

**3. Educational Objectives**

- a. Identify the types of reconnaissance assets and the capabilities they provide to the MAGTF.
- b. Name the types of reconnaissance operations and the differences between them.
- c. Identify the types of MAGTF security forces and the capabilities that they provide.
- d. Name the types of MAGTF security missions and the differences between them.
- e. Identify the purpose and fundamental principles of conducting a passage of lines.

- f. Identify the purpose and fundamental principles of conducting a linkup.
- g. Identify the purpose and fundamental principles of conducting a relief in place.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- “MAGTF Reconnaissance and Security Operations and Other Tactical Operations” (16 pages).
- FM 3-90, *Tactics*, Chapter 16, “Passage of Lines” (11 pages).

##### **b. Other Requirements**

- None.

#### **5. Issues for Consideration**

- a. What is the purpose of reconnaissance operations? What are the two basic methods used to conduct reconnaissance operations?
- b. What capabilities must a commander provide to a unit assigned the mission to “cover” that are not required by a unit assigned the mission to “screen”?
- c. Under what circumstances would a commander employ reconnaissance pull? Under what circumstances would a commander employ reconnaissance push?
- d. What are the active and passive measures associated with counterreconnaissance?
- e. What intelligence and tactical information must the stationary and moving units share when planning and executing a POL? A linkup?
- f. What situations would require ACE or LCE units to conduct a POL?
- g. What are the advantages of executing a staggered relief in place vs. a simultaneous RIP?

#### **6. Relationship to Other Instruction**

Reconnaissance and security efforts are key aspects of all elements of the MAGTF conducting offensive, defensive, or other tactical operations. These interrelated and mutually supporting operations must be integrated efforts for the MAGTF to successfully accomplish its mission. These operations protect the MAGTF as well as provide key information that is used to formulate plans and make decisions. Thorough planning for the employment of reconnaissance and security forces in all types of tactical operations is essential for future tactical planning during the MAGTF Operations Ashore practical exercises.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
*Command Element Sub-Course*

**Lesson 3: Use of the Reserve**

**1. Introduction**

This lesson presents reserve operations from two perspectives that exist simultaneously as necessary components of each other: the offense and the defense. Since the proper employment of the reserve in offensive operations can help retain the initiative and exploit success, this lesson emphasizes the concepts and techniques for offensive employment of the reserve. This lesson also addresses planning considerations for use of the reserve in defensive operations since the reserve preserves the commander's flexibility and provides the defense with an offensive capability for commitment at the critical time and place to either ensure the defeat of the enemy or to resume the offensive with a counterattack. The lesson also discusses possible reserve missions and considerations to be addressed when task-organizing a reserve.

**2. Learning Outcome**

Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

**3. Educational Objectives**

- a. Identify the purpose of the reserve in offensive operations within the context of the single battle.
- b. Select employment considerations commanders and planners must apply in order to maximize the effectiveness and efficiency of the reserve in offensive operations.
- c. Identify the purpose of the reserve in defensive operations within the context of the single battle.
- d. Select employment considerations commanders and planners must apply in order to maximize the effectiveness and efficiency of the reserve in defensive operations.

**4. Student Requirements**

**a. Reading Requirements**

- “Use of the Reserve” (3 pages).

**b. Other Requirements**

- View the *Use of the Reserve* presentation.

## 5. Issues for Consideration

- a. What factors must the commander consider when developing guidance for the reserve? How many “be prepared to” missions can a subordinate really be prepared to execute?
- b. What role does the “culminating point” play—from either the friendly or enemy perspective—in the commander’s decision to commit his reserve? What are indicators an attacking or defending unit has reached its culminating point?
- c. Once the commander commits his reserve, he usually looks to reconstituting a reserve as quickly as possible. What are some of the ramifications of this for the commander’s concept of combat service support? Obviously, the priority of support is the main effort. Should logistics requirements for reconstituting a reserve take priority over all other supporting efforts?

## 6. Relationship to Other Instruction

Just as the offense and defense are complementary in nature, so does the reserve complement the main effort since the reserve is the unit that may well achieve the decisive action. Therefore, planning for employing the reserve is as important to the commander’s operational design as is planning for the main effort. When, where, and under what circumstances to commit the reserve could be the commander’s most critical decisions. Consequently, thorough planning—which includes the branches and sequels likely to emerge from the reserve executing one of several “be prepared to” tasks—and sound employment of reserve elements are of significant importance to all MAGTF operations. Thorough understanding of and planning for the sound, tactical employment of MAGTF and major subordinate element reserve forces are essential tasks for future tactical planning during the MAGTF Operations Ashore practical exercises.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
*Command Element Sub-Course*

**Lesson 4: Engineers in the MAGTF**

**1. Introduction**

This lesson familiarizes students with the functional areas of engineer support, describes the engineering capabilities organic to each MAGTF major subordinate element (MSE) and naval construction force (NCF), and provides an overview of how the engineering capabilities of each may be leveraged to accomplish the MAGTF commander's engineering priorities. Since a MAGTF engaged in sustained operations ashore could easily be part of a joint task force, this lesson also identifies engineering capabilities in the context of the joint engineer functions: combat engineering, general engineering, and geospatial engineering.

**2. Learning Outcome**

Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

**3. Educational Objectives**

- a. Identify the core functions and capabilities of engineer units supporting MAGTF offensive and defensive operations.
- b. Identify primary tasks of the combat engineer functional areas of mobility, countermobility, and survivability.
- c. Identify the primary differences between the combat and general engineering functions.

**4. Student Requirements**

**a. Reading Requirements**

- “Engineers in the MAGTF” (22 pages).

**b. Other Requirements**

- Scan MCWP 4-11.5, *Seabee Operations in the MAGTF*, Appendix A and Annex A-1, “Navy and Marine Corps Engineer Capabilities and Tasks” (8 pages).

## **5. Issues for Consideration**

- a. Which MAGTF engineer units are capable of reinforcing a combat engineer battalion (CEB) in any specific mobility operations?
- b. What engineer missions are most within Seabee capabilities? Are Seabees interchangeable with combat engineer battalions?
- c. What tactical situations may drive a MAGTF commander to organize engineer assets in a consolidated engineer group? What are the synergistic advantages of such engineer group employment? How does such a task organization effect speed in combat for the MSEs or the MAGTF?

## **6. Relationship to Other Instruction**

In keeping with our expeditionary mindset, Marine engineers focus primarily on providing combat and general engineering support to all four elements of the MAGTF. More sophisticated general engineering and geospatial engineer support may be available from other services within a joint task force. The MAGTF commander sets engineering priorities that may require one MSE's organic engineers to augment another MSE's engineering capabilities. In sustained operations ashore, there will be occasions when a MAGTF does not have sufficient engineering capabilities. Understanding the MAGTF-wide engineering picture is essential to planning for the sound, tactical employment of MAGTF and major subordinate element forces during the MAGTF Operations Ashore practical exercises.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
***Ground Combat Element Sub-Course***

**Lesson 5: Fundamentals of the Offense**

*Since I first joined the Marines, I have advocated aggressiveness in the field and constant offensive action. Hit quickly, hit hard and keep right on hitting. Give the enemy no rest, no opportunity to consolidate his forces and hit back at you. This is the shortest road to victory.*

—General H.M. “Howling Mad” Smith, USMC

*In tactics, the most important thing is not whether you go left or right, but why you go left or right.*

—General A.M. Gray, USMC  
29<sup>th</sup> Commandant of the Marine Corps

**1. Introduction**

Our warfighting philosophy expressed in MCDP 1, *Warfighting*, states that the offense is the decisive form of warfare. It is imperative that MAGTF officers understand the fundamentals of the offense, as well as forms of maneuver and types of offensive operations, in order to apply the tenets of maneuver warfare and develop sound tactical judgment. The offensive fundamentals introduced in this lesson are not presented as a checklist; rather, they are a set of guidelines to be applied to appropriate situations. Additional topics covered in this lesson include the purpose and conduct of the offense, organization of forces conducting offensive operations, and MAGTF tactical tasks.

**2. Learning Outcome**

Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

**3. Educational Objectives**

- a. Identify the purpose of offensive operations within the context of the single battle.
- b. Select the best type of offensive operation to support a tactical situation.
- c. Select the best offensive form of maneuver to support a tactical situation.
- d. Identify the primary differences between types of attacks.
- e. Identify the best tactical task to specify to support a tactical situation.

## 4. Student Requirements

### a. Reading Requirements

- MCDP 1-0, *Marine Corps Operations*, pp. 2-31 to 2-32, and Appendix C, “Tactical Tasks” (8 pages).
- MCWP 3-1, *Ground Combat Operations*, pp. 5-22 to 5-23 (2 pages).
- FM 3-90, *Tactics*, Chapter 2, pp. 2-18 to 2-24 and 2-26 to 2-38, and Chapter 3, pp. 3-4 to 3-11 (28 pages).

### b. Other Requirements

- Scan MCDP 1-0, pp. 3-26 to 3-33 (review of “Tactical Tenets”) (8 pages).
- Review MCDP 1-0, Chapter 9, “Offensive Operations,” from EWSDEP 8661, Foundations Sub-Course, Lesson 9, “Tactical Fundamentals.”

## 5. Issues for Consideration

- a. How are the fundamentals of the offense applicable across the entire spectrum of MAGTF operations?
- b. Why is sustainment crucial to the success of a force conducting offensive operations?
- c. The readings state “Leveraging the unifying perspective of the single-battle approach to operations, the commander organizes the battlespace and his forces in order to relate his forces to one another in time, events, space, or purpose.” How does the spatial construct (deep, close, and rear operations) relate to both the purpose construct (decisive, shaping and sustaining actions) and the elements of the MAGTF (CE, ACE, GCE and LCE)?
- d. The readings identify the frontal attack as “generally the least preferred form of maneuver, because it strikes the enemy where he is the strongest.” What role does the frontal attack play in the other five forms of maneuver? Of those other five forms of maneuver, which form would be most difficult for the MAGTF to execute successfully and why?

## 6. Relationship to Other Instruction

Just as our warfighting philosophy focuses on the enemy, MAGTF offensive operations focus on the threat in order to gain, maintain, and exploit the initiative. Whether executing shaping actions deep or conducting decisive action in the close battle, the commander will organize his forces and select the type of offensive operation and form(s) of maneuver to use at the critical time and place to defeat the enemy. Educated in the offensive basics and maneuver warfare, MAGTF officers will plan for and apply the proper fundamentals, principles, and types of operations during future practical exercises throughout MAGTF Operations Ashore.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
***Ground Combat Element Sub-Course***

**Lesson 6: MAGTF Mechanized Operations**

*The tank-infantry team on Okinawa reached the apex of its development for the entire Pacific War. As General Shepherd concluded, “If any one supporting arm can be singled out as having contributed more than any others during the progress of the campaign, the tank would certainly be selected.... Our enemy, an inveterate digger, contrives to place himself so deep in the earth that neither artillery nor bombs can visit the full force of their destructive effort upon him. A powerful direct fire weapon, of great accuracy and well protected, is required.”*

—Jeter A. Isely and Philip A. Crowl  
*The U.S. Marines and Amphibious War:  
Its Theory, and Its Practice in the Pacific, 1951*

**1. Introduction**

The Marine Corps acquired the predecessors of its current tanks and amphibious assault vehicles (AAV) in order to execute penetration attacks across beaches in the Pacific. Since then, mechanized task forces (MTF) have become a prominent feature in sustained MAGTF operations ashore as the Marine Corps faces a broad spectrum of threats while responding to a wide range of potential global conflicts, including operations against modern armored forces. This lesson introduces you to the employment and support considerations for mechanized task forces, and it addresses the determinations pertinent to task-organizing for mechanized operations. These criteria are not a set of absolutes. Rather, they serve as guidelines for planners to consider when determining the optimum task organization for a mechanized task force in a specific situation. Under the right circumstances and when properly supported, Marine tank and mechanized battalion task forces provide the speed and focused application of combat power that will shatter the enemy’s cohesion. In other words, they represent a MAGTF capability to execute its maneuver warfare doctrine.

**2. Learning Outcome**

Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

**3. Educational Objectives**

- a. Identify the task organization process for creating a mechanized task force.
- b. Identify the primary maneuver considerations for a mechanized task force.
- c. Select the best mechanized task force employment method in order to maximize the effectiveness and efficiency of the MTF to support a tactical situation.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- “MAGTF Mechanized Operations” (17 pages).

##### **b. Other Requirements**

- None.

#### **5. Issues for Consideration**

- What are the differences in task organization and employment of tank-heavy, mech-heavy, and balanced MTFs?
- How do threat capabilities and terrain impact a commander’s decision to employ tank-heavy, mech-heavy, or balanced MTFs?
- Explain the factors the MTF commander considers when deciding when and where to dismount infantry. Why is the timing of this decision so critical?
- If the commander divides his attached tank company’s three platoons amongst three balanced mechanized teams, what then is the role of the attached tank company commander and his headquarters?

#### **6. Relationship to Other Instruction**

MTFs are a formidable maneuver element in the combined arms team. Task-organized MTFs can be formed at the company or battalion level. Each of these options offers unique capabilities and limitations to consider when planning for movement, maneuver, fires, and logistics support. The commander’s and staff’s estimates of the situation and planning efforts will dictate the specific task force employment method and determine task organizations as part of the deliberate planning process. Applying the guidelines presented in this lesson will reinforce their utility in making task organization decisions involving MTFs during future practical exercises throughout MAGTF Operations Ashore.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
***Ground Combat Element Sub-Course***

**Lesson 7: Engineer Operations: Mobility**

*I can't say enough about the two Marine divisions. If I use words like brilliant, it would really be an under description of the absolutely superb job they did in breaching the so-called impenetrable barrier. It was a classic, absolutely classic, military breaching a very, very tough minefield, barbed wire, and fire trenches-type barrier. They went through the first barrier like it was water. They went across into the second barrier line, even though they were under artillery fire at the time, they continued to open up that breach. Then they brought both divisions streaming through that breach! Absolutely superb operation, a textbook, and I think it'll be studied for many, many years to come as the way to do it.*

— General H. Norman Schwarzkopf, USA  
CINCCENT  
Riyadh, Saudi Arabia (27 February 1991)

**1. Introduction**

While maneuver warfare theory redounds with the concept of exploiting gaps rather than attacking surfaces, it is to be expected that MAGTFs will encounter natural or reinforcing obstacles that offer nothing but surfaces. In those cases, the MAGTF must be capable of creating gaps to exploit by breaching obstacles. This lesson introduces engineer reconnaissance efforts and engineer mobility operations, and it presents the Marine Corps' fundamentals for planning and executing combined arms obstacle breaching to support maneuver.

**2. Learning Outcome**

Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

**3. Educational Objectives**

- a. Identify the aspects of intelligence preparation of the battlespace engineer reconnaissance supports.
- b. Select the best mobility operation task to support a tactical situation.
- c. Identify the organization and integration required for combined arms breaching operations.
- d. Identify the primary employment considerations commanders and planners must apply in order to maximize the effectiveness and efficiency of combined arms breaching operations.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- “Engineer Operations: Mobility” (23 pages).

##### **b. Other Requirements**

- None.

#### **5. Issues for Consideration**

- What are the information requirements inherent in obstacle intelligence (OBSTINTEL), and what considerations drive the task organization of MAGTF and engineer reconnaissance assets to best satisfy these requirements?
- How does the reverse planning sequence influence the task organization of the support force, breach force, and assault force?
- What combat engineer command and support relationship is best for offensive operations? Should command and support relationships change to execute combined arms mobility operations?
- How do the four functional areas of engineer support (mobility, countermobility, survivability, and general engineering) simultaneously support the MAGTF commander’s offensive concept of operations?

#### **6. Relationship to Other Instruction**

In keeping with our expeditionary mindset, Marine engineers focus primarily on providing combat and general engineering support to the MAGTF conducting offensive operations. The MAGTF commander sets engineering priorities to focus the efforts of limited engineer resources and may require one MSE’s organic engineers to augment another MSE’s engineering capabilities. The lesson’s introduction to combined arms mobility operations facilitates future offensive fire support and maneuver planning discussions and reinforces the necessity for MAGTF task organization decisions involving engineer capabilities during future practical exercises throughout MAGTF Operations Ashore.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
*Ground Combat Element Sub-Course*

**Lesson 8: Fundamentals of the Defense**

*A sudden powerful transition to the offensive—the flashing sword of vengeance—is the greatest moment for the defense. If it is not in the commander’s mind from the start... he will never be persuaded of the superiority of the defensive form.*

—Carl von Clausewitz  
*On War*

**1. Introduction**

Although offensive action is the decisive form of combat, the MAGTF may need to conduct defensive operations to defeat the enemy, protect its units, and/or set the conditions for continued decisive action. It is imperative that you understand the framework of the defense as MAGTF commanders conduct defensive operations in concert with the single battle concept at all levels. This lesson introduces the basic fundamentals of defensive operations and how those fundamentals are integrated into our execution of maneuver warfare. Additional topics include the following: the purpose of defensive operations, characteristics of the defense, organization of the defensive battlespace and defensive forces, and types of defensive operations and defensive techniques.

**2. Learning Outcome**

Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

**3. Educational Objectives**

- a. Identify the purpose of defensive operations within the context of the single battle.
- b. Select the best type of defensive operation to support a tactical situation.
- c. Identify the inherent strengths and weaknesses of the defense in comparison to the offense.
- d. Identify the defensive fundamentals a MAGTF commander considers when planning defensive operations.

## 4. Student Requirements

### a. Reading Requirements

- MCWP 3-1, *Ground Combat Operations*, Chapter 6, pp. 6-1 to 6-12 and 6-24 to 6-28 (17 pages).
- FM 3-90, *Tactics*, Chapter 8, pp. 8-5 to 8-12 (8 pages).

### b. Other Requirements

- Review MCDP 1-0, *Marine Corps Operations*, Chapter 8, “Defensive Operations,” from EWSDEP 8661, Foundations Sub-Course, Lesson 9, “Tactical Fundamentals.”

## 5. Issues for Consideration

- How do security area operations influence the outcome of MAGTF defensive operations?
- How does the concept of the “culminating point” apply to the three fundamental types of defense?
- What considerations must be taken into account in task organizing a unit for defensive operations?
- How does a MAGTF execute maneuver when conducting an area defense?

## 6. Relationship to Other Instruction

This lesson provides the foundational tools with which you can plan for and build a defensive plan within the MAGTF’s single battle context. While the MAGTF conducts defensive operations for myriad reasons, ultimately, the goal is to defeat the enemy’s attack and create conditions for the MAGTF to achieve victory. Armed with the defensive fundamentals and a solid foundation of maneuver warfare, MAGTF officers will plan for and apply the proper fundamentals, principles, and types of defensive operations during future practical exercises throughout MAGTF Operations Ashore.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
*Ground Combat Element Sub-Course*

**Lesson 9: Engineer Operations: Countermobility and Survivability**

*The use of the environment offers tremendous opportunities to gain advantage over the enemy.... Our objective is to employ tactics that make terrain an advantage to us and a disadvantage to our opponent.*

—MCDP 1-3, *Tactics*

**1. Introduction**

Just as they physically alter and enhance the battlespace to facilitate offensive operations, in MAGTF defensive operations, combat engineers create obstacles and reinforce natural restrictions of the battlespace to limit the enemy's ability to generate tempo and to physically and psychologically degrade his will to fight. Simultaneously, engineers conduct tasks to increase the ability of friendly forces, equipment, and facilities to continue to operate in a hostile environment. This lesson addresses the capabilities and roles of MAGTF engineers in the defense with emphasis on the countermobility and survivability functions. It also introduces the tactical functions of obstacles in the defense and the MAGTF's top-down planning process for incorporating obstacles into the scheme of the defense.

**2. Learning Outcome**

Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

**3. Educational Objectives**

- a. Identify the functions of engineering and their role in MAGTF operations.
- b. Identify the planning considerations and integration required for obstacle planning.
- c. Identify the types and purposes of obstacle control measures.
- d. Identify the tasks engineers may undertake to enhance MAGTF survivability during defensive operations.

## 4. Student Requirements

### a. Reading Requirements

- “Engineer Operations: Countermobility and Survivability” (17 pages).
- Joint Publication 3-15, *Barriers, Obstacles, and Mine Warfare for Joint Operations*, Chapter I, pp. I-6 to I-11 (6 pages).

### b. Other Requirements

- None.

## 5. Issues for Consideration

- How are the four functional areas of engineering complementary in support of MAGTF defensive operations?
- Of the four obstacle effects, which typically takes the greatest amount of resources to achieve? What steps can the commander take to expedite the process?
- What considerations must be taken into account in task organizing engineers for defensive operations in depth? What command or support relationship is most effective?

## 6. Relationship to Other Instruction

Whether constructing obstacles and barriers to alter the enemy’s scheme of maneuver or reducing the MAGTF’s exposure to threat acquisition, targeting, and engagement, combat engineer manipulation and preparation of the battlespace is a vital component for success in the defense. Inextricably tied to the commander’s vision of MAGTF actions to achieve his endstate, obstacle planning is the top-down integration of maneuver and fires with mobility and countermobility actions. Key aspects of that integration process are understanding the intended effects of obstacles and the obstacle control measures needed to ensure support of the higher commander’s plan of defense and transition to offensive operations. MAGTF planners must fully understand the link between tactical exploitation of terrain, development of a MAGTF engineer plan, and a commensurate enemy reaction when creating a combined arms dilemma for the attacking enemy force during future practical exercises in MAGTF Operations Ashore.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
*Aviation Combat Element Sub-Course*

**Lesson 10: Aviation Combat Element in Support of MAGTF Operations Ashore**

*We can expand the [combined arms] example to the MAGTF level: We use assault support aircraft to quickly concentrate superior ground forces for a breakthrough. We use artillery and close air support to support the infantry penetration, and we use deep air support to interdict enemy reinforcements that move to contain the penetration. Targets which cannot be effectively suppressed by artillery are engaged by close air support. In order to defend against the infantry attack, the enemy must make himself vulnerable to the supporting arms. If he seeks cover from the supporting arms, our infantry can maneuver against him. In order to block our penetration, the enemy must reinforce quickly with his reserve. However, in order to avoid our deep air support, he must stay off the roads, which means he can only move slowly. If he moves slowly, he cannot reinforce in time to prevent our breakthrough. We have put him in a dilemma.*

—MCDP 1, *Warfighting*

**1. Introduction**

The aviation combat element (ACE) gives the MAGTF commander organic aviation capabilities not found in other military services. The ACE is a powerful and versatile part of the MAGTF's combined arms team, extending the MAGTF commander's operational reach and allowing rapid concentration of combat power throughout the battlespace. Marine aviation is unique because of its inherent expeditionary character, particularly the ability to operate from a variety of sea-based platforms and forward operating bases ashore. The MAGTF's overall combat power is so inextricably linked to the capabilities of its organic aviation that the ACE's relationship to the MAGTF is specifically addressed in joint doctrine. This lesson introduces the fundamentals of Marine aviation, explores each of the six aviation functions in depth, and identifies ways in which the MAGTF commander may integrate aviation with maneuver warfare in support of combined arms operations to achieve his desired endstate while contributing to the accomplishment of the joint force commander's operational design for aviation.

**2. Learning Outcome**

Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

### 3. Educational Objectives

- a. Requirement 1 – Marine Aviation Roles, Functions, and Organization
  - (1) Select the mission of Marine aviation.
  - (2) Identify the six functions of Marine aviation.
  - (3) Identify how the ACE task organizes to support various size MAGTFs.
  - (4) Identify how the ACE operates within the MAGTF's single battle concept.
  - (5) Identify the unique command relationships that exist during joint air operations.
  
- b. Requirement 2 – Marine Air Command and Control System
  - (1) Identify the mission and purpose of the Marine air command and control system (MACCS).
  - (2) Select the differences between air direction, air control, and airspace management.
  - (3) Identify the primary fundamentals for the concepts of centralized command, decentralized control, and decentralized execution as they relate to the MACCS.
  - (4) Select the differences between procedural control and positive control.
  
- c. Requirement 3 – Antiair Warfare
  - (1) Identify the relationship between the MAGTF commander and the ACE commander with respect to the principle of centralized command and decentralized control in antiair warfare (AAW) operations.
  - (2) Select the MAGTF assets that are capable of conducting offensive and/or defensive AAW and identify their capabilities and limitations.
  - (3) Select the methods and procedures for deconflicting airspace and identify considerations that must be taken into account when conducting AAW operations.
  
- d. Requirement 4 – Electronic Warfare
  - (1) Identify the ACE assets that are capable of conducting electronic warfare (EW) and distinguish their capabilities and limitations.
  - (2) Identify how airborne EW is critical to the MAGTF commander's ability to actively create, shape, and develop advantage throughout his battlespace.
  
- e. Requirement 5 – Offensive Air Support
  - (1) Identify the differences between the two categories of offensive air support (OAS) and each of their subcategories.
  - (2) Identify the capabilities and limitations of each Marine platform capable of performing the OAS mission.
  - (3) Identify the requirements for effective OAS.
  
- f. Requirement 6 – Air Reconnaissance
  - (1) Identify the capabilities and limitations of each Marine platform capable of performing the air reconnaissance mission.
  - (2) Identify the categories, principles, and prerequisites of air reconnaissance.
  - (3) Identify the techniques used to effectively reduce air reconnaissance response times.

g. Requirement 7 – Assault Support

- (1) Identify the seven types of assault support.
- (2) Identify the categories, principles, and prerequisites of assault support.
- (3) Select the conditions required for effective assault support employment.

#### 4. Student Requirements

##### a. Reading Requirements

- Requirement 1 – Marine Aviation Roles, Functions, and Organization. “Aviation Combat Element in Support of MAGTF Operations,” Sections I, II, and III (pp. 10-1 to 10-40) (40 pages).
- Requirement 2 – Marine Air Command and Control System. “Aviation Combat Element in Support of MAGTF Operations,” Section IV (pp. 10-41 to 10-52) (12 pages).
- Requirement 3 – Antiair Warfare. “Aviation Combat Element in Support of MAGTF Operations,” Sections V and VI (pp. 10-52 to 10-72) (21 pages).
- Requirement 4 – Electronic Warfare. “Aviation Combat Element in Support of MAGTF Operations,” Section VII (pp. 10-73 to 10-76) (4 pages). Review MCWP 3-40.5, *Electronic Warfare*, pp. 1-1 to 1-4, from EWSDEP 8661, Information Operations Sub-Course.
- Requirement 5 – Offensive Air Support. “Aviation Combat Element in Support of MAGTF Operations,” Sections VIII and IX (pp. 10-76 to 10-92) (17 pages).
- Requirement 6 – Air Reconnaissance. “Aviation Combat Element in Support of MAGTF Operations,” Section X (pp. 10-92 to 10-99) (8 pages).
- Requirement 7 – Assault Support. “Aviation Combat Element in Support of MAGTF Operations,” Section XI (pp. 10-99 to 10-110) (12 pages).

##### b. Other Requirements

- None.

#### 5. Issues for Consideration

##### a. Requirement 1 – Marine Aviation Roles, Functions, and Organization

- (1) Referring to your readings on Marine aviation organization and ACE task organization, which organizations within the Marine aircraft wing (MAW) are primarily responsible for which function(s) of Marine aviation?
- (2) What is the importance of aviation ground support and aviation logistics in support of the functions of Marine aviation? Which organizations within the MAW are responsible for providing aviation ground support and aviation logistics?
- (3) What are the ramifications of assigning the ACE a security mission such as screen, guard, or cover?
- (4) What are the requirements placed on Marine aviation to provide assets to the joint force commander?

- b. Requirement 2 – Marine Air Command and Control System
  - (1) How does the control of aircraft and missiles integrate and focus the other five functions of Marine aviation into a coordinated effort?
  - (2) What is the mission of each MACCS node? How does the entire system enhance the ACE's unity of effort and disseminate a common situational awareness to ACE planners and executors?
- c. Requirement 3 – Antiair Warfare
  - (1) What is the role of AAW in MAGTF operations ashore?
  - (2) What are the employment considerations commanders and planners must apply in order to maximize the effectiveness and efficiency of MAGTF passive and active air defense operations?
- d. Requirement 4 – Electronic Warfare
  - (1) What is the role of airborne electronic warfare in MAGTF operations ashore?
  - (2) What are the employment considerations commanders and planners must apply in order to maximize the effectiveness and efficiency of airborne electronic warfare operations?
- e. Requirement 5 – Offensive Air Support
  - (1) What is the role of OAS in MAGTF operations ashore?
  - (2) What are the employment considerations commanders and planners must apply in order to maximize the effectiveness and efficiency of OAS in MAGTF operations?
  - (3) Which warfighting functions does OAS primarily support?
- f. Requirement 6 – Air Reconnaissance
  - (1) What is the role of air reconnaissance in MAGTF operations ashore?
  - (2) What are the employment considerations commanders and planners must apply in order to maximize the effectiveness and efficiency of air reconnaissance in MAGTF operations?
- g. Requirement 7 – Assault Support
  - (1) What role does assault support play in MAGTF operations ashore?
  - (2) How does assault support reinforce the tenets of maneuver warfare?
  - (3) What are the employment considerations commanders and planners must apply in order to maximize the effectiveness and efficiency of assault support in MAGTF operations?

## 6. Relationship to Other Instruction

Understanding Marine aviation's organization, capabilities, and operational concepts is essential to comprehending the capabilities of the MAGTF across the entire spectrum of operations ashore. Organic aviation provides the MAGTF commander the ability to execute close operations while simultaneously conducting deeper shaping operations in order to influence operational objectives or to create conditions for success in the close fight. Marine aviation significantly contributes to our ability to deploy to an expeditionary environment and conduct maneuver warfare in general and combined arms operations in particular. Using this knowledge, students will plan for and apply the thorough integration of organic Marine aviation in every aspect of the MAGTF's operations during future practical exercises throughout MAGTF Operations Ashore.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
***Aviation Combat Element Sub-Course***

**Lesson 11: Aviation Combat Element Battlestaff**

*Air Force doctrine stressed the use of spotter aircraft and limiting strikes to 1,000 yards from friendly troops. The 1<sup>st</sup> Marine Aircraft Wing and Navy attack squadrons, however, followed practices developed for amphibious warfare and delivered close strikes with a precision that gladdened the hearts of UNC [United Nations Command] infantrymen. Along a stabilized front, close air strikes also required precision artillery fire in order to suppress flak; such fire support coordination required intimate ground-air collaboration, not common between EUSAK [Eighth U.S. Army, Korea] and FEAF [Far East Air Forces].*

—Allan R. Millett and Peter Maslowski

*For the Common Defense: A Military History of the United States of America, 1984*

**1. Introduction**

Earlier instruction on the capabilities, organization, and functions of the aviation combat element (ACE) stressed the vital contribution the ACE makes to the MAGTF commander's ability to shape the single battle and shatter the enemy's cohesion. Realizing the full potential of the ACE within the overall MAGTF concept of operations requires thorough planning and integration. This lesson addresses the aviation planning process and how aviation planning is done concurrently with the MCPP conducted by the MAGTF command element. It examines specific ACE battlestaff roles and functions necessary to accomplish the interrelated processes within the aviation planning, decision, execution and assessment (PDE&A) cycle. Finally, this lesson introduces the MAGTF air tasking cycle, a six-step planning and execution process that takes us from commander's intent through combat assessment.

**2. Learning Outcome**

Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

**3. Educational Objectives**

- a. Identify the MAGTF commander's role in aviation planning for support of MAGTF operations.
- b. Identify how the ACE battlestaff is organized and identify the functional roles of each element in the tactical air command center (TACC) to support ACE operations.
- c. Select the MAGTF air tasking cycle and identify what happens in each of the six steps.
- d. Identify how the MAGTF air tasking cycle is interrelated with the MCPP.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- “Aviation Combat Element Battlestaff” (23 pages).

##### **b. Other Requirements**

- None.

#### **5. Issues for Consideration**

- At what three levels of the air planning process is the ACE actively involved?
- What are the six questions that should be answered by the aviation concept of operations?
- How many air tasking orders (ATO) exist at any one time? In a joint force, how many days in advance must input to the joint ATO be provided?
- What are the differences between allocation and allotment? What are “excess sorties”?

#### **6. Relationship to Other Instruction**

ACE battlestaff planning is a dynamic and continuous process aimed at providing the six functions of Marine aviation to support MAGTF operations. The ACE battlestaff is aligned functionally and organizationally with the MAGTF command element. These alignments allow the ACE to meet both the time-driven air tasking cycle and the event-driven MAGTF concept of operations. ACE battlestaff planning is fully integrated with the MCPP and starts with the MAGTF commander’s apportionment directive. From that directive, the ACE commander then allocates sorties to meet requirements. While much of this lesson and discussion emphasizes the ATO, you must keep the ATO in perspective. The ATO is an important product of the aviation planning process—but it is not the aviation plan. Additionally, executing the ATO is not the final step. The effectiveness of each mission on the ATO must be assessed in order to resume planning for the next air tasking cycle. During future practical exercises in MAGTF Operations Ashore, student planners will role-play the ACE battlestaff to plan and develop an aviation concept of employment that supports the GCE’s and MAGTF’s concepts of operations.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
*Aviation Combat Element Sub-Course*

**Lesson 12: Forward Arming and Refueling Point Planning**

**1. Introduction**

Marine aviation, while a powerful and versatile part of the MAGTF's combined arms team, can have limits on its tactical reach and fires in support of the MAGTF's maneuver unless necessary fuel and ordnance are readily available to minimize response times and decrease turnaround times to support sustained operations. Employment of forward arming and refueling points (FARP) throughout the area of operations enables the ACE commander to sustain his maneuver and support the MAGTF's maneuvering elements across a dispersed battlespace. This lesson introduces the mission and objective of a FARP as well as the command and control and employment planning considerations for FARP operations.

**2. Learning Outcome**

Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

**3. Educational Objectives**

- a. Identify the mission and objectives of FARP operations.
- b. Identify why FARPs are considered aviation operations versus aviation ground support operations.
- c. Identify the typical command and control established for FARP operations.
- d. Identify the primary planning considerations for effective and efficient FARP operations.

**4. Student Requirements**

**a. Reading Requirements**

- MCWP 3-21.1, *Aviation Ground Support*, Chapter 7 (20 pages).

**b. Other Requirements**

- Scan MCWP 3-21.1, Appendix A.

## **5. Issues for Consideration**

- a. How do FARP operations enhance the MAGTF's maneuver?
- b. How to FARP operations enhance the remaining warfighting functions?
- c. Who has responsibility for defense of a FARP: aviation or ground forces?

## **6. Relationship to Other Instruction**

Whether enhancing aviation reach and flexibility, ensuring sustained time-sensitive CAS, or enabling a logistical air bridge, timely refueling and rearming of aircraft may prove essential to success of the ACE's and MAGTF's concept of operations. Students will conduct deliberate planning for the efficient and effective command and control and employment of FARP operations, be it a single FARP or a series of "leap-frogging" FARPs to keep pace with the MAGTF's maneuver, during future practical exercises in MAGTF Operations Ashore.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
*Aviation Combat Element Sub-Course*

**Lesson 13: Aviation Ground Support**

**1. Introduction**

For the ACE to realize its fullest potential in supporting the MAGTF's concept of sustained operations ashore, it must deploy and operate in close proximity to the fighting. To have aircraft operating from air bases, facilities, and sites ashore requires the detailed planning and integration of specific capabilities that permit both bases and airfields to function in concert with the ACE concept of operations. This lesson addresses the aviation ground support (AGS) functions essential for an ACE to successfully conduct flight operations ashore, whether from established aviation facilities or an austere site. It examines the ACE organization, operations, and command and control necessary to accomplish these functions.

**2. Learning Outcome**

Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

**3. Educational Objectives**

- a. Identify the purpose of aviation ground support.
- b. Identify forward operating base (FOB) classifications based on size, location, and primary capabilities characteristics.
- c. Identify the MAGTF logistical units required to support ACE operations ashore.

**4. Student Requirements**

**a. Reading Requirements**

- “Aviation Ground Support” (8 pages).

**b. Other Requirements**

- None.

## **5. Issues for Consideration**

- a. How does AGS allow ACE assets ashore to generate sortie rates beyond the capability of sea-based platforms?
- b. What logistics capabilities must complement AGS in order for the ACE to operate ashore?

## **6. Relationship to Other Instruction**

The expeditionary nature of Marine aviation provides the MAGTF commander an unparalleled capability to conduct combined arms warfare. In order to maximize the tactical reach, maneuverability, and firepower of this asset, the ACE must maintain the highest level of responsiveness and flexibility. Operating from shore-based facilities is paramount to guaranteeing and preserving these operational requirements of sustained operations ashore.

During future practical exercises, student planners must be able to develop capable and sustainable forward operating base plans that ensure success of the ACE's and MAGTF's concepts of operations.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
*Fires Sub-Course*

**Lesson 14: The Fire Support Plan**

**1. Introduction**

The MAGTF is first and foremost a combined arms force. Its success in combat depends on its commander's ability to synchronize the striking power of fires with maneuver forces to achieve the effects necessary to defeat the enemy and accomplish the MAGTF's mission. Generating effective firepower against an enemy requires organic and supporting fires be coordinated with other warfighting functions such as intelligence, maneuver, and logistics. Subordinate fire support systems and processes for determining priorities, identifying and locating targets, allocating fires assets, attacking targets, and assessing battle damage must be fully integrated. The employment of all available fires throughout the depth of the battlespace as an integrated and synchronized whole is done through the process of fire support planning, coordination, and execution. This lesson addresses the allocation, tasking, coordination, and integration of all fire support means with the concept of operations resulting in an effective, executable fire support plan.

**2. Learning Outcome**

Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

**3. Educational Objectives**

- a. Identify fundamental fire support coordination tasks required to maximize effectiveness and efficiency of combined arms fire support.
- b. Identify the employment considerations for the four standard separation plans for integrating surface and air-delivered fires.
- c. Identify the purposes of the two primary categories of fire support coordinating measures (FSCM).
- d. Identify the purpose of specific FSCMs and the effect maneuver control graphics have on fire support integration.
- e. Identify the primary elements of standard fire support targeting and execution tools.

## 4. Student Requirements

### a. Reading Requirements

- “The Fire Support Plan” (16 pages).
- MCWP 3-16, *Fire Support Coordination in the Ground Combat Element*, Appendix B, “Fire Support Coordinating Measures,” and Appendix I “Targeting and Execution Tools” (22 pages).

### b. Other Requirements

- Scan MCWP 3-16, Appendix L, “Targeting, Symbology, and Scheduling,” pp. L-1 to L-5, and Appendix E, “Appendix 19 to Annex C.”
- Review MCWP 3-16, Chapters 1 and 3, and Appendix D from EWSDEP 8661, Foundations Sub-Course, Lesson 14, “Introduction to Fire Support Fundamentals.”

## 5. Issues for Consideration

- Execution of the fire support plan includes managing what elements of fire support?
- How can the fire support coordination center (FSCC) at any level best facilitate responsive fire support for subordinate units?
- Why must the fire support execution matrix be “event driven” versus “time driven”?

## 6. Relationship to Other Instruction

This lesson builds upon the fire support foundations presented earlier concerning the commander’s integral role in guiding and shaping the fires planning effort by identifying what he wants done to the enemy and how fire support planners are then able to translate that intent and guidance into executable EFSTs to meet the maneuver commander’s needs. Developing and executing the fire support plan requires not only managing the fire support available but also applying fires to shape the battlespace, coordinate attacks, protect the force, and reduce duplication of effort. The result is an effective application of firepower against the enemy in conjunction with and supporting the concept of operations to produce the synergistic combined arms effect required for success in all operations. Armed with fire support planning fundamentals and a solid foundation of maneuver warfare, students will plan and develop comprehensive fire support plans during future practical exercises throughout MAGTF Operations Ashore.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
*Fires Sub-Course*

**Lesson 15: Fire Support Planning: Offense and Defense**

**1. Introduction**

In the conduct of offensive operations, fire support planning, maneuver, and intelligence combine to create conditions of success for a commander. A fire support plan for an offensive operation must enhance a scheme of maneuver by shaping the battlespace and ensuring fires help maintain the speed and focus necessary to create a tempo superior to that of the enemy. Additionally, they must create a combined arms dilemma for the enemy, a no-win situation. This lesson introduces the basic considerations for planning and executing fire support in offensive and other tactical operations.

In a defensive operation, the security area is where the commander fights his deep battle. If the enemy transits the security area and enters the main battle area, more fire support assets can engage, thereby complicating fire support planning and execution. This aspect of fire support planning includes establishing the conditions under which the commander will hand over portions of the battle to that subordinate element conducting the close battle in battlespace that will feature its own security, main battle, and rear areas. This lesson introduces the basic considerations for planning and executing fire support in defensive operations with emphasis on the MAGTF's close battle conducted at the major subordinate element level. Topics include integrating the effects of fires with those of terrain and obstacles to disrupt the enemy's tempo, degrading enemy situational awareness as to the location and capabilities of our main effort in the defensive scheme of maneuver, and planning for fires in support of actions to wrest the initiative from the enemy.

**2. Learning Outcome**

Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

**3. Educational Objectives**

- a. Identify fundamental fire support tasks in support of offensive operations.
- b. Identify primary command and control considerations to maximize effectiveness and efficiency of fires in support of offensive operations.
- c. Identify fundamental fire support tasks in support of defensive operations.
- d. Identify primary command and control considerations to maximize effectiveness and efficiency of fires in support of defensive operations.

- e. Identify the purpose and planning components of the combined arms fire support rehearsal.
- f. Identify the purpose and basic principles of combined arms obstacle integration.
- g. Select the best combined arms obstacle integration to support a tactical situation.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- “Fire Support Planning: Offense and Defense” (27 pages).

##### **b. Other Requirements**

- View the *Fire Support in the Offense/Defense* presentation.

#### **5. Issues for Consideration**

- a. Are there tactical situations, offensive or defensive, when the priority of fires would not be assigned to the main effort? What options are available to the commander?
- b. Is centralized control of fire support always preferred in offensive operations?
- c. How does combined arms obstacle integration facilitate maneuver warfare in defensive operations?
- d. Is centralized control of fire support always preferred in the defense?

#### **6. Relationship to Other Instruction**

Planning fire support for offensive and defensive operations is a continuous, concurrent cycle of analyzing the enemy and friendly situation, conducting targeting, tasking and allocating fire support assets, scheduling fires, and coordinating execution to integrate fire support with the scheme of maneuver and maximize combat power throughout the battlespace’s depth and breadth. The result is an effective application of firepower against the enemy in conjunction with and supporting the scheme of maneuver to produce the synergistic combined arms effect required for success in all operations. During future practical exercises throughout MAGTF Operations Ashore, student staffs will plan and develop comprehensive fire support plans to support their concept of operations.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
*Fires Sub-Course*

**Lesson 16: Close Air Support**

**1. Introduction**

Close air support (CAS) is a Marine Corps innovation. Since the first dive-bombing attempts in World War I and subsequent operations in Haiti, the Dominican Republic, and Nicaragua in the 1920s, Marines have realized the value of closely integrating aviation with ground combat efforts. World War II and the Korean War galvanized the importance of CAS. During those conflicts, the fundamental tactics, techniques, and procedures for conducting CAS today were forged in places such as Guadalcanal and the Pusan Perimeter. Today, CAS continues to be Marine aviation's unique contribution to the combat power available to a MAGTF commander. The MAGTF commander uses both fixed-wing and rotary-wing CAS to rapidly and precisely deliver fires when and where ground elements need in support of maneuver and the concept of operations. CAS provides fire support with the speed and violence that are essential in maneuver warfare. This lesson introduces the CAS concept and fundamentals for planning effective CAS as well as the process and procedures for requesting and controlling CAS support in offensive and defensive operations.

**2. Learning Outcome**

Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

**3. Educational Objectives**

- a. Identify the two subcategories of close air support.
- b. Identify the process for requesting CAS missions.
- c. Identify the primary planning considerations for CAS in support of MAGTF operations.
- d. Identify the methods of terminal attack control available to the MAGTF.

**4. Student Requirements**

**a. Reading Requirements**

- “Close Air Support” (26 pages).

**b. Other Requirements**

- None.

## **5. Issues for Consideration**

- a. Under what tactical situations would centralized control of CAS assets be preferred versus allocating assets to subordinate elements?
- b. How does the commander ensure responsive and flexible CAS when it is allocated to subordinate maneuver elements?
- c. How does the allocation and apportionment process impact the integration of CAS with other fires?
- d. When would Type 3 terminal attack control (TAC) be appropriate? What are possible consequences of employing Type 3 TAC?

## **6. Relationship to Other Instruction**

Close air support is an integral component of the combined arms firepower a MAGTF can bring to bear in support of maneuver elements. The devastatingly destructive effect these fires have on enemy targets and the tremendous psychological boost they afford Marines cannot be overstated. Effective CAS may prove to be the catalyst for success of an operation, whether offensive or defensive in nature. Students, building upon previous fire support instruction, must plan for and allocate effective close air support as part of a concept of fires complementing the scheme of maneuver during future practical exercises throughout MAGTF Operations Ashore.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
*Fires Sub-Course*

**Lesson 17: Intelligence Support to the Targeting Decide, Detect, Deliver, and Assess Cycle**

*Targeting is the process of selecting and prioritizing targets and matching the appropriate response to them, considering operational requirements and capabilities (JP 3-0). The process must include the use of electronic warfare (EW), electronic attack, and computer network attack capabilities, along with using the highly lethal assets. The intelligence preparation of the battlefield/battlespace (IPB) process supports the four functions of the targeting methodology by determining which targets should be attacked and identifying where they can be found. It is a starting point for the targeting process.*

—MCRP 2-3A, *Intelligence Preparation of the Battlefield/Battlespace*

**1. Introduction**

The targeting process integrates military capabilities to achieve the commander's objectives, guidance, and intent. The targeting process proceeds from the commander's objectives to the development of potential targets followed by target analysis and, finally, assessment of the results achieved by the executed course of action (COA). Accurate, timely, and actionable intelligence is critical for execution of these targeting cycle steps. The MAGTF's intelligence activities must effectively convert information into intelligence in order to answer the commander's intelligence requirements; to identify target systems, critical nodes, and high-value and high-payoff targets; and to provide the intelligence required to most effectively engage these targets. This lesson introduces the six-step intelligence development process and its integral support to the targeting decide, detect, deliver, and assess (D3A) cycle. Topics include intelligence requirements, collections efforts, production and dissemination management, and how intelligence supports target development and combat assessment.

**2. Learning Outcome**

Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

**3. Educational Objectives**

- a. Identify the intelligence cycle process for satisfying intelligence requirements.
- b. Identify the targeting cycle's components at the tactical level.
- c. Identify the process and procedures for target development and analysis.
- d. Identify the purpose and components of combat assessment.

#### 4. Student Requirements

##### a. Reading Requirements

- “Intelligence Support to the Targeting D3A Cycle” (19 pages).
- MCWP 2-3, *MAGTF Intelligence Production and Analysis*, Chapter 8 “Target Development and Combat Assessment” (15 pages).

##### b. Other Requirements

- None.

#### 5. Issues for Consideration

- Which phase of the intelligence cycle is the most important? Why?
- Target analysis determines which targets to hit; who determines the “how” to hit the target?
- Why must battle damage assessment be a coordinated effort by operations, intelligence, and fires staffs?

#### 6. Relationship to Other Instruction

There is a complementary and inextricable link between intelligence and operations in developing and prosecuting targets. The intelligence cycle must provide the commander products that are mission-focused in order to execute rapid decision-making, and the commander must provide the intelligence cycle properly articulated, mission-oriented requirements to focus the intelligence effort. A breakdown on either side can seriously jeopardize the targeting cycle and result in missed opportunities to strike a deathblow to the enemy. This lesson ties previous warfighting functions instruction on fires and intelligence to the commander’s role in decision making to ensure success in executing a concept of operations. Students will utilize these skills as they plan and develop comprehensive fire support and intelligence collection plans during future practical exercises throughout MAGTF Operations Ashore.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
*Fires Sub-Course*

**Lesson 18: MAGTF Fires and Targeting**

**1. Introduction**

“Fires” is the use of weapon systems to create a specific lethal or nonlethal effect on a target. Weapon systems within the MAGTF include direct and indirect fires, aviation and naval surface fires, and nonlethal capabilities. Nonlethal capabilities include electronic attack, directed energy, and military information support operations (MISO). Desired effects can range from physical destruction and psychological paralysis resulting from lethal fires to influencing the will of the people through nonlethal actions. Targets include inanimate objects, such as bridges, power grids, or artillery pieces. Targets can also be socially complex and adaptable, such as military units and civilian populations. The key to remember is that both types of fires deliver effects that should be synchronized with one another to achieve the MAGTF commander’s objectives. While fire support may be used to support any element of the MAGTF, fire support is used by the MEF commander primarily to prosecute the single battle. Detailed planning for MAGTF fires includes **targeting**– the critical, final step where targets are selected and matched with appropriate responses (capabilities) in keeping with operational requirements.

This lesson introduces the organization, considerations, processes, and tools for planning and executing fires at the MAGTF level (fires that enable the MAGTF commander to execute his deep fight and shape the battlespace to set conditions for his subordinates’ success). Topics include battlespace organization considerations; the force fires coordination center (FFCC), which provides the MAGTF commander the means to shape the battlespace with fires; MAGTF and joint targeting cycles; the MAGTF targeting board; and various tools for planning and executing fires.

**2. Learning Outcome**

Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

**3. Educational Objectives**

- a. Identify how MAGTF fires are employed in the single battle concept.
- b. Identify battlespace considerations that effect MAGTF level fires.
- c. Identify the role and functioning of the FFCC.
- d. Identify the roles and functioning of the target working group (TWG) and the MAGTF targeting board.

- e. Identify the primary outputs of the MAGTF targeting board.
- f. Identify the primary purpose of MAGTF fires targeting and execution tools.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- “MAGTF Fires and Targeting” (25 pages).

##### **b. Other Requirements**

- Review MCWP 3-16, *Fire Support Coordination in the Ground Combat Element*, Appendix I “Targeting and Execution Tools,” from Lesson 14, “The Fire Support Plan.”

#### **5. Issues for Consideration**

- a. How does the MAGTF commander influence the effectiveness of fires planning and execution?
- b. With which MAGTF elements and organizations must the FFCC continuously interact for fires planning and execution?
- c. In addition to the MAGTF commander’s guidance, what influences affect the MAGTF targeting board process?
- d. How does the MAGTF targeting process differ across the range of military operations?

#### **6. Relationship to Other Instruction**

The MAGTF commander and his staff plan and execute fires primarily in support of the deep fight and in support of the close and rear area fights as needed. It’s critical to understand the linkage between MAGTF-level objectives, intent, guidance for fires, and detailed target planning and the fires planning and execution conducted at the major subordinate command/element level where students primarily operate. During future practical exercises throughout MAGTF Operations Ashore, student staffs will plan and develop comprehensive fire support and target plans; plans that must be nested in the higher headquarters concept of fires and within the scope of targeting guidance provided.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
***Logistics Combat Element Sub-Course***

**Lesson 19: Logistics Foundations**

**1. Introduction**

Our doctrine recognizes that logistics is an integral component of warfighting. Logistics provides the resources of combat power, brings those resources to the battle, and sustains them throughout the course of operations. The Marine Corps' approach to logistics recognizes that war is conducted in an environment of complexity, fluidity, disorder, and uncertainty and seeks to provide the commander with the physical means to win in this environment. This lesson introduces the basic nature of logistics and logistics theory as well as relates how logistics integrates with our warfighting philosophy. Additionally, it covers Marine Corps logistical support at the strategic, operational, and tactical levels and introduces several logistics programs and organizations that directly support the Marine Corps and MAGTF operations.

**2. Learning Outcome**

Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

**3. Educational Objectives**

- a. Identify how the levels of logistics relate to the levels of war.
- b. Identify the principles of logistics.
- c. Identify how logistics influences maneuver warfare.

**4. Student Requirements**

**a. Reading Requirements**

- MCDP 4, *Logistics* (115 pages).
- MCDP 1-0, *Marine Corps Operations*, Chapter 13, "Sustainment" (14 pages).

**b. Other Requirements**

- None.

## **5. Issues for Consideration**

- a. How can logistics overcome the effects of friction?
- b. What are the dangers if logistics are left up to the “warfighter”? Why is it important that logisticians participate in the planning process?
- c. How can commanders use logistics to affect the operational tempo?

## **6. Relationship to Other Instruction**

In order to shoot, move, and communicate, MAGTF forces must be supported by logistics core capabilities at all three levels of war—capabilities that enhance operational and tactical designs; capabilities flexible, adaptable, and responsive to always permit opportunity exploitation; and capabilities that effectively and efficiently build and maintain combat power. Utilizing a firm grasp of logistics principles and understanding of how logistics planning must support our maneuver warfare mindset, students will plan for and apply logistics and sustainment fundamentals to develop logistics solutions and concepts of support for MSC- and MAGTF-level concepts of operations during future practical exercises throughout MAGTF Operations Ashore.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
***Logistics Combat Element Sub-Course***

**Lesson 20: Tactical-Level Logistics**

*When Marines go ashore, they start from zero. Pioneering logistics troops. . . build sustainability ashore to support operations across the entire spectrum of combat with the entire range of logistics. Combat logistics is second nature to Marine logisticians. . . . All this translates to an innate responsiveness and relative ease of movement.*

—C. E. Mundy, Jr.  
MCDP 4, *Logistics*

**1. Introduction**

A MAGTF is an expeditionary air, ground, and logistics force capable of deploying to an austere environment and executing a wide array of operations. In keeping with our warfighting philosophy, a MAGTF is a task-organized entity that represents a balance of command and control, aviation, and ground capabilities and the sustainment necessary to keep those capabilities in the fight. The nature of the operations we conduct and the environments in which we operate demand an approach to logistics that emphasizes self-sufficiency. This lesson provides an overview of methods a commander can employ to organize and displace organic/nonorganic combat service support (CSS) assets to support maneuver forces. It introduces the fundamentals, principles, and command and control (C2) of CSS organizations.

**2. Learning Outcome**

Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

**3. Educational Objectives**

- a. Identify the principles of logistics.
- b. Identify the functions of tactical logistics.
- c. Identify the logistics considerations that must be applied in order to maximize effectiveness and efficiency of MAGTF logistics operations.
- d. Identify how to echelon tactical logistics in support of MAGTF operations.
- e. Identify the logistics support mission options and the elements of a tactical logistics support mission.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- “Tactical-Level Logistics” (62 pages).

##### **b. Other Requirements**

- View the *Tactical Logistics* presentation.

#### **5. Issues for Consideration**

- a. How do the organization of the Marine logistics group and the six functions of tactical logistics support the MAGTF commander’s single battle?
- b. The reading states “The MAGTF commander should specify the most appropriate replenishment system, which is often a combination of the two [push and pull] methods. The decision should be based on the tactical situation, available resources, and the recommendations of the LCE commander.” What circumstances warrant the adoption of a replenishment system that is more “pull” than “push”?
- c. Concerning standard and nonstandard logistics support missions (reading pages 20-16 to 20-18): When would a standard tactical logistics support mission be inadequate? What additional information for a nonstandard mission would the LCE commander need to amplify?

#### **6. Relationship to Other Instruction**

Logistics is a fundamental element of MAGTF operations. MEFs are specifically designed to provide self-contained and self-sustained forces that have everything necessary to accomplish the mission. All elements of the MAGTF execute tactical logistics to some degree by employing organic capabilities. The LCE, possessing capabilities beyond those found in the other MAGTF elements, conducts tactical logistics operations to provide additional logistical support the other MAGTF elements require. Whether at the MAGTF level or within subordinate units, student planners must incorporate the seven principles of logistics support, as well as other logistics considerations, in the planning and management of tactical logistics solutions and in developing concepts of support for operations during future practical exercises throughout MAGTF Operations Ashore.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
***Logistics Combat Element Sub-Course***

**Lesson 21: Health Service Support Operations**

*Pay attention to the sick and wounded. Sacrifice your baggage, everything for them. Let the wagons be devoted to their use, and if necessary your own saddles.*

—Napoleon I

**1. Introduction**

The MAGTF can conduct operations only as long as it has a viable fighting force available to plan and execute those operations. Whether a Marine is nonmission-capable due to wounds sustained in combat, disease, or other nonbattle injury, the commander needs to get him treated and either returned to his unit or evacuated. In order to do so, a process must exist to minimize the effects that wounds, injuries, and disease have on the MAGTF's effectiveness. Health service support (HSS) is that process that supports the operational mission by fostering, protecting, sustaining, and restoring health to the men and women who make up the MAGTF. As planners and warfighters, we devote countless hours to studying the art of war; however, arguably, we spend significantly less time learning to treat and evacuate friendly casualties, wounded in action (WIA), and killed in action (KIA). It is the responsibility of every leader to ensure they understand HSS's echelons of care and their associated capabilities in order to ensure the best possible care for personnel in their charge. This lesson provides an overview of health service support in support of the MAGTF. It introduces the principles of HSS; MAGTF HSS organizations and capabilities; HSS in amphibious operations; and the organizations, processes, and command and control for patient movement within a theater of operations and between theaters.

**2. Learning Outcome**

Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

**3. Educational Objectives**

- a. Identify the principles of health service support.
- b. Identify the healthcare capabilities health service support provides the MAGTF.
- c. Identify the levels of care and the primary capabilities associated with each level.
- d. Identify the primary considerations for casualty evacuation across the range of military operations.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- “Health Service Support Operations” (25 pages).

##### **b. Other Requirements**

- None.

#### **5. Issues for Consideration**

- a. How does the MAGTF commander influence health service support in amphibious operations and in support of sustained operations ashore?
- b. How are MEDEVAC and CASEVAC different? How are they the same?
- c. How does the commander enhance intra-theater and inter-theater patient movement operations?

#### **6. Relationship to Other Instruction**

Without a healthy force, no element of the MAGTF is prepared for or capable of deploying to execute the operational mission. Wellness, fitness, and mental and physical readiness are fundamental elements of successful MAGTF operations. The MAGTF’s warfighting ability is dependent on an effective health service support process being integrated across all warfighting functions. Whether at the MAGTF level or within subordinate units, student planners must account for effective and sustainable health service support in their logistics plans in support of operations during future practical exercises throughout MAGTF Operations Ashore.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
***Logistics Combat Element Sub-Course***

**Lesson 22: Logistics Planning**

*MCDP 5 defines planning as the art and science of envisioning a desired future and creating effective ways to bring about that future. ... planning for logistics focuses on integrating logistics core capabilities with all battlespace functions at all levels in order to get to the fight, to sustain the fight, and to prepare for the next fight.*

— MCWP 4-1, *Logistics Operations*

**1. Introduction**

Previous MAGTF Operations Ashore logistics combat element (LCE) lessons introduced you to the logistics and sustainment aspects of MAGTF operations. In its planning process, the LCE evaluates the feasibility of various tactical options and determines the adequacy of resources to support them, anticipates requirements and positioning of resources to meet those requirements, and develops the framework for providing the logistics support stipulated by the commander's intent and concept of operations. This lesson introduces the planning complexities encountered in sustaining MAGTF operations, including operational, functional, and deployment considerations. Additionally, it explores the staff planning responsibilities and resulting planning documents for supporting tactical logistics operations. Finally, it outlines basic operational and functional procedures and techniques for providing tactical logistics support to MAGTF elements conducting operations.

**2. Learning Outcome**

Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

**3. Educational Objectives**

- a. Identify the basic logistical planning concepts that govern tactical logistics planning.
- b. Identify logistical considerations planners must account for when developing tactical logistics plans to support MAGTF operations.
- c. Identify the primary tactical logistics planning documents and their purpose.
- d. Identify the purpose of and output from a logistics physical network analysis (PNA).
- e. Identify the primary outputs of logistical planning utilizing the MCPP.

## 4. Student Requirements

### a. Reading Requirements

- “Logistics Planning” (57 pages).
- MSTP Pamphlet 4-0.2, *A Logistics Planner’s Guide*, Appendix B, “Physical Network Analysis” (PNA) (10 pages).

### b. Other Requirements

- Scan MSTP Pamphlet 4-0.2, *A Logistics Planner’s Guide*, Appendix A, “Intelligence Support to Logistics Planning”; Appendix C, “Estimates”; Appendix D, “LCE Considerations for MAGTF Operations”; and Appendix E, “CSS Graphic Symbolology.”

## 5. Issues for Consideration

- How do logistics planners ensure support for the MAGTF commander’s single battle?
- What tactical situation may require the LCE to plan for owning battlespace as well as for supporting the entire MAGTF throughout the AO?
- How does the LCE conduct task analysis planning before the MAGTF’s operation order identifies specific LCE tasks?
- Does the MAGTF’s concept of operations drive the LCE’s concept of logistics or does the concept of logistics drive the concept of operations?
- What different operational and logistics functional area planning considerations must you make when planning CSS in support of defensive operations versus offensive operations?

## 6. Relationship to Other Instruction

The MAGTF commander’s concept for logistics and the guidance it contains serve as the catalyst for the LCE to begin its tactical logistics planning. Incorporating basic logistical concepts, principles, and functions, planners strive to develop plans that are integrated with operations plans and provide flexibility and simplicity. This lesson reinforces and expands the concepts, levels, and functions of logistics and CSS from previous lessons. It enhances the students’ ability to plan for and articulate the employment of MAGTF organic and nonorganic logistics assets in support of maneuver forces. It aids in translating those logistical concepts into practical tactical logistics solutions for operations during future practical exercises throughout MAGTF Operations Ashore.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
***Logistics Combat Element Sub-Course***

**Lesson 23: Operational-Level Logistics**

*As we select our forces and plan our operations... we must understand how logistics can impact on our concepts of operations... Commanders must base all of their concepts of operations on what they know they can do logistically.*

—General A. M. Gray, Jr., USMC

**1. Introduction**

Recent operations have placed unprecedented requirements on logisticians operating in the most difficult environments. The future operating environment will likely present logisticians with an increasingly complex set of challenges. The MAGTF enjoys military superiority as a result of a robust logistical architecture that is planned, coordinated, and supervised at the operational level by the Marine forces (MARFOR) commander. These operational logistics link strategic resources to the tactical logistics that directly support the MAGTF providing it effective battlefield advantages. While the operating environment constantly changes, the endstates of MAGTF commanders expectations will not. They expect logistics to give them sustained logistical readiness, which provides freedom of action to effectively execute operations in support of tactical and operational objectives. This lesson provides an overview of the logistics continuum with emphasis on the logistics functions executed at the operational level. It also introduces the logistics role and functional area coordinating responsibilities of the MARFOR in support of the MAGTF.

**2. Learning Outcome**

Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

**3. Educational Objectives**

- a. Identify the role of operational-level logistics in support of MAGTF operations.
- b. Identify the primary functions of operational-level logistics.
- c. Identify the role and responsibilities of the MARFOR in support of MAGTF logistics operations.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- “Operational-Level Logistics” (9 pages).

##### **b. Other Requirements**

- None.

#### **5. Issues for Consideration**

- a. How do MARFOR logistics planners ensure support for the MAGTF commander’s single battle?
- b. What higher, adjacent, or supporting organizations might the MAGTF G-4 coordinate with for logistics support?
- c. What operational-level logistics functions are most important for success of the MAGTF’s concept of operations?

#### **6. Relationship to Other Instruction**

The MAGTF commander’s concept for logistics and concept of operations are inextricably linked to the logistics support available in the theater of operations. Without an operational-level logistics tether, sustainment of the warfighter’s tactical logistics and effective CSS would be impossible. This lesson expands on the logistical concepts and levels introduced in previous lessons. It provides students the broader, bigger logistics support picture upon which to plan and base their tactical logistical concepts and solutions during future practical exercises in the MAGTF Operations Ashore curriculum.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
*MAGTF Operations Sub-Course*

**Lesson 24: Air Assault Planning**

**1. Introduction**

Inherent to MAGTF operations is the ability to conduct vertical assaults, or air assault/helicopterborne operations. These operations are not merely the movement of Marines, weapons, and material by helicopter units. They are tactical operations in which assault forces rapidly maneuver on the battlefield to achieve tactical surprise and mass forces, regardless of obstacles and without dependency on ground lines of communication. These operations embody the combined arms concept through coordination and planning between the air and ground commanders. Infantry and air units can be fully integrated with other members of the combined arms team to form powerful and flexible helicopterborne task forces (HTF). This lesson introduces the planning considerations for helicopterborne and HTF operations. It covers the five basic plans developed by a coordinated effort between ground and air commanders. These plans comprise a reverse planning sequence and are generated for every HTF and air assault/helicopterborne operation.

**2. Learning Outcome**

Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.

**3. Educational Objectives**

- a. Identify the five component plans that comprise detailed planning for air assault operations.
- b. Identify the plan that is the foundation for all HTF planning.
- c. Identify the coordination needed to integrate the MAGTF's CE, GCE, ACE, and LCE in air assault operations.
- d. Identify the primary responsibilities of HTF key personnel.
- e. Identify the doctrinal command and control relationships for HTF operations.
- f. Select employment considerations commanders and planners must apply in order to maximize the effectiveness and efficiency of air assault operations in offensive and defensive operations.

## 4. Student Requirements

### a. Reading Requirements

- “Air Assault Planning” (42 pages) (see note below).

**Note:** *Marine Aviation Weapons and Tactics Squadron One (MAWTS-1) and Tactical Training and Exercise Control Group instructional materials, as well as several other aviation tactics, techniques, and procedures (TTP) publications, now use the term assault force commander (AFC) vice helicopterborne unit commander (HUC), assault support serial assignment table (ASSAT) vice helicopter wave and serial assignment table (HWSAT), and assault support landing table (ASLT) vice helicopter employment and assault landing table (HEALT).*

### b. Other Requirements

- None.

## 5. Issues for Consideration

- Why are centralized planning and decentralized execution critical for successful HTF operations?
- What is the most critical integration required between GCE and ACE HTF planners?
- Who might be the most effective person to designate as mission commander for a company-size HTF? What factors should bear on the MAGTF commander’s decision?
- Is an HTF a good choice for a MAGTF’s reserve? What factors should bear on the MAGTF commander’s decision?

## 6. Relationship to Other Instruction

While complex in both planning and execution, air assault operations can be high-payoff operations that, when properly planned and aggressively executed, can drastically extend a commander’s area of operations. Thorough planning includes not only organizing and integrating the forces to form an HTF to execute the mission but also establishing the HTF’s command relationships to ensure essential coordination among the mission commander, helicopterborne unit commander, and air mission commander. This lesson builds upon assault support as a function of Marine aviation, fire support planning, operational fundamentals, and tactical logistics planning, as well as upon foundational lessons on command and control and warfighting fundamentals, providing students a broad doctrinal base for detailed and integrated planning. MAGTF students will use their thorough understanding of MAGTF air assault operations and plan for their sound, tactical employment during future MAGTF Operations Ashore practical exercises.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
*MAGTF Operations Sub-Course*

**Lesson 25: Counterinsurgency**

**1. Introduction**

The twenty-first century is typified by a volatile international environment, persistent conflict, and increasing state fragility. Long-standing external and internal tensions tend to exacerbate or create core grievances within some states, resulting in political strife, instability, or even insurgency. Moreover, some transnational terrorists/extremists with radical political and religious ideologies may intrude in weak or poorly governed states to form a wider, more networked threat. Insurgency is an internal threat that uses subversion and violence to reach political ends. Conversely, counterinsurgents seek to defeat insurgents and address core grievances to prevent an insurgency's expansion or regeneration. In traditional warfare, the conflict focuses on defeating the opposing military through force-on-force engagements; influencing the government by taking control of their territory; and influencing the people, generally through intimidation, fear, and deception. In irregular warfare, the conflict focuses more on the control or influence over, and the support of, a relevant population and not on the control of an adversary's forces or territory. Nations may request United States support in countering an insurgency, which is typically the circumstances under which U.S. forces become involved in counterinsurgency (COIN) operations. MAGTF officers must understand that COIN operations are primarily political and incorporate a wide range of activities, of which the military instrument is only one part of a comprehensive approach for successful COIN. This lesson includes an introduction to and provides a baseline understanding of insurgency and counterinsurgency and offers historical principles and contemporary imperatives that contribute to success in counterinsurgency operations.

**2. Learning Outcomes**

- a. Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.
- b. Produce tactical plans in support of MAGTF operations that incorporate considerations of cultural factors.

**3. Educational Objectives**

- a. Identify the elements of insurgent organizations.
- b. Identify the principles and imperatives that contribute to success in COIN operations.
- c. Identify the paradoxes of COIN operations.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCWP 3-33.5, *Counterinsurgency*, Chapter 1 “Insurgency and Counterinsurgency,” pp. 1-1 to 1-24 (24 pages).
- MCDP 1-0, *Marine Corps Operations*, Chapter 7, “Counterinsurgency Operations” (9 pages).

##### **b. Other Requirements**

- None.

#### **5. Issues for Consideration**

- a. At what level, tactical, operational, or strategic, do MAGTF operations function in COIN?
- b. Considering the greater contemporary world environment, should MAGTFs focus their training primarily for COIN operations or for traditional combined arms maneuver warfare?
- c. Does maneuver warfare have a place in COIN operations?

#### **6. Relationship to Other Instruction**

Complex in both planning and execution, counterinsurgency operations require comprehensive solutions that MAGTF operations alone cannot solve. However, all elements of the MAGTF have specific capabilities that can uniquely contribute to successful COIN operations. During future MAGTF Operations Ashore practical exercises, students must utilize their foundational MAGTF instruction to develop an understanding of the operational environment and plan for comprehensive MAGTF operations across the range of military operations.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
*MAGTF Operations Sub-Course*

**Lesson 26: Stability Operations**

**1. Introduction**

The Department of Defense (DOD) has learned through the difficult experiences of both Iraq and Afghanistan that success is defined not only in military terms; it also involves rebuilding infrastructure, supporting economic development, establishing the rule of law, building accountable governance, establishing essential services, and building a capable host nation military responsible to civilian authority. The Department of State is charged with responsibility for leading a whole-of-government approach to stabilization that includes the array of U.S. government departments and agencies, including DOD and component services and agencies. Within this broad approach, the primary military contribution to stabilization is to protect and defend the population, facilitating the personal security of the people and, thus, creating a platform for political, economic, and human security. Beyond protecting the population, however, a combination of factors arising from national strategic objectives, requirements of the operational environment, and the capacity of the joint force may drive the MAGTF to directly participate in other stabilization efforts during the conduct of stability operations. MAGTFs may conduct missions, tasks, and activities to maintain or re-establish a safe and secure environment, provide essential governmental services, carry out emergency infrastructure reconstruction, and provide humanitarian relief. This lesson introduces the stability operations construct and the strategic framework for their execution. It also covers the primary stability tasks MAGTF assets may be required to execute and an operational framework for achieving the desired stability operations endstates.

**2. Learning Outcomes**

- a. Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.
- b. Produce tactical plans that integrate the MAGTF's elements across the range of military operations.

**3. Educational Objectives**

- a. Identify the five primary tasks of stability operations.
- b. Identify the purposes of the phases contained in the stability operations framework.
- c. Identify the desired endstates for stability operations.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCDP 1-0, *Marine Corps Operations*, Chapter 12 “Stability Operations” (6 pages).
- “Stability Operations” (26 pages).

##### **b. Other Requirements**

- None.

#### **5. Issues for Consideration**

- a. What is the MAGTF’s most critical task to accomplish during stability operations? Does it change between operational phases?
- b. What command and support relationships should the MAGTF commander employ for the MAGTF elements during stability operations?
- c. How does the MAGTF conduct training to successfully execute stability operations?

#### **6. Relationship to Other Instruction**

In addition to the obvious combined arms warfighting capability it possesses, the MAGTF and its subordinate elements all have specific resources and skills that can uniquely contribute to success during all stability operations phases. A complex and dynamic operational environment requires comprehensive yet flexible solutions to match the myriad potential tasks associated with stability operations. Students must tap their thorough understanding of MAGTF capabilities in order to plan for sound, tactical employment of MAGTF elements across the range of military operations during future MAGTF Operations Ashore practical exercises.

**Expeditionary Warfare School Distance Education Program**  
**MAGTF Operations Ashore Course**  
*MAGTF Operations Sub-Course*

**Lesson 27: Civil-Military Operations**

**1. Introduction**

At the strategic, operational and tactical levels and across the full range of military operations, civil-military operations (CMO) are a primary military instrument used to synchronize military and nonmilitary instruments of national power, particularly in support of stability, counterinsurgency, and other operations dealing with asymmetric and irregular threats. CMO include the integration and comprehensive use of intergovernmental; regional; national; and local governmental, nongovernmental, and private sector organizations, which have proliferated in number, variety, and capability.

CMO are holistic, cumulative, integrative, and synergistic, working in the seams of power and gaps in organizations, phases, and processes. CMO must take into consideration the culture of the indigenous population because these operations are about engaging the population and building relationships. CMO are inherently joint, interagency, and multinational. At all levels, CMO use political bargaining, collaboration, consensus, and relationship-building to create conditions for success.

MAGTF commanders must integrate civil affairs forces with other military forces (maneuver, health service, military police/security forces, engineering, transportation, and special operations forces, security forces [e.g., national, border, and local police], other government agencies), indigenous populations and institutions, intergovernmental organizations, nongovernmental organizations, host nations/foreign nations, and the private sector to provide the capabilities needed for successful CMO.

**2. Learning Outcomes**

- a. Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.
- b. Produce tactical plans that integrate the MAGTF's elements across the range of military operations.

**3. Educational Objectives**

- a. Identify how civil-military operations support the MAGTF.
- b. Identify the civil affairs group (CAG) functional areas.
- c. Identify the purpose and functions of the civil-military operations center (CMOC).

- d. Identify the planning principles for civil-military operations.
- e. Identify interagency coordination considerations the MAGTF must address in CMO.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- “Civil-Military Operations” (30 pages).

##### **b. Other Requirements**

- None.

#### **5. Issues for Consideration**

- a. What are some operational and environmental factors that may complicate the MAGTF’s relationships with foreign civilians and constrain the conduct of CMO?
- b. In CMO, how does the MAGTF balance the sharing and withholding of information and intelligence with nongovernmental and international organizations?
- c. Are there any nongovernmental, international, or private organizations the MAGTF should not allow to participate in the CMOC?

#### **6. Relationship to Other Instruction**

Effective use of CMO improves the integration of the military effort with interagency organizations, intergovernmental organizations (IGO), and nongovernmental organizations (NGO) and it links military objectives to diplomatic, economic, and informational objectives. The interagency, IGO, and NGO process often is described as more art than science, while military operations tend to depend on structure and doctrine. Students must incorporate some MAGTF C2 techniques, procedures, and systems to help obtain unity of effort if they are to adjust to the dynamic world of interagency, IGO, and NGO activities. During future MAGTF Operations Ashore practical exercises, students will develop plans that must match MAGTF capabilities with effective civil-military operations.

# 8663 MAGTF OPERATIONS ASHORE PRACTICAL EXERCISE INTRODUCTION

## Course Overview

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### Introduction

The purpose of the 8663 MAGTF Operations Ashore Practical Exercise course of the EWSDEP is to provide captains with career-level professional military education. This seminar-based course provides an opportunity to reinforce the skills and educational objectives learned during prior instruction and to exercise military judgment, as well as decision-making, through a series of practical exercises. Each week the faculty will assign student staff billets as part of a tactical exercise team (TET) that, given a tactical scenario, will use the Marine Corps planning process (MCP) in a collaborative planning effort to analyze a tactical mission; develop, wargame, and compare courses of action (COA); and then prepare and brief selected portions of an operation order (OPORD) for selected elements of the MAGTF. The first practical exercise entails a reinforced battalion of the ground combat element (GCE) conducting offensive operations ashore as an element of a Marine Expeditionary Brigade (MEB). The second practical exercise encompasses the GCE and the aviation combat element (ACE) of a MEB conducting deliberate defensive operations ashore. The GCE is a regimental combat team and the ACE is a composite Marine aircraft group. The final practical exercise builds on the student developed GCE defensive OPORD as the TET plans for the logistics combat element (LCE) supporting those defensive operations. The LCE unit is a combat logistics battalion reinforced with elements from the combat logistics regiment. For all practical exercises the faculty will guide, mentor, and facilitate TET planning efforts. Additionally, faculty will serve as the tactical unit's commanding officer to answer requests for information, provide amplifying planning guidance, and make key decisions throughout the planning process. Students will prepare and submit their planning products to the faculty, who will critique and debrief, as required. Some assignments require individual preparation and submission; however, each week the TET will collaboratively plan, develop, and submit one final product for that week's respective step of the MCP. The student staff's tactical plan must demonstrate understanding of the capabilities and limitations of the MAGTF's assets and their appropriate uses, and of how the MAGTF elements integrate together in the single battle concept.

### Learning Outcomes

- Produce tactical plans that integrate MAGTF elements across the range of military operations.
- Produce tactical plans in support of MAGTF operations that incorporate considerations of cultural factors.

## Educational Objectives

Within a tactical scenario, demonstrate the ability to evaluate, analyze, and apply knowledge from the MAGTF Operations Ashore course and to develop tactical solutions using the MCPP.

## Student Requirements

### Weekly Reading and Execution Requirements

- (1) Week 1 – Review and Execute Problem Framing – Key Terrain and Estimate of the Situation
  - a. “Week 1 Problem Framing Primer (IPB/Estimate)” (2 pages).
  - b. Read Operation Pleasant Dancer Practical Exercises Coursebook (8663):
    - Introductory materials, pp.1-12.
    - Operation Pleasant Dancer Offense “Road to War” brief, pp.13-28.
    - Operation PD Offense PE, pp.31-74.
  - c. View/print out IPB products (MCOO, adversary, and crossing site imagery are posted to the Blackboard Pleasant Dancer folder). IPB products are in both GeoPDF map overlay and PowerPoint formats.
  - d. Read *EWSDEP OPFOR Battle Book*, Chapter 1, “OPFOR Operations and Tactics,” pp. 3-12 and pp. 19-47 (39 pages); and scan Chapter 2, “OPFOR Organizations, Mechanized Infantry Brigade,” pp. 130-143, and Chapter 3, “OPFOR Weapon Systems and Equipment,” as appropriate.
  - e. As the 1/6 staff, use the Pleasant Dancer scenario and orders provided to conduct an estimate of the situation (METT-TC) for 1/6. Using the estimate document, insert your inputs in the spaces provided.
  - f. As the 1/6 staff, use the RCT-6 OPOD 2-XX and IPB products to identify key terrain and rationale for their selection. Using the key terrain template, insert your inputs on the slide and rationale in the spaces provided.
  
- (2) Week 2 – Review and Execute Problem Framing – Task Analysis
  - a. “Week 2 Problem Framing Primer (Task Analysis)” (2 pages).
  - b. Read Operation Pleasant Dancer Practical Exercises Coursebook (8663):
    - 1/6 Commander’s Orientation, pp. 75-76.
  - c. As the 1/6 staff, use the commander’s orientation and initial guidance, RCT-6 OPOD 2-XX, IPB products, and the 1/6 task analysis worksheet to conduct task analysis to determine your purpose, specified tasks, implied tasks, essential tasks, limitations, assumptions, resource and subject matter expert shortfalls, information requirements, and the 1/6 mission statement. Using the task analysis worksheet document, insert your inputs in the spaces provided. Insert an asterisk at the beginning of all tasks identified as essential.

- (3) Week 3 – Review and Execute Situation Template
- “Week 3 Situation Template Primer” (2 pages).
  - As the 1/6 staff, use the *EWSDEP OPFOR Battlebook*, IPB products, RCT-6 OPORD 2-XX, and the situation template to address the adversary course of action. Using the situation template file, insert your inputs in the spaces provided.
- (4) Week 4 (Saturday Seminar) – Review and Execute Event Template/COA Development/COA Wargame
- “Week 4 Event Template/ COA Development Primer” (3 pages).
  - “Week 4 COA Wargame Primer” (3 pages).
  - As the 1/6 staff, use the *EWSDEP OPFOR Battlebook*, IPB products, RCT-6 OPORD 2-XX, and the event template to address the named areas of interest to confirm or deny the adversary adopted course of action. Using the event template file, insert your inputs in the spaces provided.
  - As the 1/6 staff, use the IPB products, RCT-6 OPORD 2-XX, approved task analysis worksheet, approved event template, and COA development worksheet to prepare two courses of action (graphics and narratives) that are feasible, acceptable, distinguishable, suitable, and complete. Using the COA development worksheet file, insert your inputs in the spaces provided.
  - As the 1/6 staff, use the approved COA development worksheet and wargame synchronization matrix (WGSM) to wargame one of the two approved COAs. Using the COA WGSM file, insert your inputs in the spaces provided. Ensure you explain, based on your wargame analysis, the advantages and disadvantages of the COA, the COA’s decision points, and how you can improve your COA.
- (5) Week 5 – Review and Execute COA Comparison and Decision
- No additional readings.
  - As the 1/6 staff, use the approved COA wargame synchronization matrices results and the COA comparison and decision matrix to evaluate and compare the two courses of action against the commander’s evaluation criteria. Identify the COA that best accomplishes the mission. Using the COA comparison file, insert your inputs in the spaces provided. Ensure you explain how your recommended COA best accomplishes the mission.
- (6) Week 6 – Review and Execute Task Organization and Orders Development
- “Week 6 Orders Development Primer” (2 pages).
  - As the 1/6 staff, use all MCPP planning products and the Operation Order template (OPORD) to prepare selected portions of the 1/6 OPORD. Using the OPORD template file, insert your inputs in the spaces provided.
    - Paragraphs 2 and 3.
    - Appendix 18 to Annex C (Operations Overlay).
    - Appendix 19 to Annex C (Fire Support).
      - Concept of Fires (Task, Purpose, Method, Effects).
      - Fire Support Execution Matrix (FSEM).

- c. As the 1/6 staff, use all MCPP planning products and the task organization worksheet to prepare the 1/6 task organization worksheet. Using the task organization worksheet file, insert your inputs in the spaces provided.
- (7) Week 7 (no seminar) – Preparation Week for Defense Practical Exercise
- a. Read Operation Pleasant Dancer Practical Exercises Coursebook (8663):
    - Operation PD Defense PE, 2d MEB OPORD 3-XX, pp. 81-130.
    - RCT-6 Commander’s Orientation and Initial Guidance, pp. 137-138.
  - b. View/print out IPB products (adversary, crossing site imagery, MCOO, and adversary templates are posted to the Blackboard Pleasant Dancer folder). IPB products are in both GeoPDF map overlay and PowerPoint formats.
  - c. Read the *EWSDEP OPFOR Battle Book*, Chapter 1, “OPFOR Operations and Tactics, OPFOR Offense,” pp. 12 to 19 (8 pages); scan Chapter 2, “OPFOR Organizations, Mechanized Infantry Division,” pp. 51 to 130; and review Chapter 3, “OPFOR Weapon Systems and Equipment,” as needed.
  - d. For homework, use the 2d MEB OPORD 3-XX and IPB products to identify key terrain and rationale for their selection. Using the key terrain template, insert your inputs on the slide and rationale in the spaces provided.
  - e. For homework, use the commander's orientation and initial guidance, 2d MEB OPORD 3-XX, IPB products, and the task analysis worksheet to conduct task analysis to determine your purpose, specified tasks, implied tasks, essential tasks, limitations, assumptions, resource and subject matter expert shortfalls, information requirements, and the RCT-6 mission statement. Using the task analysis worksheet document, insert your inputs in the spaces provided. Insert an asterisk at the beginning of all tasks identified as essential.
- (8) Week 8 – Execute Ground Combat Element (GCE) Key Terrain, Task Analysis, and Situation Template
- a. No additional readings.
  - b. As the RCT-6 staff, use the 2d MEB OPORD 3-XX and IPB products to identify key terrain and rationale for their selection. Using the key terrain template, insert your inputs on the slide and rationale in the spaces provided.
  - c. As the RCT-6 staff, use the commander's orientation and initial guidance, 2d MEB OPORD 3-XX, IPB products, and the task analysis worksheet to conduct task analysis to determine your purpose, specified tasks, implied tasks, essential tasks, limitations, assumptions, resource and subject matter expert shortfalls, information requirements, and the RCT-6 mission statement. Using the task analysis worksheet document, insert your inputs in the spaces provided. Insert an asterisk at the beginning of all tasks identified as essential.
  - d. As the RCT-6 staff, use the *EWSDEP OPFOR Battlebook*, IPB products, 2d MEB OPORD 3-XX, and the situation template to address the adversary course of action. Using the situation template file, insert your inputs in the spaces provided.

- (9) Week 9 (Saturday Seminar) – Execute GCE COA Development and COA Wargame
- a. Read RCT-6 Commander’s Planning Guidance, pp. 139-142.
  - b. As the RCT-6 staff, use the IPB products, 2d MEB OPORD 3-XX, approved task analysis worksheet, approved event template, and COA development worksheet to prepare two courses of action (graphics and narratives) that are feasible, acceptable, distinguishable, suitable, and complete. Using the COA development worksheet file, insert your inputs in the spaces provided. Prepare information operations (IO) objective worksheets to support your IO planning and develop an IO matrix to support your plan. The IO objective worksheets are included in the COA development worksheet file.
  - c. As the RCT-6 staff, use the approved COA development worksheet and wargame synchronization matrix (WGSM) to wargame the two approved COAs. Using the COA WGSM file, insert your inputs in the spaces provided. Ensure you explain, based on your wargame analysis, the advantages and disadvantages of each COA, the COAs’ decision points, and how you can improve both COAs.
- (10) Week 10 – Execute GCE COA Comparison and Orders Development
- a. No additional readings.
  - b. As the RCT-6 staff, use the approved COA wargame sync matrixes results and the COA comparison and decision matrix to evaluate and compare the two courses of action against the commander’s evaluation criteria. Identify the COA that best accomplishes the mission. Using the COA comparison file, insert your inputs in the spaces provided. Ensure you explain how your recommended COA best accomplishes the mission.
  - c. As the RCT-6 staff, use all MCPP planning products and the operation order template to prepare selected portions of the RCT-6 OPORD. Using the OPORD template file, insert your inputs in the spaces provided.
    - Paragraph 3c (Tasks).
    - Paragraph 4b (Concept of Support and CSS priorities) based on the commander’s planning guidance and the selected COA.
    - Appendix 18 to Annex C (Operations Overlay).
    - Appendix 19 to Annex C (Fire Support).
      - Concept of Fires (Task, Purpose, Method, Effects).
      - Fire Support Execution Matrix (FSEM).
    - Annex A (Task Organization)
- (11) Week 11 – Execute Aviation Combat Element (ACE) Task Analysis and Start ACE Concept of Employment
- a. Read Operation Pleasant Dancer Practical Exercises Coursebook (8663):
    - Annex W (Aviation Operations) to 2d MEB OPORD 3-XX, pp. 131-134.
    - ACE Commander’s Orientation and Initial Guidance, pp. 143-145.
    - ACE Commander’s Planning Guidance, pp. 147-150.
  - b. Read the Weather Forecast (1 page). (Blackboard)
  - c. As the MAG-29 staff, use the ACE commander's orientation and initial planning guidance, 2d MEB OPORD 3-XX, IPB products, and MAG-29 task analysis worksheet to conduct task analysis to determine your purpose, specified tasks,

implied tasks, essential tasks, limitations, assumptions, resource and subject matter expert shortfalls, information requirements, and the MAG-29 mission statement. Using the task analysis worksheet document, insert your inputs in the spaces provided. Insert an asterisk at the beginning of all tasks identified as essential.

- d. As the MAG-29 staff, use the 2d MEB OPORD 3-XX, ACE commander's planning guidance, IPB products, approved MAG-29 task analysis worksheet, and ACE concept of employment brief template to develop an ACE concept of employment based on your estimate of aviation support requirements. Using the concept of employment presentation, insert your inputs in the spaces provided:
  - Sequence of events.
  - ACE allocation based on MEB apportionment.
  - C2 plan, including basic airspace control measures.
  - Recommended air defense priorities.
  - Fixed-wing employment plan.
  - Rotary-wing/tilt-rotor employment plan.
  - Logistics planning considerations.
  - Issues requiring ACE commander's approval.
  - Delegation of authority recommendations.

(12) Week 12 – Complete ACE Concept of Employment

- a. No additional readings.
- b. As the MAG-29 staff, use the 2d MEB OPORD 3-XX, ACE commander's planning guidance, IPB products, approved MAG-29 task analysis worksheet, and ACE concept of employment brief template to develop an ACE concept of employment based on your estimate of aviation support requirements. Using the concept of employment presentation, insert your inputs in the spaces provided.

(13) Week 13 – (no seminar) Preparation Week for Logistics Combat Element (LCE) Practical Exercise

- a. Read Operation Pleasant Dancer Practical Exercises Coursebook (8663):
  - LCE PE Orientation, pp. 153-156.
  - CLR-27 OPORD 3-XX, pp. 157-164.
  - CLB-6 Task Organization, pp. 165-167.
  - CLB-6 Commander's Orientation/Initial Planning Guidance, pp. 169-171.
- b. CLB-6 Planning Factors (3 pages). (Blackboard)
- c. View/print out LCE IPB products: MCOO and infrastructure. IPB products are in PowerPoint format (Blackboard).
- d. Review the approved RCT-6 COA and concept of support.
- e. Review Operation PD Defense PE, 2d MEB OPORD 3-XX and Annex D.
- f. For homework, use the CLR-27 OPORD 3-XX, PE planning documents, and IPB products to identify key terrain and rationale for their selection. Using the key terrain template, insert your inputs on the slide and rationale in the spaces provided.
- g. For homework, use the CLB-6 commander's orientation and initial guidance, CLR-27 OPORD 3-XX, IPB products, and the task analysis worksheet to conduct task analysis to determine your purpose, specified tasks, implied tasks, essential

tasks, limitations, assumptions, resource and subject matter expert shortfalls, information requirements, and the CLB-6 mission statement. Using the task analysis worksheet document, insert your inputs in the spaces provided. Insert an asterisk at the beginning of all tasks identified as essential.

(14) Week 14 – Execute LCE Task Analysis and Physical Network Analysis

- a. No additional readings.
- b. As the CLB-6 staff, use the CLR-27 OPORD 3-XX, PE planning documents, and IPB products to identify key terrain and rationale for their selection. Using the key terrain template, insert your inputs on the slide and rationale in the spaces provided.
- c. As the CLB-6 staff, use the CLB-6 commander's orientation and initial guidance, CLR-27 OPORD 3-XX, IPB products, and the task analysis worksheet to conduct task analysis to determine your purpose, specified tasks, implied tasks, essential tasks, limitations, assumptions, resource and subject matter expert shortfalls, information requirements, and the CLB-6 mission statement. Using the task analysis worksheet document, insert your inputs in the spaces provided. Insert an asterisk at the beginning of all tasks identified as essential.
- d. As the CLB-6 staff, use the approved key terrain, IPB products, approved CLB-6 task analysis worksheet, CLB-6 commander's orientation and initial guidance, and CLR-27 OPORD 3-XX, to conduct a physical network analysis (PNA) of the 2d MEB area of operations (AO) to include infrastructure connecting CSSA Quantico and the RCT-6 AO.

(15) Week 15 – Execute LCE COA Development

- a. Read Operation Pleasant Dancer Practical Exercises Coursebook (8663):
  - CLB-6 Commander's Planning Guidance, pp. 173-175.
  - CLB-6 Liaison Officer (LNO) to RCT-6 Report, p. 177.
  - RCT-6 Daily Requirements, p. 178.
- b. As the CLB-6 staff, use the IPB products, 2d MEB OPORD 3-XX, CLR-27 OPORD 3-XX, approved task analysis worksheet, approved physical network analysis, and LCE COA development worksheet to prepare a course of action (graphic and narrative) that is feasible, acceptable, distinguishable, suitable, and complete. Ensure the COA supports the RCT plan of defense, transition to offensive operations, and CLB-6's organic requirements. Using the LCE COA development worksheet file, insert your inputs in the spaces provided.

(16) Week 16 – Execute LCE COA Wargame and Task Organization

- a. No additional readings.
- b. As the CLB-6 staff, use the approved LCE COA development worksheet and LCE COA synchronization matrix to wargame the approved COA. Using the LCE COA synchronization matrix file, insert your inputs in the spaces provided. Ensure you explain, based on your COA analysis, the advantages and disadvantages of the COA, the COA's decision points, and how you can improve your COA.
- c. As the CLB-6 staff, use all MCPP planning products and the CLB-6 task organization worksheet to prepare the CLB-6 task organization worksheet. Using the task organization worksheet file, insert your inputs in the spaces provided.

### **Relationship to Other Instruction**

This block of instruction builds on student comprehension of the Warfighting and MAGTF Operations Ashore courses and requires students to apply these concepts and skills to a tactical scenario based on the mechanized battlefield in offensive and defensive operations against a conventional opposing force. The practical exercise also evaluates the students' collaborative staff planning skills, preparation of MCPP planning products, and preparation and briefing of appropriate operational orders, annexes, and overlays.

# 8664 AMPHIBIOUS OPERATIONS

## INTRODUCTION

### Course Overview

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#### Introduction

The purpose of EWSDEP Course 8664, Amphibious Operations, is to provide captains with career-level professional military education (PME) in a distance education format. The Amphibious Operations curriculum consists of four sub-courses: *Amphibious Foundations*, *Marine Expeditionary Unit (MEU)*, *Landing Plan*, and *Maritime Prepositioning Force (MPF) and Force Deployment Planning and Execution (FDP&E)*. Building upon the Warfighting curriculum, the Amphibious Operations package addresses the Marine Corps' role as an expeditionary force, specifically as part of a larger naval or joint operation. Amphibious warfare provides the framework to explore the doctrine, concepts, and challenges for MAGTF operations in support of expeditionary operations. The *Amphibious Foundations* sub-course establishes the foundations of naval expeditionary operations/amphibious theory while exploring emerging concepts that are changing, or may change, the way we operate. The instructional focus is on basic amphibious decisions and doctrinal amphibious command relationships and the critical impact these decisions have on ship-to-shore movement and landing plan preparation. Students are exposed to the U.S. Navy's organization and capabilities, including amphibious shipping and connectors, littoral challenges, amphibious reconnaissance, and amphibious planning. The *MEU* sub-course provides detailed instruction on the MEU's missions, organization, capabilities, and limitations. It also addresses the MEU Pre-deployment Training Program (PTP), its certification process, and the program's relationship with the Marine Special Operations Command (MARSOC). The *Landing Plan* sub-course is built around a planning exercise called Operation EASTERN CRESCENT. This sub-course exposes students to the considerations and mechanics of an amphibious landing by providing detailed instruction on amphibious landing documents associated with ship-to-shore movement planning and execution. The *MPF and FDP&E* sub-course introduces the complexities of force deployment planning and execution while addressing the critical impact of reduced amphibious lift and the importance of maritime prepositioned force employment.

#### Course Outcomes

The goal of Amphibious Operations is to enable students to apply knowledge of how to deploy and employ the MAGTF as part of an expeditionary force or in a joint or combined environment across the spectrum of conflict. Thus, the principal learning outcomes of this course are as follows:

- Discuss the doctrine and concepts for MAGTF amphibious, MPF, and Marine expeditionary unit (special operations capable) (MEU[SOC]) operations.
- Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.

- Explain the interrelationship among political, humanitarian, and military objectives within the concept of military intervention.
- Discuss the capabilities of a MEU(SOC).
- Utilize the components of the rapid response planning process.
- Explain the doctrinal amphibious command relationships and the impact the basic decisions have on ship-to-shore movement and the preparation of the landing plan.
- Discuss the components of an amphibious landing plan.
- Discuss the key components of the FDP&E process.
- Validate time-phased force deployment data.
- Discuss the link between amphibious operations and MPF operations.
- Explain the roles and responsibilities of the MAGTF, the Navy component, and the joint community throughout an MPF operation.
- Analyze Marine Corps prepositioning doctrine, process, and concepts.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Amphibious Foundations Sub-Course*

**Lesson 1: Naval Expeditionary Operations Overview**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
0.50	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.50

*The objective should be to perform as far as practical the functions now performed on land at sea bases closer to the scene of operations.... This gives American power a flexibility and a breadth impossible of achievement by land-locked powers.*

—Samuel P. Huntington, 1954

**1. Introduction**

Building on the preceding sections of the curriculum, the Amphibious Operations package will introduce students to the requirements and techniques for expeditionary operations. Amphibious warfare will provide a framework to explore the difficulties inherent in military operation in austere environments.

**2. Learning Outcomes**

- a. Discuss the doctrine and concepts for MAGTF amphibious, MPF, and MEU/MEU(SOC) operations.
- b. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.

**3. Educational Objectives**

- a. Comprehend the purpose and design of the Amphibious Operations program of instruction.
- b. Describe the tenets of ship-to-objective maneuver (STOM).

#### **4. Student Requirements**

##### **a. Reading Requirements**

- *Marine Corps Operating Concepts: Assuring Littoral Access ... Proven Crisis Response*, 3<sup>rd</sup> Edition, Foreword and Chapter 1 (June 2010) (13 pages).
- Marine Corps Combat Development Command, *Ship-To-Objective Maneuver* (May 2011) (15 pages).

##### **b. Other Requirements**

- Attend scheduled seminar.

#### **5. Issues for Discussion**

- a. What are the Marine Corps expeditionary capabilities?
- b. What are the Marine Corps' requirements for continued success in executing expeditionary operations?
- c. How will the Marine Corps meet the nation's needs for expeditionary forces in the future?

#### **6. Relationship to Other Instruction**

This lesson reinforces your foundation and understanding of the Marine Corps fundamental operating concepts for the conduct of expeditionary operations and provides an understanding of the sequence and methods that will be employed during the Amphibious Operations program of instruction.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Amphibious Foundations Sub-Course*

**Lesson 2: Introduction to Amphibious Operations**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	0.00	0.00	0.00	1.50	2.50

*When people start agonizing over the lack of an amphibious assault during the Gulf War, you must remember that what amphibious forces did accomplish was magnificent. There are four kinds of amphibious operations, and our forces afloat conducted demonstrations and raids. I would say they tied down six of the eleven Iraqi divisions facing I MEF and forty to fifty percent of their artillery (that was pointed toward the coast). There were also hundreds of anti-aircraft weapon systems laid in a direct-fire mode eastward extending from Saudi Arabia all the way up above Kuwait City. Amphibious forces played a key role and I think it saved a lot of Marine lives.*

—Major General Mike Myatt, 1<sup>st</sup> Marine Division Commander

**1. Introduction**

Being expeditionary in nature encompasses far more than the mere presence of forward-deployed Marine expeditionary units. Navy and Marine forces must have an expeditionary state of mind—be comfortable with uncertainty and capable of handling adversity. A key component of an expeditionary state of mind is the ability to effectively conduct amphibious operations. The purpose of this period of instruction is to introduce the fundamental doctrinal concepts relating to amphibious operations and to provide a foundation for student understanding of these concepts. The assigned reading is a building block for the remainder of the program of instruction and outlines the framework within which the Marine Corps will fight and win its battles in the 21<sup>st</sup> century.

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Explain the doctrinal amphibious command relationships and the impact the basic decisions have on ship-to-shore movement and the preparation of the landing plan.

### **3. Educational Objectives**

- a. Describe the purpose, function and types of amphibious operations.
- b. Describe how forces organize for amphibious operations.
- c. Explain the concepts and principles of command and control throughout amphibious operations.
- d. Describe the types, purpose, and function of supporting operations to amphibious operations.
- e. Explain Navy and Marine Corps command relationships in amphibious operations and articulate commander, amphibious task force (CATF); commander, landing force (CLF); and supported/supporting relationships as they apply to amphibious operations.

### **4. Student Requirements**

#### **a. Reading Requirements**

- Joint Publication 3-02, *Amphibious Operations*, Executive Summary; Chapter I, pp. I-1 to I-7; Chapter 2, Section A, pp. II-1 to II-10; and Chapter III, pp. III-1 to III-10 (August 2009) (40 pages).

#### **b. Other Requirements**

- Attend scheduled seminar.

### **5. Issues for Discussion**

- a. Is the ability to conduct an amphibious assault still applicable in today's world?
- b. What are the Marine Corps' amphibious capabilities?
- c. What will be and what should be our future capabilities with regard to amphibious doctrine?
- d. Explain the tenets of amphibious planning.
- e. Describe the characteristics of amphibious operations.
- f. What are the 10 primary decisions made during the amphibious planning process?

### **6. Relationship to Other Instruction**

This class sets the stage for the Amphibious Operations, Amphibious Foundations, sub-course by detailing the current doctrinal concepts associated with an amphibious operation.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Amphibious Foundations Sub-Course*

**Lesson 3: U.S. Navy Organization and Capabilities**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	0.00	0.00	0.00	2.50	3.50

*They do not realize that the army is so absolutely different than the Navy. Every condition in them both is different. The Navy is always at war, because it is fighting the winds and waves and fog. The Navy is ready for an instant blow. The Ocean is limitless and unobstructed; and the fleet, each ship manned, gunned, and provisioned and fueled, ready to fight in five minutes.*

—Sir John Fisher, 1919

**1. Introduction**

This class is designed to provide students a base knowledge of U.S. Navy warfighting organization, capabilities, and limitations, and an introduction to the Composite Warfare Commander (CWC) concept. Specific ship platforms will be discussed as they relate to mission area and capability sets.

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Explain the doctrinal amphibious command relationships and the impact the basic decisions have on ship-to-shore movement and the preparation of the landing plan.

**3. Educational Objectives**

- a. Recognize the type, capabilities, and limitations of naval vessels and weapon systems.
- b. Discuss the role of the U.S. Navy in joint operations and naval expeditionary operations.
- c. Explain how U.S. Naval forces enhance combat power during joint and combined operations.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- NWP 3-56, *Composite Warfare Doctrine*, Chapters 1 and 2, pp. 2-1 to 2-5 (September 2010) (25 pages). (Note: Distribution of this publication is restricted. See the Blackboard course site for this lesson for instructions on how to access the reading.)
- *Naval Operating Concept (NOC)*, Chapters 1, 2, 7, 8, and 10 (May 2010) (38 pages).

##### **b. Other Requirements**

- Attend scheduled seminar.

#### **5. Issues for Discussion**

- a. What are the supporting Navy capabilities to scout, protect, and establish maritime superiority and to protect the amphibious force?
- b. What conditions must be met to conduct amphibious operations in a littoral environment?
- c. Do the Navy and Marine Corps have the ability and/or capacity to conduct forcible entry?

#### **6. Relationship to Other Instruction**

This period of instruction will give students a basic knowledge of naval capabilities to enable planning and enhance the ability to harness all available assets for the MAGTF mission. This instruction also serves to orient students for the expeditionary operations portion of the curriculum.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Amphibious Foundations Sub-Course*

**Lesson 4: Amphibious Shipping and Connectors**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	0.00	0.00	0.00	3.00	4.00

*For in this modern world, the instruments of warfare are not solely for waging war. Far more importantly, they are the means for controlling peace.*

—Admiral Arleigh Burke, USN, 1961  
15<sup>th</sup> Chief of Naval Operations (CNO)

**1. Introduction**

This class is designed to provide students with a base knowledge of U.S. Navy amphibious shipping and command and control capabilities. Specific ship platforms and weapons systems will be discussed as they relate to mission area and capability sets.

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Explain the roles and responsibilities of the MAGTF, the Navy component, and the joint community throughout a maritime prepositioning force operation.

**3. Educational Objectives**

- a. Recognize the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Discuss the role of the U.S. Navy in joint operations and naval expeditionary operations.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- *Naval Expeditionary Warfare Vision* (October 2010) (37 pages).
- Scan MCRP 3-31B, *Amphibious Ships and Landing Craft Data Book* (August 2001) (36 pages).

##### **b. Other Requirements**

- Attend scheduled seminar.

#### **5. Issues for Discussion**

- Is there a need for Marine Corps amphibious assault capability?
- What are the advantages and disadvantages of conducting an amphibious landing using airborne and shipboard assets?
- What will be and what should be our future capabilities with regard to amphibious shipping?

#### **6. Relationship to Other Instruction**

This period of instruction will give students a basic knowledge of naval capabilities to enable planning and enhance their ability to harness all available assets for the MAGTF mission. This instruction also serves to orient students for the Amphibious Operations Landing Plan sub-course.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Amphibious Foundations Sub-Course*

**Lesson 5: Expeditionary Operations Discussion**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
0.00	0.00	2.00	0.00	0.00	0.00	0.00	3.00	5.00

*Joint warfare is team warfare. Effective integration of joint forces exposes no weak points or seams to an adversary. They rapidly and efficiently find and exploit the adversary's critical vulnerabilities and other weak points as they contribute most to mission accomplishment. This does not mean that all forces will be equally represented in each operation. Joint force commanders may choose the capabilities they need from the forces at their disposal.*

—Joint Publication 1  
*Doctrine for the Armed Forces of the United States*

**1. Introduction**

This guided discussion is focused on the importance of power projection capabilities in the strategic, operational, and tactical sense. We will examine in detail the doctrine and the abilities of the United States Armed Forces to conduct forcible entry operations and the emerging technologies and concepts that will allow us to better address the myriad crises we may soon face.

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Discuss the doctrine and concepts for MAGTF amphibious, MPF, and MEU(SOC) operations.

**3. Educational Objectives**

- a. Describe the tenets of ship-to-objective maneuver (STOM).
- b. Describe the role of the Marine Corps in naval operations.

- c. Develop essential deployment planning and execution tasks for each element of the MAGTF.
- d. Describe the role of the commander and the various staff officers during deployment planning and execution.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- *Amphibious Operations in the 21<sup>st</sup> Century* (March 2009) (21 pages).
- *Navy Service News*, “... From the Sea Preparing the Naval Service for the 21<sup>st</sup> Century” (September 1992) (10 pages).
- *Forward ... from the Sea* (October 1994) (11 pages).
- *Seabasing for the Range of Military Operations* (March 2009) (13 pages).
- *Marine Corps Vision and Strategy 2025*, Foreword, Purpose, and Chapters 3 and 4 (June 2008) (11 pages).

##### **b. Other Requirements**

- Attend scheduled seminar.

#### **5. Issues for Discussion**

- a. Why are control of the seas and the ability to project power ashore so important to the United States’ strategic interests?
- b. How does a legitimate forcible entry/power projection capability influence U.S. foreign policy? With this in mind, what are the emerging concepts that will govern the training, equipping, and employing of U.S. naval forces in the future?
- c. What are some dilemmas for planners when they consider the need to balance maintaining tactical and operational momentum with the need to build up combat power and sustainment ashore in support of extended operations in an expeditionary environment?

#### **6. Relationship to Other Instruction**

Building upon the first half of the year, this discussion continues to reinforce the foundation and understanding of concepts for expeditionary operations and will be instrumental in student understanding and successful execution of the remaining sub-courses of Amphibious Operations.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Amphibious Foundations Sub-Course*

**Lesson 6: Littoral Challenges**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	2.00

*A comparison of the several landings leads to the inescapable conclusion that landings should not be attempted in the face of organized resistance if, by any combination of march or maneuver, it is possible to land unopposed within striking distance of the objective.*

—MajGen A.A. Vandergrift, USMC  
CG, 1<sup>st</sup> MARDIV, 1 July 1943

**1. Introduction**

As we discussed previously in the Foundations portion of Amphibious Operations, the ability to operate effectively in the littorals is a key component of U.S. naval strategy. The threats to U.S. naval forces in these regions are significant, however, and cannot be understated. As General Vandergrift’s quote suggests, it is always best to avoid these threats and to “land where they ain’t.” Emerging technologies such as the MV-22 and the amphibious combat vehicle (ACV) (the new title of the future AAV/EFV), lend themselves to execution of operational maneuver from the sea (OMFTS) and to avoidance of littoral threats. However, sustained and effective operations in the littorals will still prove necessary, and “littoral superiority” may well be a necessary pre-condition to successful power projection in numerous environments. Thus, avoiding existing littoral threats will not always be possible. These threats are not limited to conventional and unconventional forces. The environment and other natural or manmade conditions may be unfavorable to littoral operations. Recognizing these threats, understanding them, and taking measures to eliminate or mitigate them are keys to successful littoral operations.

**2. Learning Outcome**

Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.

### **3. Educational Objectives**

- a. Recognize the type, capabilities, and limitations of naval vessels and weapon systems.
- b. Define littoral warfare. Describe how naval forces are capable of influencing events ashore.
- c. Recognize the threats to U.S. naval forces in the littorals.
- d. Describe and evaluate coastal defense threats, including sophisticated anti-landing defenses used by potential allies.
- e. Describe the capabilities and limitations of current naval forces when conducting littoral warfare.

### **4. Student Requirements**

#### **a. Reading Requirements**

- Joint Publication 3-02, *Amphibious Operations*, Chapter IV (August 2009) (8 pages).
- Joint Publication 3-15, *Barriers, Obstacles, and Mine Warfare for Joint Operations*, Chapter IV and Appendix D (June 2011) (22 pages).

#### **b. Other Requirements**

- Attend scheduled seminar.

### **5. Issues for Discussion**

- a. What are some asymmetric methods to oppose U.S. naval operations in the littorals?
- b. How will future U.S. naval systems facilitate the ability to “own” the littorals?
- c. How important are effective intelligence gathering and effective shaping to an extended littoral campaign?
- d. What are the physical and psychological effects of mine warfare?
- e. What are the coastal threats and how are they integrated into the coastal defense?
- f. What is the future of mine countermeasures?

### **6. Relationship to Other Instruction**

This lesson sets the stage for follow-on instruction in reconnaissance and fire support in amphibious operations and operational amphibious planning. To fully understand how important these functions are to successful amphibious operations, the students must understand the challenges our forces will encounter when operating in the littoral regions.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Amphibious Foundations Sub-Course*

**Lesson 7: Amphibious Reconnaissance**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
1.50	0.00	0.00	0.00	0.00	0.00	0.00	1.00	2.50

*The difficulty of accurate recognition constitutes one of the most serious sources of friction in war.... War has a way of masking the stage with scenery crudely daubed with fearsome apparitions.*

—Carl von Clausewitz

**1. Introduction**

Amphibious reconnaissance is one of the primary battlespace shaping tools used in amphibious operations. While there are many intelligence, surveillance, and reconnaissance assets at the national and theater levels, organic assets are the most responsive to the commander’s needs. Reconnaissance, and in this case amphibious reconnaissance, will always be the first amongst equals for its human dimension, flexibility, and full range of capabilities. The purpose of this period of instruction is to familiarize the students with the capabilities/limitations of the Navy and Marine amphibious reconnaissance units during pre-assault operations and advanced force operations.

**2. Learning Outcome**

Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.

**3. Educational Objectives**

- a. Comprehend the capabilities, limitations, and characteristics of Marine Corps and joint reconnaissance assets.
- b. Describe the differences between amphibious reconnaissance and traditional reconnaissance.

- c. Identify ways in which amphibious reconnaissance supports advanced force, pre-assault, assault, and post-assault operations.
- d. Identify beach and HLZ issues for consideration and relate how various reconnaissance reports address those issues.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- Joint Publication 3-02, *Amphibious Operations*, Chapter 3, Paragraphs 33 to 34, pp. III-51 to III-57 (August 2009) (7 pages).
- MCWP 2-25, *Ground Reconnaissance Operations* (Draft), Foreword and Sections 5010 to 5014 (January 2013) (14 pages).

##### **b. Other Requirements**

- Attend scheduled seminar.

#### **5. Issues for Discussion**

- a. What are the five significant differences in the way reconnaissance supports amphibious operations?
- b. What are the key reconnaissance tasks during pre-assault operations?
- c. What units are capable of conducting amphibious reconnaissance?

#### **6. Relationship to Other Instruction**

An understanding of amphibious reconnaissance is fundamental to planning and executing amphibious operations. This understanding is directly related to previous and follow-on instruction in Amphibious Operations and will be practiced during practical exercises.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Amphibious Foundations Sub-Course*

**Lesson 8: Amphibious Fire Support Planning**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	0.00	0.00	0.00	2.50	3.50

*There is little that will sober an enemy more surely than the knowledge that somewhere, just over the horizon, lies a force of well-trained, well equipped Marines in competently manned ships capable of delivering a stunning amphibious blow at a point and time of their own choosing.*

—LtGen Victor Krulak, USMC

**1. Introduction**

While sharing some characteristics with sustained operations ashore, amphibious operations are unique in nature and require a degree of specialized planning. This specialized approach is particularly relevant to fire support planning in support of amphibious operations. Amphibious operations, basically offensive operations launched from the sea, are unique because they require the build-up of combat power from zero. Fire support assets will be incrementally employed ashore as maneuver forces seize terrain for the fire support assets to occupy. Additionally, the initial fire support command and control agencies are different from those involved in sustained operations ashore. This period of instruction covers the doctrinal concepts and basic considerations for employing and integrating fire support in amphibious operations.

**2. Learning Outcome**

Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.

**3. Educational Objectives**

- a. Describe and define the roles of fire support command and control agencies during amphibious operations, including the supporting arms coordination center (SACC), the Navy tactical air control center (NTACC), the tactical air direction center (TADC), the force fires coordination center (FFCC), the fire support coordination center (FSCC), and the direct air support center (DASC).

- b. Explain the capabilities, limitations, and employment of supporting arms in amphibious operations.
- c. Explain the phasing of control ashore in amphibious operations.
- d. List and define the principles of fire support coordination in amphibious operations.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- Joint Publication 3-02, *Amphibious Operations*, Chapter V, Section B, pp. V-7 to V-19 (August 2009) (13 pages).
- MCWP 3-31.6, *Supporting Arms Coordination in Amphibious Operations*, Compiled Reading (May 2004) (47 pages). (Note: Distribution of this publication is restricted. See the Blackboard course site for this lesson for instructions on how to access the reading.)

##### **b. Other Requirements**

- Attend scheduled seminar.

#### **5. Issues for Discussion**

- a. Discuss the role of the commander in fire support planning for amphibious operations.
- b. What does the supported/supporting relationship mean to fire support planning and execution?
- c. What is the relationship between the SACC, the FFCC, and the FSCC?
- d. How does the scheme of maneuver and deception plan impact on fire support in amphibious operations?
- e. Discuss the role of the targeting board in amphibious operations.
- f. Discuss the target nomination procedure.
- g. Discuss the future of amphibious fire support.

#### **6. Relationship to Other Instruction**

This period of instruction continues to build upon previous fire support instruction in the curriculum adding the particular conditions unique to supporting amphibious operations. It continues the building-block approach and highlights the vital necessity of fire support in amphibious operations. An understanding of the issues surrounding fire support in amphibious operations is essential for subsequent periods of instruction during the remainder of the academic year.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Amphibious Foundations Sub-Course*

**Lesson 9: Phasing Control Ashore**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
1.00	0.00	1.50	0.00	0.00	0.00	0.00	1.00	3.50

*... a superior command system may serve as a force multiplier and compensate for weaknesses... such as numerical inferiority or the politically induced need to leave the initiative to the enemy.*

—Martin van Creveld  
*Command in War*

**1. Introduction**

Amphibious operations require a flexible command and control (C2) system capable of supporting high-tempo operations. The amphibious force must have the ability to plan for, provide C2 for, and support all functional areas afloat and ashore. Initially, C4I systems that support the landing force are sea-based, but as command posts and control agencies transition ashore, a ground-connectivity with supporting assets afloat. One of the most tenuous points of an amphibious operation is that time in which a battlefield handover is conducted from control agencies afloat to those ashore. As Marine officers, we are the planners and facilitators of that process and must be able to execute phasing control ashore flawlessly to minimize confusion and risk for forces in contact.

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Explain the doctrinal amphibious command relationships and the impact the basic decisions have on ship-to-shore movement and the preparation of the landing plan.

### 3. Educational Objectives

- a. Understand the notional sequence and planning considerations for phasing command, control, and coordination of amphibious task force (ATF) aviation and fire support operations ashore.
- b. Understand the ATF C2 nodes involved in phasing control ashore (PCA).
- c. Describe the command and control relationships for amphibious operations.

### 4. Student Requirements

#### a. Reading Requirements

- MCWP 3-25, *Control of Aircraft and Missiles*, Appendix G, pp. G-1 to G-3 (July 2012) (3 pages). (Note: This publication is for official use only [FOUO]. See the Blackboard course site for this lesson for instructions on how to access this reading.)
- MCWP 3-31.6, *Supporting Arms Coordination in Amphibious Operations*, Chapter 6, pp. 6-14 to 6-16, and Appendix E, pp. E-23 to E-37 (May 2004) (18 pages). (Note: Distribution of this publication is restricted. See the Blackboard course site for this lesson for instructions on how to access the reading.)

#### b. Other Requirements

- Attend scheduled seminar.

### 5. Issues for Discussion

- a. What are the main things a MAGTF must consider as it transitions control from amphibious shipping to shore?
- b. What criteria must be/should be met for control to be considered established ashore?
- c. What is the process for transitioning control of fires ashore?
- d. What is the process for transitioning control of aircraft ashore?
- e. What are some of the pitfalls that can occur if the transition of control from CATF to CLF ashore is poorly planned and executed?
- f. If control is being phased ashore by function, when is it best to phase “command” ashore? What is the difference?
- g. Are the considerations different if you need to phase control afloat (e.g., after an amphibious raid or during an amphibious withdrawal)?

## **6. Relationship to Other Instruction**

This course will conceptually familiarize the students with how the sea-based C2 of MAGTF elements and warfighting functions transition to their respective shore-based nodes. Knowledge of the phasing control ashore process is a key foundational building block for the remaining instruction during Amphibious Operations.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Amphibious Foundations Sub-Course*

**Lesson 10: Operational Amphibious Planning**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
1.00	0.00	2.00	0.00	0.00	0.00	0.00	1.00	4.00

*Amphibious flexibility is the greatest strategic assets that a sea-based power possesses.*

—B.H. Liddell Hart, *Deterrence of Defense*

*The nature of amphibious warfare gives rise to procedures that are both intricate and unique. Planning intricacy stems from the complex detail required to fully coordinate the assault landing of troops, equipment, and supplies; maximize maneuver, speed, and available fire support; and minimize the vulnerability of the assault forces and naval shipping. The uniqueness of amphibious planning stems from the interrelationships between the components of the AF; between the AF and the joint force; and between the AF and supporting organizations and agencies.*

—Joint Publication 3-02, p. III-2

**1. Introduction**

As MAGTF officers it is important to understand the basic decisions required during the amphibious planning process. Upon completion of this instruction, the students should have a greater understanding of the factors and considerations unique to operational amphibious planning.

**2. Learning Outcome**

Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.

### **3. Educational Objectives**

- a. List and define the basic decisions made during the amphibious planning process.
- b. Know how the commander, amphibious task force (CATF) and the commander, landing force (CLF) interact to resolve/produce the 10 basic decisions of amphibious planning.
- c. Explain the concepts and principles of command and control throughout amphibious operations.
- d. List and describe the elements of the amphibious planning process.
- e. Explain PERMA.

### **4. Student Requirements**

#### **a. Reading Requirements**

- Review Joint Publication 3-02, *Amphibious Operations*, Chapter III, Overview and Section A, pp. III-1 to III-10 (Lesson 2).

#### **b. Other Requirements**

- Attend scheduled seminar.

### **5. Issues for Discussion**

- a. What are the 10 decisions made during the amphibious planning process?
- b. How do the CATF and CLF interact to resolve/produce the 10 decisions?
- c. What is the purpose of a sea echelon plan?
- d. What are the elements of the amphibious planning process?
- e. What is the relationship between the Marine Corps Planning Process (MCP) and the amphibious planning process?

### **6. Relationship to Other Instruction**

This class builds upon the command and control package utilizing the MCP by introducing the unique planning steps within amphibious planning.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Marine Expeditionary Unit (MEU) Sub-Course*

**Lesson 1: Marine Expeditionary Unit Overview**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	0.00	0.00	0.00	1.50	2.50

*Your greatness does not depend upon the size of your command, but on the manner in which you exercise it.*

—Marshal Ferdinand Foch

*Amphibious flexibility is the greatest strategic asset that a sea based power possesses.*

—B.H. Liddell Hart, 1960

**1. Introduction**

The Marine expeditionary unit (MEU) is the Marine Corps' smallest but also the most expeditionary Marine air-ground task force (MAGTF). The MEU is a sea-based force, typically embarked aboard three amphibious ships, that provides a forward presence independent of host nation ports, airfields, or basing agreements. This freedom of action and inherent force protection allow for unparalleled access to the world's littoral regions and provide a credible combat force poised for rapid employment. This period of instruction provides an overview of the MEU's missions, organization, capabilities, and limitations. The lecture will also address the MEU Pre-deployment Training Program (PTP), certification process, and relationship with the Marine Special Operations Command (MARSOC). Finally, the students will be presented with a brief overview of the amphibious ready group (ARG) and expeditionary strike group (ESG), including their organizations and relationships with the MEU.

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Produce a plan to accomplish an assigned MEU mission utilizing the rapid response planning process (R2P2).
- c. Discuss the capabilities of a Marine expeditionary unit (special operations capable) (MEU[SOC]).

### 3. Educational Objectives

- a. Describe the missions, capabilities, and limitations of the MEU.
- b. Describe the task organization of the MEU, including the combat element (CE), ground combat element (GCE), aviation combat element (ACE), and logistics combat element (LCE).
- c. Explain the purpose of the MEU PTP.
- d. Summarize the phases of the MEU PTP.
- e. Describe the supported/supporting relationship between the MEU and the ARG.
- f. Summarize the capabilities of the MEU and the ARG.

### 4. Student Requirements

#### a. Reading Requirements

- *Marine Corps Operating Concepts: Assuring Littoral Access ... Proven Crisis Response*, 3rd Edition, Chapter 5 (June 2010) (11 pages).
- MCO 3120.9C, “Policy for Marine Expeditionary Units (MEU) and Marine Expeditionary Units (Special Operations Capable) MEU (SOC)” (August 2009) (12 pages).
- MCO 3502.3B, “Marine Expeditionary Unit (MEU) and MEU (Special Operations Capable) (SOC) Pre-Deployment Training Program (PTP)” (April 2012) (14 pages).

#### b. Other Requirements

- Attend scheduled seminar.

### 5. Issues for Discussion

- a. Identify the missions of a MEU.
- b. What are the capabilities of a MEU? What are its limitations?
- c. Describe how the MEU can serve as an enabler for follow-on forces.
- d. Describe the circumstances in which a MEU is designated special operations capable.
- e. What are the specific missions conducted by an associated Marine special operations command (MSOC)?
- f. What are the six characteristics of a MEU?

## **6. Relationship to Other Instruction**

This period of instruction lays the basic foundation for the MEU sub-course of instruction. The instruction will give students a basic knowledge of MEU capabilities, enable planning, and enhance the ability to harness all available assets for the MEU mission.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Marine Expeditionary Unit (MEU) Sub-Course*

**Lesson 2: Rapid Response Planning Process**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
2.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	3.00

*The first principle of a [commander] is to calculate what he must do, to see if he has all the means to surmount the obstacles with which the enemy can oppose him, when he has made his decision, to do everything to overcome them.*

—Napoleon Bonaparte

**1. Introduction**

The rapid response planning process (R2P2) is a crisis response version of the Marine Corps Planning Process (MCP2). It was designed specifically to allow the MEU to plan and begin execution of certain tasks within a six-hour time period. Not all MEU missions require the use of the R2P2. When time is available and/or missions are extremely complex, even the MEU will use a more deliberate form of the MCP2. Regardless of the mission, the successful employment of the R2P2 is contingent on a high level of unit training and well-developed, clearly understood standard operating procedures (SOP).

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Produce a plan to accomplish an assigned MEU mission utilizing the R2P2.

**3. Educational Objectives**

- a. Describe the four elements required for successful execution of the R2P2.
- b. Describe the three principal meetings that take place during the R2P2 and how they relate to the MCP2.
- c. Given a tactical scenario, apply the R2P2 to develop an order to accomplish an assigned mission.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCWP 5-1, *Marine Corps Planning Process*, Forward and Appendices D and H (August 2010) (18 pages).

##### **b. Other Requirements**

- Attend scheduled seminar.

#### **5. Issues for Discussion**

- a. What is the most effective method for a unit to develop a rapid response planning capability?
- b. What is the central planning cell in the MEU/amphibious ready group (ARG) during the R2P2?
- c. What are the four capabilities/factors that a unit must develop to best employ the R2P2 successfully?
- d. Why must a unit fully understand the MCPP to be successful at the R2P2?

#### **6. Relationship to Other Instruction**

This instruction emphasizes time-constrained planning and connects the MCPP to MEU operations.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Marine Expeditionary Unit (MEU) Sub-Course*

**Lesson 3: Amphibious Raid Considerations**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
1.50	0.00	0.00	0.00	0.00	0.00	0.00	2.00	3.50

*Nothing is so devastating as to pounce upon the enemy in the dark, smite him hip and thigh, and vanish silently into the night.*

—Brigadier Orde Charles Wingate, Burma 1943

**1. Introduction**

No operation is greater in complexity than an amphibious raid, often conducted on short notice, at night, in adverse weather conditions, under emission control (EMCON), from over-the-horizon, via air or surface means, against distant inland targets. Successful amphibious raiding requires well-trained Marines and Sailors and thorough planning. This period of instruction provides an overview of amphibious raids with specific emphasis on planning considerations and techniques, while reinforcing many of the concepts already introduced in the curriculum.

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Utilize the components of the rapid response planning process (R2P2).

**3. Educational Objectives**

- a. Explain raid fundamentals and considerations.
- b. Describe the purpose of raids and the planning considerations associated with raid operations.
- c. Given a tactical scenario, plan an amphibious raid.

## 4. Student Requirements

### a. Reading Requirements

- Glines, C.V., “The Son Tay Raid,” *Air Force Magazine* (November 1995) (7 pages).
- MCWP 3-43.1, *Raid Operations* (Coordinating Draft, June 2010), Forward, Chapter 3, and Appendices A to E (48 pages).

### b. Other Requirements

- Attend scheduled seminar.

## 5. Issues for Discussion

- Identify the missions of a MEU.
- What are the capabilities of a MEU? What are its limitations?
- Describe how the MEU can serve as an enabler for follow-on forces.
- Describe the circumstances in which a MEU is designated special operations capable (SOC).
- What are the specific missions conducted by an associated Marine special operations command (MSOC)?
- What are the six characteristics of a MEU?

## 6. Relationship to Other Instruction

This period of instruction lays the basic foundation for the MEU sub-course of instruction. The instruction will give students a basic knowledge of MEU capabilities, enable planning, and enhance the ability to harness all available assets for the MEU mission.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Marine Expeditionary Unit (MEU) Sub-Course*

**Lesson 4: R2P2 Amphibious Raid Practical Exercise**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	3.00	0.00	0.00	1.00	4.00

**1. Introduction**

The purpose of this practical exercise is to familiarize students with the complexities of planning an amphibious raid. This requirement will take students through the rapid response planning process (R2P2) from receipt of mission up to and including the delivery of a confirmation brief. The amphibious raid class and Annexes A to K provide the background information required to complete this PE. The readings provide doctrine and amplifying information taken from examples of what is used in the operating forces today. Use these materials in the student folder to help complete the PE requirements.

**2. Conduct of the Exercise**

In the time allotted, students will complete the following requirements:

- a. Conduct initial staff orientation and task analysis.
- b. Develop courses of action (COA).
- c. Conduct a COA brief.

**3. Preparation**

- a. The following documents are contained in the student binder:
  - Larak Special Situation
  - Area Study of Larak Island
  - Warning Order
  - 15<sup>th</sup> MEU Assignment to Shipping
  - 15<sup>th</sup> MEU Task Organization

- b. The exercise centers on two major student requirements: task analysis and COA development.

(1) Student requirements:

- (a) Conduct task analysis. Using the steps in the amphibious planning process as detailed in Joint Publication 3-02, *Amphibious Operations*, should lead to the determination of specified and implied tasks.
- (b) Determine COAs for development. Student focus is at the MEU and battalion landing team (BLT) levels.

(2) Here's how to start:

- (a) The faculty assigns students to billets for the PE.
- (b) The faculty provides students with a binder containing the material in order to commence the exercise.

#### 4. PE Materials

a. Maps:

- (1) Strait of Hormuz (1:250,000)
- (2) Tahrut, Iran (1:250,000)
- (3) Jask, Iran (1:250,000)
- (4) Qeshm, Iran (1:50,000)

- b. The faculty provides PE materials, including additional S-2 and S-3 information and imagery, during the PE.
- c. Spot reports (SPOTREP) 1 to 14 are also provided at the beginning of the PE. Faculty issue additional SPOTREPs during the PE.
- d. Designated billet holders conduct COA development in preparation for COA briefs. The MEU S-3 leads the brief. The student mission commander should brief the COAs to the MEU commander for his approval or for further development. The MEU and BLT staffs and subordinate unit commanders provide their input in the development of the COAs based on their estimates of supportability for their designated area.

#### 5. End State

Using the R2P2, the students develop a sound plan that demonstrates integration between mission support elements within the MEU and across the warfighting functions.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Marine Expeditionary Unit (MEU) Sub-Course*

**Lesson 5: Crisis Response and Limited-Contingency Operations and Military Engagement, Security Cooperation, and Deterrence Missions**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	0.00	0.00	0.00	1.25	2.25

*The Marine Corps is America's Expeditionary Force in Readiness—a balanced air-ground-logistics team. We are forward deployed and forward engaged: shaping, training, deterring and responding to all manner of crisis and contingencies. We create options and decision space for our Nation's leaders. Alert and ready, we respond to today's crisis with today's force..... TODAY.*

—General James F. Amos  
 Commandant of the Marine Corps

**1. Introduction**

Joint Publication 3-0, *Joint Operations*, characterizes the use of joint capabilities in military engagement, security cooperation, and deterrence as a method of shaping the operational environment while maintaining U.S. global influence. Furthermore, it recognizes that crisis response and limited-contingency operation objectives are to protect U.S. interests and prevent a surprise attack or further conflict.

The when and where to intervene will continue to be subjects of ongoing debate on the national and international levels. When instability in the developing or underdeveloped world is met with ambivalence from developed states, the foundations for failed states are laid. Success in crisis response and limited-contingency operations is found in the sound interrelationship between political, humanitarian, and military objectives. This lesson explores that interrelationship and the internal and external catalysts that create conditions requiring a response. Additionally, we study the types and principles of military operations and activities. As the course progresses, students will gain an appreciation for the interrelationship between the political, humanitarian, and military objectives from the strategic, operational, and tactical perspectives.

**2. Learning Outcome**

Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.

### **3. Educational Objectives**

- a. Describe the six types of crisis response and limited-contingency operations (noncombatant evacuation operations, peace operations, foreign humanitarian assistance, recovery operations, strikes and raids, and homeland defense and defense support of civil authorities).
- b. Describe the unique considerations and principles for planning crisis response and limited-contingency operations and explain the role the Marine Corps plays in these types of operations.
- c. Explain how political decisions can have an immediate and profound impact on military operations at the tactical level.
- d. Describe the 12 types of military engagement, security cooperation, and deterrence missions.
- e. Describe the unique considerations for planning military engagement, security cooperation, and deterrence missions.

### **4. Student Requirements**

#### **a. Reading Requirements**

- Joint Publication 3-0, Chapter 5, pp. V-1 to V-31 (August 2011) (31 pages).

#### **b. Other Requirements**

- Attend scheduled seminar.

### **5. Issues for Discussion**

- a. What are the principles of crisis response and limited-contingency operations?
- b. How do the warfighting functions relate to crisis response and limited-contingency operations?
- c. How do we currently train for crisis response and limited-contingency operations?
- d. What are the purposes for conducting the types of military engagement, security cooperation, and deterrence missions?
- e. How do we currently train for military engagement, security cooperation, and deterrence missions?

## **6. Relationship to Other Instruction**

This period of instruction underscores the requirement for Marines to understand the political significance of the mission at hand and the nature of these types of operations or missions as they differ from that of conventional war. This lesson reinforces the MEU overview.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Marine Expeditionary Unit (MEU) Sub-Course*

**Lesson 6: Noncombatant Evacuation Operations**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	0.00	0.00	0.00	2.50	3.50

*Some of the unsung heroes of the Lebanon NEO are the men and women of the United States Navy and Marine Corps. I want to give special thanks to the crews of the USS Nashville, the USS Trenton, and the USS Whidbey Island. Along with the merchant vessel Orient, the crews of these U.S. Navy vessels rescued thousands of Americans from Lebanon over the last several days. The crews of these ships were backed by U.S. Marines flying helicopters to save the people in most urgent need.*

—U.S. Representative Mark Kirk  
 Illinois, 10<sup>th</sup> District

**1. Introduction**

The United States military must always be prepared to protect U.S. citizens and their property abroad and, if necessary, evacuate them from crisis areas. The MEU is a force that is trained and prepared to conduct noncombatant evacuation operations (NEO). The purpose of this period of instruction is to familiarize students with the complexities of planning and conducting a NEO.

**2. Learning Outcome**

Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.

**3. Educational Objectives**

- a. Define the role and responsibilities of the Department of State (DoS) during a NEO.
- b. Define the role and responsibilities of the Department of Defense during a NEO.
- c. Summarize the information contained in a U.S. Embassy F-77 Report and Emergency Action Plan (EAP). Explain why this report is important to the NEO force.
- d. Describe the role of the MEU advance party/forward command element (FCE) during a

NEO.

- e. Describe the four elements of the MEU main body during a NEO.
- f. Describe the mission and organization of the evacuation control center (ECC).
- g. Identify the five major categories of evacuees.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- Government Accountability Office Report GAO-07-893R, *State Department: The July 2006 Evacuation of American Citizens from Lebanon* (June 2007) (10 pages).
- Joint Publication 3-68, *Noncombatant Evacuation Operations*, Chapters I, II, IV, and VI (December 2010) (45 pages).

##### **b. Other Requirements**

- Attend scheduled seminar.

#### **5. Issues for Discussion**

- a. What are the Department of State's responsibilities during a NEO? What is the interaction between the military and the DoS?
- b. What key planning documents are provided by the DoS and intelligence agencies?
- c. What are the characteristics of a NEO? How do we categorize potential evacuees? What authority does the military have over evacuees?
- d. What are the responsibilities of the command element (CE) and the mission support elements (MSE) in conducting a NEO? How do they interact? Who provides the various elements that comprise an evacuation force, and what are the specific responsibilities of each element?
- e. How is an ECC organized, and what are the requirements of each element in the ECC?
- f. What are the key planning considerations for a NEO? What are the limiting characteristics of a NEO force?

#### **6. Relationship to Other Instruction**

This period of instruction reinforces the MEU overview lesson. The instruction will give students a basic knowledge of NEO operations.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Marine Expeditionary Unit (MEU) Sub-Course*

**Lesson 7: Tactical Recovery of Aircraft and Personnel**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	1.50

*Our country will do everything in its power to rescue our troops or bring them home safe and sound.*

—Senator John McCain  
18 April 2003

*O’Grady’s and the rescue team’s “professionalism, courage and inner strength” are vivid reminders that service members are our greatest strength and the source of our deepest pride.*

—General John M. Shalikashvili  
Chairman, Joint Chiefs of Staff (1993-1997)

**1. Introduction**

One critical mission performed by military forces involves the recovery of friendly personnel from untenable positions in hostile territory. The tactical recovery of aircraft and personnel (TRAP) mission was made famous when the 24<sup>th</sup> MEU(SOC) rescued downed Air Force pilot Captain Scott O’Grady on 8 June 1995.

Military commanders must prepare for, plan, and execute recovery operations for isolated personnel. Within the U.S., coordination for such support should be made with the appropriate regional rescue coordination center (RCC) that has responsibility for the operational area. Commanders may provide support to civil authorities during search and rescue (SAR) missions for other than isolated personnel as long as that support does not interfere with the military mission and is accomplished in accordance with the *US National Search and Rescue (SAR) Plan*. The Marine Corps fulfills this requirement with its TRAP capability. Although combat search and rescue (CSAR) missions and TRAP missions are very similar, they differ in capability. It is important for joint planners to understand TRAP and CSAR differences in order to ensure the most capable force is tasked with the mission. This lesson provides an overview of CSAR and TRAP missions.

## **2. Learning Outcome**

Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.

## **3. Educational Objectives**

- a. Explain what differentiates TRAP and CSAR.
- b. Describe the coordination necessary to plan, coordinate, and conduct a TRAP mission.

## **4. Student Requirements**

### **a. Reading Requirements**

- Joint Publication 3-50, *Personnel Recovery*, Summary of Changes, Chapters 1 and 2, and Appendix D (December 2011) (32 pages). Note: Joint Publication 3-50 describes general CSAR responsibilities and command relationships; however, Appendix D focuses specifically on the Marine Corps search and rescue capabilities.

### **a. Other Requirements**

- Attend scheduled seminar.

## **5. Issues for Discussion**

- a. What is the requirement to maintain a TRAP capability? Who is required to maintain a TRAP capability? A CSAR capability? Who maintains authority for the TRAP capability?
- b. What are the relationships and tasks of a joint personnel recovery center (JPRC) and the personnel recovery coordination cell (PRCC)? Where does the MAGTF maintain its PRCC?
- c. What are the elements of the ground force during a TRAP mission? Who are the key personnel of the TRAP force and what are their responsibilities?
- d. Is TRAP a ground combat element (GCE), aviation combat element (ACE), or MAGTF mission?

## **6. Relationship to other Instruction**

This period of instruction focuses on CSAR and TRAP responsibilities beginning at the service level and concluding with the individual who has become isolated and requires rescue or recovery. This lesson reinforces the MEU overview lesson.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Marine Expeditionary Unit (MEU) Sub-Course*

**Lesson 8: Humanitarian Aid and Disaster Response**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	0.00	0.00	0.00	3.00	4.00

*Rising sea levels, severe draughts, the melting of the polar caps, the more frequent and devastating natural disasters all raise demand for humanitarian assistance and disaster relief.*

—Former Secretary of Defense Leon Panetta

**1. Introduction**

This lesson provides a doctrinal framework for planning and conducting foreign humanitarian assistance and disaster relief operations. It is important that students understand the implications of conducting these operations within the context of the joint/combined/interagency environment and in conjunction with the host nation, nongovernmental organizations, and intergovernmental organizations.

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Explain the interrelationship among political, humanitarian, and military objectives within the concept of military intervention.

**3. Educational Objectives**

- a. Evaluate the requirements that affect the employment of military forces in stability operations.
- b. Analyze how military forces work with civilian organizations to accomplish humanitarian assistance operations.
- c. Evaluate the political and military sensitivities involved in humanitarian assistance operations.

- d. Understand the purpose of the civil-military operations center (CMOC).
- e. Be familiar with asymmetric challenges such as socioeconomic, religious, environmental, and transnational threats and how they may impact U.S. national security.
- f. Describe how MEU operations support combatant commanders. Explain why combatant commanders emphasize the requirement for continuous presence of an expeditionary strike group (ESG)/MEU in their area of responsibility (AOR).

#### **4. Student Requirements**

##### **a. Reading Requirements**

- Joint Publication 3-29, *Foreign Humanitarian Assistance*, Chapter I, pp. I-1 to I-12; Chapter 2, pp. II-1 to II-8, II-15 to II-18, II-21 to II-25, and II-28 to II-31; Chapter III, pp. III-1 to III-8 and III-11 to III-16; and Chapter IV, pp. IV-1 to IV-8 and IV-10 to IV-34 (March 2009) (80 pages).

##### **b. Other Requirements**

- Attend scheduled seminar.

#### **5. Issues for Discussion**

- a. Does a MEU already possess the capabilities to effectively accomplish the humanitarian or disaster relief mission?
- b. What are the capabilities of a MEU? What are its limitations when conducting a humanitarian or disaster relief mission?
- c. In an FHA operation, interagency coordination is essential for effective policy development and implementation. What are some of the principal non-U.S. government participants and organizations that conduct relief operations?
- d. Measures of effectiveness (MOE) are developed to assess the progression of the mission and need to be related and relevant, measurable, responsive, and resourced so there is no false impression of accomplishment. What are typical criteria used to measure the effectiveness of a humanitarian or disaster response operation?

#### **6. Relationship to Other Instruction**

This class supports MAGTF Operations Ashore and MEU instruction by relating our doctrinal understanding of the MAGTF to the types of operations Marines are currently conducting. Furthermore, it relates directly to the class on civil-military operations and the instruction presented in this MEU sub-course.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Landing Plan Sub-Course*

**Lesson 1: Introduction to Operation EASTERN CRESCENT**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.50	0.00	0.00	0.00	0.00	0.00	0.00	1.50	2.00

*Combined with embarked Marines, amphibious warships provide our nation with both a forward presence and a flexible crisis response force. These power projection platforms give decision-makers immediately responsive combat options.*

—General Michael Hagee  
 33<sup>rd</sup> Commandant of the Marine Corps  
 February 2004

**1. Introduction**

The Amphibious Operations Landing Plan sub-course is built around a planning exercise called EASTERN CRESCENT. It is designed to familiarize students with the considerations and mechanics of an amphibious landing. This sub-course consists of a series of classes, discussions, and practical exercises (PE). In order to understand ship-to-shore (STS) movement planning and execution, students must have an understanding of the basic documents associated with the landing plan. The STS movement individual multimedia instruction (IMI) is designed to introduce students to individual landing plan document creation and to demonstrate how those documents are combined to create a landing plan. Successful completion of the STS IMI will allow students to participate more effectively in the upcoming landing plan classes and practical exercises. After establishing a basic knowledge of amphibious planning, landing beach criteria, and landing support operations, students will delve into the intelligence reports, warning and operation orders, and establishing directive for Operation EASTERN CRESCENT. It is a joint task force operation, conducted in support of the United Nations, with the mission of deterring Iranian aggression and restoring the freedom of navigation in the Strait of Hormuz. Students will be given the MAGTF scheme of maneuver (SOM) and will have to develop the landing plan to support that SOM. Students will then have to develop the best organization for embarkation and assignment to shipping to support the landing and subsequent operations ashore. Each lecture and subsequent practical exercise will explore the purpose of the various landing plan documents and how they build upon one another.

## **2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Discuss the components of an amphibious landing plan.
- c. Explain the doctrinal amphibious command relationships and the impact the basic decisions have on ship-to-shore movement and the preparation of the landing plan.

## **3. Educational Objectives**

- a. Given a tactical scenario and scheme of maneuver ashore, build a landing plan in support of a MAGTF operation ashore.
- b. Given a landing plan and scheme of maneuver ashore, identify the best embarkation plan to support the MAGTF's operation.
- c. Apply the concept of preparation, embarkation, rehearsal, movement, assault (PERMA) and demonstrate how it relates to amphibious planning and operations.
- d. Identify the purpose of designated landing documents (USN and USMC).
- e. Describe the principal considerations that influence planning of ship-to-shore movement.

## **4. Student Requirements**

### **a. Reading Requirements**

- Operation EASTERN CRESCENT orders (34 pages).

### **b. Other Requirements**

- Complete Ship-to-Shore IMI prior to the scheduled lesson.
- Attend scheduled seminar.

## **5. Issues for Discussion**

- a. Does the situation in the scenario warrant the use of amphibious forces?
- b. What resources and capabilities do we need to conduct amphibious operations given the challenges of weather, rough seas and surf, shallow water, and so forth?
- c. What are the roles of the supporting/supported commanders during ship-to-shore movement?

- d. How can we quickly build up combat power ashore while maintaining the capabilities of all warfighting functions?
- e. What are the planning considerations and primary decisions that must be made prior to conducting landing operations from over the horizon?
- f. Are traditional amphibious operations still relevant today? Why?

## **6. Relationship to Other Instruction**

The landing plan of an amphibious operation is a collective term referring to all individually prepared naval and landing force documents that together provide detailed instructions for execution of the ship-to-shore movement. Operation EASTERN CRESCENT is an amphibious planning PE designed to provide students a hands-on environment in which to familiarize themselves with the 10 primary decisions associated with planning an amphibious operation. The lesson also serves to validate knowledge attained in previous lessons.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Landing Plan Sub-Course*

**Lesson 2: Landing Beach Criteria**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	1.00	0.00	0.00	0.50	2.50

*Difficulties of landing on beaches are serious, even when the invader has reached them; but difficulties of nourishing a lodgment when exposed to heavy attack by land, air, and sea are far greater.*

—Winston Churchill  
 Note to the Chiefs of Staff Committee  
 28 June 1940

**1. Introduction**

This class and its associated practical exercise serve to provide students with a basic understanding of the types of landing beaches and principal considerations in the selection of a landing beach for an amphibious operation from naval and landing force points of view.

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Discuss the components of an amphibious landing plan.

**3. Educational Objectives**

- a. Compare and contrast the different perspectives of U.S. Navy and Marine commanders on beach selection.
- b. Comprehend the basic hydrographic considerations when planning amphibious operations.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- Joint Publication 3-02, *Amphibious Operations*, Chapter III, pp. III-5 to III-10 (August 2009) (6 pages).
- MCWP 2-3, *MAGTF Intelligence Production and Analysis*, Chapter 6, pp. 6-8 to 6-13 (September 2001) (6 pages).

##### **b. Other Requirements**

- Attend scheduled seminar.

#### **5. Issues for Discussion**

- a. Why might Navy and Marine commanders prefer to land at different beaches?
- b. Given the limitations of current landing craft, can our adversaries be reasonably expected to ascertain our probable landing beaches?
- c. What might an adversary do to preclude the use of preferred landing sites?

#### **6. Relationship to Other Instruction**

This lesson and associated practical exercise provides students with a general orientation on the methodology for selecting the right landing beach for successful amphibious operations. It gives them insight and some practical experience in the planning and execution of an amphibious landing. This class further prepares students to act as MAGTF planners during an amphibious operation.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Landing Plan Sub-Course*

**Lesson 3: Landing Support Operations**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
1.00	0.00	1.00	0.00	0.00	0.00	0.00	1.50	3.50

*The sense of pride and responsibility within the current day 3<sup>rd</sup> TSB is no different from that of the landing support Marines of 1943. The battalion assists III Marine Expeditionary Force units during every exercise.*

—Lt. Col Christopher B. Snyder  
 Executive Officer 3<sup>rd</sup> TSB, Oct 2004

**1. Introduction**

This period of instruction examines the mission, structure, and techniques used by the landing force support party (LFSP) to support the MAGTF in the beach support area (BSA) during ship-to-shore movement. The discussion elaborates on LFSP operations and development of a BSA.

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Discuss the components of an amphibious landing plan.

**3. Educational Objectives**

- a. Identify the major subordinate elements of the logistics combat element (LCE) and its mission as it relates to landing support operations.
- b. Explain considerations for positioning LCE units and establishing combat service support areas in conjunction with landing support operations.
- c. Identify movement control and terminal operations organizations.

## 4. Student Requirements

### a. Reading Requirements

- MCWP 4-11.3, *Transportation Operations*, Chapter 4, pp. 4-1 to 4-13 (September 2001) (13 pages).
- MCWP 3-31.5, *Ship-to-Shore Movement*, Appendices G and H (May 2007) (23 pages). (Note: Distribution of this publication is restricted. See the Blackboard course site for this lesson for instructions on how to access the reading.)

### b. Other Requirements

- Attend scheduled seminar and participate in the discussion.

## 5. Issues for Discussion

- a. What capabilities reside within the LFSP? Why?
- b. What is the typical relationship between the LFSP and the naval beach party?
- c. What is the command and control architecture that controls the beach and communications logistics requirements to the force at sea? How would a request to modify the landing plan during execution be processed?
- d. What criteria affect the location and organization of the BSA?

## 6. Relationship to Other Instruction

The focus of this lesson is on the LFSP, a temporary, special-category task organization of the amphibious force that contains a shore party support element. Its primary mission is to facilitate the landing and movement of troops, equipment, and supplies across beaches and into landing zones, ports, and airfields. The readings provide a solid foundation on the principal considerations that affect the LFSP's mission, which in turn dictate the structure required to provide the desirable combat service support. This class and discussion tie in with all remaining instruction in the Landing Plan sub-course.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Landing Plan Sub-Course*

**Lesson 4: Ship-to-Shore Movement**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00	3.00

*In landing operations, retreat is as ignoble as it is foolish... above all else remember that we as attackers have the initiative, we know exactly what we are going to do, while the enemy is ignorant of our intentions and can only parry our blows. We must retain this tremendous advantage by always attacking rapidly, ruthlessly, viciously, and without rest.*

—General George S. Patton, USA

**1. Introduction**

This period of instruction covers the Navy and Marine Corps organizations and methods that control the execution of the ship-to-shore (STS) movement.

**2. Learning Outcome**

Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.

**3. Educational Objectives**

- a. Apply the concept of preparation, embarkation, rehearsal, movement, assault (PERMA) and demonstrate how it relates to amphibious planning and operations.
- b. Describe how the U.S. Navy organizes for and contributes to ship-to-shore operations.
- c. Describe the principal considerations that influence planning of ship-to-shore movement.

## **4. Student Requirements**

### **a. Reading Requirements**

- MCWP 3-31.5, *Ship-to-Shore Movement*, Chapter 4 and Appendix F (May 2007) (40 pages). (Note: Distribution of this publication is restricted. See the Blackboard course site for this lesson for instructions on how to access the reading.)

### **b. Other Requirements**

- Attend scheduled seminar.

## **5. Issues for Discussion**

- a. What are the principal considerations that influence planning for STS movement?
- b. What are the five landing categories of STS movement?
- c. What is the definition of a serial number and what are the three criteria for assignment of serial numbers?
- d. What Navy and Marine Corps organizations control the execution of STS movement?

## **6. Relationship to Other Instruction**

This period of instruction provides students with a perspective of how their landing plan will be executed.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Landing Plan Sub-Course*

**Lesson 5: Landing Force Landing Plan Development**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
1.00	0.00	2.00	0.0	0.00	0.00	0.00	2.00	5.00

*Ever since the days of the Phoenicians, the ability to land on defended shores has been a source of strength for those who possess it and source of concern for those who must oppose it.*

—General Robert H. Barrow, USMC

**1. Introduction**

This lesson continues the planning for the amphibious operation beyond the efforts discussed in Operational Amphibious Planning during the Amphibious Foundations sub-course. With the 10 decisions agreed upon, the landing force continues its planning with the Navy and the MAGTF's major subordinate elements (MSE) to develop the detailed plan necessary to conduct an amphibious operation. The MAGTF begins by providing guidance for the order of the landing of units and allocating landing means to its MSEs. It must also provide an initial organization for embarkation and assignment to shipping to facilitate detailed planning by the Navy and Marine MSEs.

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Discuss the components of an amphibious landing plan.

**3. Educational Objectives**

- a. Identify the purpose of designated landing documents (USN and USMC).
- b. Describe the principal considerations that influence planning of ship-to-shore movement.
- c. Given a tactical scenario and a concept of operations (CONOPS) ashore, build a landing plan for a MAGTF.

- d. Given a CONOPS ashore, develop an organization for embarkation and assignment to shipping (OEAS) for a MAGTF.
- e. Given a CONOPS ashore, landing craft availability table, AAV availability table, and commander's guidance, develop a landing priority table and allocate landing craft for a MAGTF landing plan.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCWP 3-31.5, *Ship-to-Shore Movement*, Chapter 3 (May 2007) (31 pages). (Note: Distribution of this publication is restricted. See the Blackboard course site for this lesson for instructions on how to access the reading.)

##### **b. Other Requirements**

- Attend scheduled seminar and participate in the discussion.

#### **5. Issues for Discussion**

- a. How does the landing force (MAGTF) staff build a landing plan to support the CONOPS ashore?
- b. At what point during the Marine Corps Planning Process are the landing plan documents created?
- c. What landing plan documents provide the landing means available for planning?
- d. What landing plan document shows the planned buildup of forces ashore and communicates the LF commander's priorities for units across the entire operation?
- e. How does the landing force develop the organization for embarkation and assignment to shipping?
- f. What factors must the LF commander consider when allocating landing means to his subordinate units?

#### **6. Relationship to Other Instruction**

This period of instruction and discussion transitions the students from the amphibious planning learned about during the Amphibious Foundations sub-course to the development of the landing plan documents.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
***Landing Plan Sub-Course***

**Lesson 6: Landing Diagram**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
0.50	0.00	0.00	0.00	2.50	0.00	0.00	0.00	3.00

*Ever since the days of the Phoenicians, the ability to land on defended shores has been a source of strength for those who possess it and a source of concern for those who must oppose it.*

—General Robert H. Barrow  
27<sup>th</sup> Commandant of the Marine Corps

**1. Introduction**

The landing diagram is a graphic means of illustrating the overall tactical deployment plan of boat teams for the surface ship-to-shore movement of the scheduled and on-call waves of a battalion landing team (BLT). It provides information on wave composition, depicting AAVs/landing craft and boat teams for surface beach assault. The landing diagram is prepared by a representative from the ground combat element (GCE) and promulgated concurrently with the landing craft amphibious vehicle assignment table (LCAVAT). It is distributed to all Navy control group personnel.

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Discuss the components of an amphibious landing plan.

### **3. Educational Objectives**

- a. Identify the purpose of designated landing documents (USN and USMC).
- b. Given a tactical scenario and scheme of maneuver ashore, build a landing plan in support of a MAGTF operation ashore.
- c. Describe the principal considerations that influence planning of ship-to-shore movement.

### **4. Student Requirements**

#### **a. Reading Requirements**

- None.

#### **b. Other Requirements**

- Review Ship-to-Shore IMI.
- Attend scheduled seminar.
- Participate in practical exercise.

### **5. Issues for Discussion**

- a. What is the purpose of the landing diagram?
- b. Marines argue that amphibious operations encompass much more than assault forces landing on a hostile beach. In fact, most operations from the sea involve uncontested landings, including humanitarian relief missions and disaster response. So as future amphibious operations emerge, is the landing diagram still a relevant document and a part of the larger landing plan? Why?
- c. Which two functional organizations use the landing diagram?
- d. What are the planning considerations and primary decisions that must be made prior to conducting landing operations from over the horizon?

### **6. Relationship to Other Instruction**

This lesson and the associated PE build upon the Operational Amphibious Planning and Ship-to-Shore Movement lessons and the various amphibious operations PEs. The instruction specifies the purpose of the landing diagram and how it integrates with other landing plan documents to form the landing plan. The instruction also accentuates the pertinent information required in the preparation of the landing diagram. At the conclusion of this instruction, students will be capable of preparing a landing diagram in support of an amphibious landing plan. This lesson also serves to validate knowledge attained in previous lessons.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Landing Plan Sub-Course*

**Lesson 7: Landing Craft and Amphibious Vehicle Assignment Table**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.50	0.00	0.00	0.00	2.50	0.00	0.00	0.00	3.00

*I know that this operation will be sort of helter-skelter. But the First Marine Division is going to win the war by landing at Inchon.*

—General Douglas MacArthur, USA  
August 1950

**1. Introduction**

The landing craft and amphibious vehicle assignment table (LCAVAT) organizes the landing force assault element into boat teams; assigns boat teams to scheduled waves, on-call waves, or nonscheduled waves; lists the units assigned to boat teams; shows the precise position of the boat teams in the assault waves; and includes instructions for floating dumps. This lesson and the associated practical exercise illustrate how boat teams are created by matching task organizations and tables of equipment (based on the concept of operations) to available boat spaces (based on allocated assets). Each boat team is given a wave number and craft number. The first number indicates the assigned wave, while the second number refers to the position of the boat team in the wave. The LCAVAT is so detailed it specifies precisely where an individual's exact position will be during the ship-to-shore movement. It also demonstrates how, after consolidating subordinate LCAVATs, the battalion landing team (BLT) generates the landing diagram to show the ship-to-shore surface movement of all landing forces, Marines, sailors, and equipment.

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Discuss the components of an amphibious landing plan.

### **3. Educational Objectives**

- a. Identify the purpose of designated landing documents (USN and USMC).
- b. Given a table of organization and scheme of maneuver ashore, prepare a LCAVAT by assigning units and equipment to available boat spaces.
- c. Know the necessary information and decisions associated with building a LCAVAT.

### **4. Student Requirements**

#### **a. Reading Requirements**

- Review BLT 1/2 Task Organization and the Concept of Operations.

#### **b. Other Requirements**

- Review Ship-to-Shore IMI.
- Attend scheduled seminar.
- Participate in practical exercise.

### **5. Issues for Discussion**

- a. What is the basis for the LCAVAT?
- b. What supporting documents are required to complete the LCAVAT?
- c. What is the difference between a boat team and a boat space?

### **6. Relationship to Other Instruction**

This lesson and the associated PE build upon the Operational Amphibious Planning and Ship-to-Shore Movement lessons and various amphibious operations PEs. The instruction specifies the purpose of the LCAVAT and how it integrates with other landing plan documents to form the landing plan. The instruction also accentuates the pertinent information required in the preparation of the LCAVAT. At the conclusion of this instruction, students will be capable of preparing a LCAVAT in support of an amphibious landing plan. This also serves to validate knowledge attained in previous lessons.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Landing Plan Sub-Course*

**Lesson 8: Serial Assignment Table**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.50	0.00	0.00	0.00	2.50	0.00	0.00	0.00	3.00

*The amphibious (Marine) landing is the most powerful tool we have.*

—General Douglas MacArthur, USA

**1. Introduction**

This lesson introduces the serial assignment table (SAT). Joint doctrine defines a serial assignment table as “a table that is used in amphibious operations and shows the serial number, the title of the unit, the approximate number of personnel; the material, vehicles, or equipment in the serial; the number and type of landing craft and/or amphibious vehicles required to boat the serial; and the ship on which the serial is embarked.” The SAT is prepared by the battalion landing team and by commanders of separate task organizations of the landing force that are expected to land prior to commencement of general unloading. When finally compiled from all units, the SAT becomes a consolidation of facets obtained from documents prepared by all elements of the landing force. It is published as Exhibit 2 to Tab C (Landing Plan) to Appendix 14 (Amphibious Operations) to Annex C (Operations).

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Discuss the components of an amphibious landing plan.

**3. Educational Objectives**

- a. Describe the role of the serial assignment table in ship-to-shore movement.
- b. Given a table of organization and a serial number allocation, prepare a serial assignment table by assigning all units and equipment to landing serials.

## **4. Student Requirements**

### **a. Reading Requirements**

- Review BLT 1/2 Task Organization and the Concept of Operations.
- Refer to the LCAVAT SRP.

### **b. Other Requirements**

- Review Ship-to-Shore IMI.
- Attend scheduled seminar.
- Participate in practical exercise.

## **5. Issues for Discussion**

- a. What purpose does the serial assignment table serve?
- b. Which MSEs should be concerned with serial assignment table creation and distribution?
- c. Which functional organization is the primary “user” of the serial assignment table?

## **6. Relationship to other Instruction**

This lesson and the associated PE build upon the Operational Amphibious Planning and Ship-to-Shore Movement lessons and the various amphibious operations PEs. The instruction specifies the purpose of the serial assignment table and how it integrates with other landing plan documents to form the landing plan. The instruction also accentuates the pertinent information required in the preparation of the serial assignment table. At the conclusion of this instruction, students will be capable of preparing a serial assignment table in support of an amphibious landing plan. This lesson also serves to validate knowledge attained in previous lessons.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Landing Plan Sub-Course*

**Lesson 9: Landing Sequence Table**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.50	0.00	0.00	0.00	2.50	0.00	0.00	0.00	3.00

*Sooner or later, the nation is going to require a sizable force to go somewhere where folks don't want us to go. So, no, the image is not Iwo Jima, Tarawa and so forth, but nevertheless, when we go to shore someplace where we're not wanted ashore, we have to be ready to defend force to accomplish the mission and then to sustain the force once it's ashore.*

—Brig. Gen. Christopher Owens  
 Deputy Commanding General  
 2<sup>nd</sup> Marine Expeditionary Force

**1. Introduction**

In the previous lesson, we became skilled at completing the serial assignment table (SAT), which depicts the units of the landing force that are expected to land prior to commencement of general unloading. So logically, the next document to be completed is the landing sequence table. This table lists nonscheduled units in the anticipated order of their movement ashore and is published as a tab to the landing plan appendix. Essentially, this document provides insight into the commander's priorities in terms of offloading his combat support and combat service support assets not previously listed in the scheduled or on-call waves. It also serves as a guide for the embarkation officer in preparing his loading plans. It indicates to him the commander's priorities in offloading nonscheduled serials aboard each particular ship; accordingly, the first items needed ashore will be the last loaded.

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Discuss the components of an amphibious landing plan.

### **3. Educational Objectives**

- a. Describe the role of the landing sequence table in ship-to-shore movement.
- b. Given a landing diagram, embarkation plan, and guidance from the MAGTF, prepare a landing sequence table by prioritizing nonscheduled serials.

### **4. Student Requirements**

#### **a. Reading Requirements**

- None

#### **b. Other Requirements**

- Review Ship-to-Shore IMI.
- Attend scheduled seminar.
- Participate in practical exercise.

### **5. Issues for Discussion**

- a. Who is the primary user of the landing sequence table?
- b. How does the landing sequence table facilitate the build-up of combat power ashore?
- c. Is the landing sequence table an inflexible document? Explain.

### **6. Relationship to Other Instruction**

This lesson and the associated PE build upon the Operational Amphibious Planning and Ship-to-Shore Movement lessons and the various amphibious operations PEs. The landing sequence table captures the requirement to land nonscheduled units ashore in accordance with the commander's priorities, or when appropriate due to changes in the operational situation ashore. Upon completion of this lesson, students should be well versed in how the staff takes the initial landing plan documents, refines them, and completes the process of developing a complete landing plan.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
***Landing Plan Sub-Course***

**Lesson 10: Amphibious Embarkation**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	0.00	0.00	0.00	2.25	3.25

*There is little that will sober an enemy more surely than the knowledge that somewhere, just over the horizon, lies a force of well-trained, well-equipped Marines in competently manned ships capable of delivering a stunning amphibious blow at a point and time of their own choosing.*

—Lieutenant General Victor Krulak, USMC

**1. Introduction**

This period of instruction examines amphibious embarkation planning and execution with emphasis on the relationship between organizing a landing force for landing and organizing it for embarkation. The principles of embarkation and the means utilized by the CATF and CLF to embark the landing force are reviewed in detail.

**2. Learning Outcome**

Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.

**3. Educational Objectives**

- a. Describe how combat power and sustainment are measured in terms of amphibious embarkation space.
- b. Given a tactical scenario and all appropriate amphibious landing diagrams, analyze and select an appropriate embarkation plan that supports a given scheme of maneuver and commander's intent.

## 4. Student Requirements

### a. Reading Requirements

- MCRP 4-11.3G, *Unit Embarkation Handbook*, Chapter VII (July 2013) (12 pages).
- Joint Publication 3-02.1, *Amphibious Embarkation and Debarkation*, Chapter III, pp. III-1 to III-39, and Annex A (November 2010) (44 pages).

### b. Other Requirements

- Attend scheduled seminar.
- Participate in practical exercise.

## 5. Issues for Discussion

- Do we have enough amphibious lift to embark an entire MEB's T/O and T/E?
- Who determines the priority of equipment to be embarked?
- Who is responsible for assignment to shipping?
- What assets does the Marine Corps use to make up for the shortage in amphibious lift?
- What are the principles of embarkation?
- How does seabasing change the way we conduct embarkation?

## 6. Relationship to Other Instruction

Amphibious embarkation planning involves all measures necessary to ensure timely and effective loading of the amphibious task force. These measures range from a determination of overall shipping requirements and embarkation schedules to detailed loading plans for individual ships at the embarkation team level. Embarkation planning must begin early and proceed concurrently with all other planning, and it requires constant coordination at all command levels. It further requires detailed knowledge of the characteristics, capabilities, and limitations of ships and their relationship to troops, supplies, and equipment to be embarked. The knowledge and skills learned during this lesson will be applied throughout the remainder of the course.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*Landing Plan Sub-Course*

**Lesson 11: Helicopterborne Ship-to-Shore Movement Planning Considerations**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	2.00	0.00	0.00	1.50	4.50

*Where is the Prince who can afford so to cover his country with troops for its defense, as that ten thousand men descending from the clouds; might not, in many places, do an infinite deal of mischief before a force could be brought together to repel them?*

—Benjamin Franklin (1784)

**1. Introduction**

Inherent to amphibious operations is the ability to conduct vertical assaults, or helicopterborne operations. Although similar to other helicopterborne operations, helicopterborne assaults from amphibious shipping involve additional planning considerations with respect to ship-to-shore movement. This class will provide students with an understanding of the considerations inherent in planning amphibious helicopterborne operations, and the planning documents associated with helicopterborne ship-to-shore movement. The helicopterborne ship-to-shore movement practical exercise will build upon instruction received during Course 8662, MAGTF Operations, and will review the design and purpose of the helicopter availability table (HAT), the helicopter wave and serial assignment table (HWSAT), and the helicopter employment and assault landing table (HEALT). Development of a timeline to support the ground scheme of maneuver will be more complex due to the limited take-off and landing spots available on amphibious shipping. Aircraft fuel endurance and use of deck space must be well planned and managed during helicopterborne ship-to-shore movements.

**2. Learning Outcome**

Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.

**3. Educational Objectives**

- a. Know the documents in the landing plan that are specific to helicopterborne operations. Be able to explain their purpose, what they contain, who is responsible for their production, and how these elements interrelate.

- b. Comprehend the capabilities and limitations of various ships in the inventory with regard to helicopterborne operations.
- c. Describe how waves, serials, and deck cycles interrelate.
- d. Distinguish among the different controlling agencies that facilitate helicopterborne ship-to-shore movement.
- e. Within a tactical scenario, using a given number of rotary-wing assets and capabilities, demonstrate the ability to synthesize an effective plan to mass combat power ashore and produce the appropriate documents necessary for helicopterborne ship-to-shore movement.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCWP 3-31.5, *Ship-to-Shore Movement*, Chapter 3, pp. 3-24 and 3-25, and Chapter 5 (May 2007) (36 pages). (Note: Distribution of this publication is restricted. See the Blackboard course site for this lesson for instructions on how to access the reading.)

##### **b. Other Requirements**

- Attend scheduled seminar.
- Participate in practical exercise.

#### **5. Issues for Discussion**

- a. How do the planning considerations for conducting helicopterborne operations in a shipboard environment differ from those of land-based operations?
- b. What are the capabilities and limitations of various amphibious ships in the naval inventory in regards to helicopterborne operations?
- c. How do waves, serials, and deck cycles interrelate?
- d. What landing plan documents are specific to helicopterborne operations, what are their purposes, and what is contained in each? Who is responsible for each of these documents, and how do the documents interrelate?

#### **6. Relationship to Other Instruction**

This lesson and the associated practical exercise build upon previous assault support lessons covered during Course 8662, MAGTF Operations Ashore. Students will acquire an appreciation for the complexities of planning an amphibious helicopterborne assault operation by preparing the associated supporting documents (the HAT, HWSAT, and HEALT) during the practical exercises.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*MPF & FDP&E Sub-Course*

**Lesson 1: Prepositioning and Force Deployment Overview**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50

*Word came on May 27 that another revolution was in full swing at Bluefields, on the east coast of Nicaragua. We received orders to leave at eight thirty in the morning and by eleven thirty were on our way – two hundred and fifty officers and men. Mrs. Butler had [gone]... to do some shopping. When she returned at noon, I was gone....*

—Smedley D. Butler

**1. Introduction**

Almost every Marine Corps officer has experience with deployment, ranging from movements to support in-CONUS training at the rudimentary end of the spectrum to maritime prepositioning force (MPF) operations at the more complex end. Almost every officer will plan and conduct deployments before receiving further formal instruction. It is particularly important for commanders and operations officers to be savvy consumers of the processes we will discuss since limited resources, friction, and the mission itself hang in the balance. This portion of Amphibious Operations gives students an opportunity to further prepare to serve as commanders or staff officers by exploring the processes and references associated with force deployment planning and execution (FDP&E) with an emphasis on MPF operations.

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Analyze Marine Corps prepositioning doctrine, process, and concepts.
- c. Discuss the link between amphibious operations and MPF operations.
- d. Explain the roles and responsibilities of the MAGTF, the Navy component, and the joint community throughout an MPF operation.

### **3. Educational Objectives**

None.

### **4. Student Requirements**

#### **a. Reading Requirements**

- Force Deployment Planning and Execution (9 pages).
- *Prepositioning Programs Handbook*, 2<sup>d</sup> Edition, Forward and pp. 1 to 9 (January 2009) (10 pages).

#### **b. Other Requirements**

- Attend scheduled seminar.

### **5. Issues for Discussion**

None.

### **6. Relationship to Other Instruction**

This overview is designed to introduce the curriculum and begin the transition to the MPF and FDP&E sub-course.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*MPF & FDP&E Sub-Course*

**Lesson 2: Time-Phased Force Deployment Data IMI**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	0.00	0.00	2.00	0.00	0.00	5.00	7.00

*Those who will employ our forces will plan for and execute deployment of our forces.*

—General Alfred M. Gray  
 29<sup>th</sup> Commandant of the Marine Corps

**1. Introduction**

Commanders and staff officers have the critical responsibility of reviewing time-phased force deployment data (TPFDD) reports to validate movement plans against their concept for employment. This individual IMI will provide students an opportunity to do so. Students should be able to identify the main elements of the TPFDD, apply the readings, and understand how the TPFDD relates to marshalling, movement, and employment. When completing the Lessons 3 and 4 readings assigned from MCO 3000.18B, students should focus on terms and familiarize themselves with the reference.

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Analyze Marine Corps prepositioning doctrine, process, and concepts.
- c. Validate time-phased force and deployment data.

**3. Educational Objectives**

- a. Develop staff action and processes required to organize and prepare a unit for deployment and redeployment.
- b. Discuss the information systems used to project force and materiel transportation requirements and associated planning limitations.

- c. Develop and analyze transportation requirements and time-phased force deployment data to ensure force flow supports operational requirements.
- d. Develop essential deployment planning and execution tasks for each element of the MAGTF.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCRP 4-11.3G, *Unit Embarkation Handbook*, Foreword and Appendix A (July 2013) (11 pages).

##### **b. Other Requirements**

- Complete TPFDD IMI.

#### **5. Issues for Discussion**

None.

#### **6. Relationship to Other Instruction**

Validating the TPFDD is one of many important steps a commander and staff must take to prepare for deployment. Other processes will be discussed throughout the sub-course. MSE-specific requirements are introduced here and will be further developed in subsequent lessons.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*MPF & FDP&E Sub-Course*

**Lesson 3: FDP&E Operational and Strategic Considerations**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00

*Ever since the days of the Phoenicians, the ability to land on defended shores has been a source of strength for those who possess it and a source of weakness for those who must oppose it.*

—General Robert H. Barrow  
 27<sup>th</sup> Commandant of the Marine Corps

**1. Introduction**

Having interacted with elements of time-phased force deployment data (TPFDD) during the IMI and achieved a degree of familiarity with the FDP&E process, students will learn the operational and strategic implications during this lesson. We will briefly review some issues from “componency” and introduce concepts such as the “playbook.” We will work our way back down to the tactical level during subsequent lessons—big to small.

FDP&E is the command and control process to source and deploy forces encompassing all supporting functions (MCO 3000.18A, *FDP&E*, p. 1-2). FDP&E at this level is concerned with sourcing forces and allocating costly transportation assets to move them. Supported and supporting commanders organize to ensure forces arrive in the right sequence, at the right time, and with the right gear. All Marine officers are participants in this process as we regularly fill joint manning document (JMD) requirements and deploy with our units. The readings should be completed in the order given on this lesson card as the concepts flow from big to small. Recalling the treatment of operational- and strategic-level logistics from MAGTF Operations, and with the readings complete, students should be able to describe how the Department of Defense achieves strategic mobility of personnel and materiel.

## 2. Learning Outcomes

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Analyze Marine Corps prepositioning doctrine, process, and concepts.
- c. Discuss the link between amphibious operations and MPF operations.

## 3. Educational Objectives

- a. Discuss the information systems used to project force and materiel transportation requirements and associated planning limitations.
- b. Explain the process by which a combatant commander requests and receives forces from supporting commanders.
- c. Describe organizations supporting deployment planning and execution above the MAGTF level and their roles and relationships.

## 4. Student Requirements

### a. Reading Requirements

- Joint Publication 3-35, *Deployment and Redeployment Operations*, Executive Summary (January 2013) (12 pages).
- MCO 3000.18B, *FDP&E Manual*, Chapter 1, pp. 1-3 to 1-8; Chapter 2, pp. 2-2 to 2-8, 2-12 to 2-14, and 2-27 to 2-35; and Chapter 4, pp. 4-2 to 4-6 (April 2012) (31 pages).

### b. Other Requirements

- Attend scheduled seminar.

## 5. Issues for Discussion

- a. What are the similarities and differences between crisis action planning and contingency planning?
- b. How does the Marine Corps analyze requirements and project force. What is the impact to the Marine on the ground?
- c. How does the Department of Defense plan for and conduct joint military operations, from contingency planning through the redeployment of forces on direction of higher?

## 6. Relationship to Other Instruction

None.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*MPF & FDP&E Sub-Course*

**Lesson 4: Deployment Information Systems**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	1.50

*One of the most critical factors for the success of a campaign or major operation is the timely strategic and/or operational deployment of combat forces from their home bases or staging areas into the theater. The deployment should be considered not a supporting plan but the very heart of the plan for the major combat phase of a campaign or major operation.*

—Milan N. Vego, *Joint Operational Warfare Theory and Practice*

**1. Introduction**

This period of instruction moves from concepts and organizations to information systems and reports that support FDP&E. It introduces students to time-phased force deployment data (TPFDD) in detail. Informed interaction with these information systems allows commanders and staff officers to ensure movement plans support the concept of operations. Students should be conversant in the elements of the TPFDD and able to use the reference to answer detailed questions.

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Analyze Marine Corps prepositioning doctrine, process and concepts.

**3. Educational Objectives**

- a. Discuss the information systems used to project force and materiel transportation requirements and associated planning limitations.
- b. Develop and analyze transportation requirements and time-phased force deployment data to ensure force flow supports operational requirements.

- c. Develop essential deployment planning and execution tasks for each element of the MAGTF.
- d. Explain the process by which a combatant commander requests and receives forces from supporting commanders.
- e. Describe organizations supporting deployment planning and execution above the MAGTF level and their roles and relationships.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCO 3000.18B, *FDP&E Manual*, Appendix B (April 2012) (12 pages).

##### **b. Other Requirements**

- Attend scheduled seminar.

#### **5. Issues for Discussion**

- a. What is the system flow from planning to debarkation for a deploying unit?
- b. How are the various joint and Marine Corps deployment command and control systems integrated?
- c. How does a TPFDD report help determine whether or not force flow is synchronized?

#### **6. Relationship to Other Instruction**

In the preceding lesson, we reviewed the strategic- and operational-level aspects of FDP&E to establish a broad context. This class turns to the tactical level and the TPFDD by addressing system constraints and common planning pitfalls when interacting with deployment information systems. The next lesson moves on to other tactical considerations.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*MPF & FDP&E Sub-Course*

**Lesson 5: FDP&E: Tactical-Level Considerations**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	2.00

*You don't deploy forces into harm's way without knowing what's going on.*

—Leon Panetta

**1. Introduction**

The FDP&E process includes many important steps and considerations other than interaction with information systems and the time-phased force deployment data (TPFDD). This lesson is intended to cover those other considerations, including some TTPs for the battalion and squadron levels. Students should continue to focus on terms and general considerations for planning (not procedures) when completing the readings. The first reading (MCO 4470.1) updates some terms found in the second reading.

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Analyze Marine Corps prepositioning doctrine, process, and concepts.

**3. Educational Objectives**

- a. Identify movement control and terminal operations organizations by their capabilities and missions.
- b. Develop staff action and processes required to organize and prepare a unit for deployment and redeployment.
- c. Describe the process to find, accept, and gain accountability of prepositioned materiel and release accountability to set conditions for redeployment.

- d. Discuss the information systems used to project force and materiel transportation requirements and associated planning limitations.
- e. Develop and analyze transportation requirements and time-phased force deployment data to ensure force flow supports operational requirements.
- f. Develop tactical-level deployment considerations and challenges for a given scenario.
- g. Develop essential deployment planning and execution tasks for each element of the MAGTF.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCO 4470.1, MAGTF Deployment and Distribution Plan (Oct 2007) (11 pages).
- MCRP 4-11.3G, *Unit Embarkation Handbook* Chapters 5 to 9 (July 2013) (40 pages).

##### **b. Other Requirements**

- Attend scheduled seminar.

#### **5. Issues for Discussion**

How do deployment organizations help the MAGTF to effectively and efficiently deploy force?

#### **6. Relationship to Other Instruction**

This lesson concludes our treatment of general FDP&E concepts and initiates the transition to the particulars of FDP&E with prepositioned materiel.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*MPF & FDP&E Sub-Course*

**Lesson 6: Deployment Discussion**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
1.00	0.00	1.00	0.00	0.00	0.00	0.00	0.00	2.00

*The Marines have been the first to land—on embattled beaches throughout the world—we share the unfaltering confidence of all Americans that they will land again—and land hard.*

—VAdm Herbert F. Leary  
 Commander, Eastern Sea Frontier  
 8 November 1943

**1. Introduction**

Deployment is the movement of forces and materiel to a theater or objective area. This discussion is intended to help students process previous instruction in this sub-course by relating it to their experience and clarifying concepts, as required.

**2. Learning Outcomes**

- a. Discuss the link between amphibious operations and maritime prepositioning force (MPF) operations.
- b. Explain the roles and responsibilities of the MAGTF, the Navy component, and the joint community throughout an MPF operation.

**3. Educational Objectives**

- a. Develop staff action and processes required to organize and prepare a unit for deployment and redeployment.
- b. Describe the process to find, accept, and gain accountability of prepositioned materiel and release accountability to set conditions for redeployment.

- c. Discuss the information systems used to project force and materiel transportation requirements and associated planning limitations.
- d. Develop tactical-level deployment considerations and challenges for a given scenario.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- None.

##### **b. Other Requirements**

- Participate in discussion.

#### **5. Issues for Discussion**

- a. What are the salient challenges when planning and executing the deployment of personnel and equipment?
- b. How do units organize for deployment and why?

#### **6. Relationship to Other Instruction**

This discussion concludes force deployment planning and execution instruction. It is designed to build on student deployment experience, help students relate their experiences to the curriculum, and begin the transition to MPF.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*MPF & FDP&E Sub-Course*

**Lesson 7: Introduction to Prepositioning**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	0.00	0.00	0.00	1.50	2.50

*... great issues between nations at war have always been decided—except in the rarest cases—either by what your army can do against your enemy’s territory and national life or by the fear of what the fleet makes it possible for your army to do.*

—Julian S. Corbett  
*Some Principles of Naval Strategy* (1911)

**1. Introduction**

Having thoroughly explored amphibious operations and considered the movement of personnel, we move to a discussion regarding prepositioned materiel with a heavy emphasis on maritime prepositioning. Prepositioning is a valuable component of our nation’s ability to project force. The Marine Corps has employed and continues to employ prepositioned materiel across the range of military operations. This lesson is designed to introduce students to prepositioning generally and to the structure, cycle of operations, and capability sets associated with MPF operations. The History Division readings are provided for context.

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Analyze Marine Corps prepositioning doctrine, processes, and concepts.

**3. Educational Objectives**

- a. Relate the maritime prepositioning force program and capabilities to national security objectives.
- b. Explain the role of the MAGTF commander in the maintenance and employment of MPF capabilities.

- c. Discuss considerations for force deployment and employment in conjunction with prepositioned materiel.
- d. Explain the main components of the Marine Corps' Prepositioning Program.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- *Restoring Hope In Somalia with the Unified Task Force 1992-1993*, Chapter 1, p. 1; Chapter 2, pp. 11 to 20; and Chapter 3, pp. 27 to 30 (2005) (15 pages).
- Operation RESTORE HOPE Initiating Directive (Dec 1992) (9 pages).
- *Operation RESTORE HOPE 1<sup>st</sup> FSSG (MCTOG) Command Chronology* (March 1993) (26 pages).
- MCWP 3-31.7, *Seabasing*, Chapter 1, pp. 1-1 to 1-9 (June 2013) (9 pages). (Note: Distribution of this publication is restricted. See the Blackboard course site for this lesson for instructions on how to access the reading.)

##### **b. Other Requirements**

- Attend scheduled seminar.

#### **5. Issues for Discussion**

- a. What capabilities can maritime prepositioning provide to an expeditionary MAGTF?
- b. What are the parallels between amphibious ship-to-shore movement and an MPF deployment? What are the differences?
- c. What is the purpose of the MPF initiating directive and what does it contain?

#### **6. Relationship to Other Instruction**

This lesson draws together the overarching prepositioning concepts conveyed through the readings. Armed with a broad grasp of the essential elements of the Marine Corps' prepositioning program and some employment considerations, we will move toward a more detailed understanding of MPF operations in following lessons.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*MPF & FDP&E Sub-Course*

**Lesson 8: Maritime Positioning Squadron**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00

*It was an absolute gigantic accomplishment, and I can't give credit enough to the logisticians and transporters who were able to pull this off.*

—General H. Norman Schwarzkopf  
 Commander-in-Chief, U.S. Central Command  
 27 February 1991 News Briefing

**1. Introduction**

The maritime positioning ships squadrons (MPSRON) deployed around the world provide for the mobile storage and transportation of equipment and supplies that can be married up with a MAGTF capable of responding to any contingency or operation. Along with the support vessels, the MPSRON complements the MPF program by providing a rapid global response capability.

**2. Learning Outcome**

Analyze Marine Corps positioning doctrine, process, and concepts.

**3. Educational Objectives**

- a. Discuss the cycle of operations, capability sets, and employment options associated with the maritime positioning squadrons.
- b. Explain the structure and roles of the elements of a maritime positioning force.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- Maritime Prepositioning Ship Squadron Composition Decision Memorandum (July 2012) (3 pages).

##### **b. Other Requirements**

- Attend scheduled seminar.

#### **5. Issue for Discussion**

Explain the employment of the MPSRON and support vessels.

#### **6. Relationship to Other Instruction**

This lesson continues the exploration of considerations for conducting MPF operations. It covers the maritime prepositioning squadron assets and capabilities. It further discusses how MPF ships are organized into two MPSRONs, each comprising four to six MPF ships and each squadron carrying sufficient equipment and supplies to sustain more than 6,000 Marine expeditionary brigade and Navy personnel for up to 30 days.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*MPF & FDP&E Sub-Course*

**Lesson 9: Naval Support Element**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.25	1.25

*Logistics becomes, in fact, the very core of generalship... To get military forces into a theater of war in superior strength and husband that strength until they shall prevail.*

—S.L.A. Marshall  
*The Soldier's Load and the Mobility of a Nation* (1980)

**1. Introduction**

The Navy support element (NSE) is one of three components of the MPF. The mission of the NSE in MPF operations is to offload the MPF shipping in conjunction with the assigned MAGTF. The NSE commander acts as principal advisor to the commander, maritime preposition force (CMPF) with respect to ship-to-shore movement, debarkation operations, and beach party operations and is in charge of all lighterage operations.

**2. Learning Outcomes**

- a. Analyze Marine Corps prepositioning doctrine, process, and concepts.
- b. Explain the roles and responsibilities of the MAGTF, the Navy component, and the joint community throughout an MPF operation.

**3. Educational Objectives**

- a. Discuss the cycle of operations, capability sets, and employment options associated with the maritime prepositioning squadrons.
- b. Discuss the structure and roles of various maritime prepositioning force enablers and how they developed over time.
- c. Explain the structure and roles of the elements of a maritime prepositioning force.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCWP 3-32, *Maritime Prepositioning Force Operations*, Foreword and Chapter 3, pp. 3-1 to 3-7 (Nov 2011) (8 pages).

##### **b. Other Requirements**

- Attend scheduled seminar.

#### **5. Issue for Discussion**

Explain the employment of the NSE.

#### **6. Relationship to Other Instruction**

This lesson continues the examination of MPF operations. It covers the Navy support element, which is tasked with conducting the offload and ship-to-shore movement of maritime prepositioned equipment/supplies.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*MPF & FDP&E Sub-Course*

**Lesson 10: The Aviation Combat Element and Airfield Operations**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00

*Marine aviation units are an integral element of an air-ground combat system. They are not merely joined at the top when the time comes to fight. They are fully integrated from top to bottom, and they train that way fulltime.*

—Gen Carl E. Mundy

**1. Introduction**

This lesson provides general information concerning the principal characteristics of the various military and commercial aircraft used in the movement of personnel during prepositioning and other military operations, an overview of the Civil Reserve Air Fleet (CRAF), the responsibilities of the arrival airfield control group (AACG), and the two areas of responsibility established at the arrival airfield.

**2. Learning Outcomes**

- a. Analyze Marine Corps prepositioning doctrine, process, and concepts.
- b. Explain the roles and responsibilities of the MAGTF, the Navy component, and the joint community throughout an MPF operation.

**3. Educational Objectives**

- a. Discuss the cycle of operations, capability sets, and employment options associated with the maritime prepositioning squadrons.
- b. Discuss the structure and roles of various MPF enablers and how they developed over time.
- c. Develop essential deployment planning and execution tasks for each element of the MAGTF.

- d. Identify movement control and terminal operations organizations.
- e. Develop the task-organization of an MPF MAGTF.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- None.

##### **b. Other Requirements**

- Attend scheduled seminar.

#### **5. Issue for Discussion**

Explain considerations for deploying the aviation combat element (ACE) and for airfield operations.

#### **6. Relationship to Other Instruction**

This lesson continues the examination of MPF operations. It covers the ACE and airfield operations in support of the MPF.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*MPF & FDP&E Sub-Course*

**Lesson 11: Sequencing Maritime Prepositioning Force Operations**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	2.00

*Carrier aviation is sea based aviation; the Fleet Marine Force is a sea based ground force; the guns and guided missiles of the fleet are sea based artillery. With its command of the sea it is now possible for the United States Navy to develop the base-characteristics of the world's oceans to a much greater degree than it has in the past, and to extend significantly the "floating base" system which originated in World War II. The objective should be to perform as far as practical the functions now performed on land at sea bases closer to the scene of operations.*

—Samuel P. Huntington  
*Proceedings (1954)*

**1. Introduction**

Military leaders must approach problems holistically or risk mission failure. Breaking a complex problem down into components, however, can help make it more manageable. This lesson introduces students to mental models for expeditionary operations. Seabasing—a complex type of expeditionary operation increasingly associated with MPF capabilities—will be examined more closely.

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Analyze Marine Corps prepositioning doctrine, process, and concepts.
- c. Discuss the link between amphibious operations and MPF operations.

### **3. Educational Objectives**

- a. Explain the role of the MAGTF commander in maintenance and employment of MPF capabilities.
- b. Explain key considerations, for each element of the MAGTF, in each doctrinal MPF line of operation.
- c. Describe the process to find, accept, and gain accountability of prepositioned materiel and release accountability to set conditions for redeployment.
- d. Compare models for sequencing expeditionary operations.

### **4. Student Requirements**

#### **a. Reading Requirements**

- MCDP 3, *Expeditionary Operations*, Foreword and pp. 38 to 44 (April 1998) (10 pages).
- MCWP 4-1, *Logistics*, Foreword and Chapter V, Foreword and pp. 5-1 to 5-17 (April 1999) (19 pages).

#### **b. Other Requirements**

- Attend scheduled seminar.

### **5. Issues for Discussion**

- a. What considerations does the MAGTF commander have when sequencing capabilities into theater?
- b. What model would you use to sequence an MPF MAGTF operation?

### **6. Relationship to Other Instruction**

This lesson continues the examination of MPF operations. This period of instruction is designed to build upon previous instruction within the Amphibious Operations curriculum while introducing students to the overarching process of employing a MAGTF as part of an MPF.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*MPF & FDP&E Sub-Course*

**Lesson 12: Prepositioning Discussion**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
0.00	0.00	1.00	0.00	0.00	0.00	0.00	0.75	1.75

*The Marine Corps is facing a period in the coming decades that can be likened to the inter-war years when amphibious concepts became doctrine. Major Earl H. “Pete” Ellis was one of the first Marines to recognize gaps in the Marine Corps’ ability to conduct amphibious operations. Envisioned the size and type of units that would be necessary, the kind of landing craft they should use, the best time of day to effect the landing, and other details needed to ensure success. During the twenty years leading up to World War II, Major Ellis and other Marine Corps leaders trained, experimented, improvised, and built the competency needed within the Marine Corps to conduct amphibious warfare. A similar commitment to developing the full capabilities of seabasing... is needed today.*

*—Marine Corps Prepositioning Roadmap 2025:  
Shaping Global Prepositioning*

**1. Introduction**

Students should come to the discussion conversant in the main elements of the Marine Corps’ prepositioning program, with an informed idea about how it contributes to national security, and be able to identify some operational and strategic considerations for employment of maritime prepositioned equipment and supplies. The discussion is intended to draw those concepts together.

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Analyze Marine Corps prepositioning doctrine, process, and concepts.
- c. Discuss the link between amphibious operations and MPF operations.

### **3. Educational Objectives**

- a. Relate the MPF program and its capabilities to national security objectives.
- b. Describe the process to find, accept, and gain accountability of prepositioned materiel and release accountability to set conditions for redeployment.
- c. Discuss considerations for force deployment and employment in conjunction with prepositioned materiel.
- d. Explain the main components of the Marine Corp's prepositioning program.

### **4. Student Requirements**

#### **a. Reading Requirements**

- *Marine Corps Prepositioning Roadmap 2025: Shaping Global Prepositioning*, pp. 1 to 15, 18 to 20, 44 to 45, and 51 to 62 (July 2009) (32 pages).

#### **b. Other Requirements**

- Participate in discussion.

### **5. Issues for Discussion**

- a. What parallels can be drawn between a prepositioning operation and an amphibious operation?
- b. What are the essential elements of the FDP&E problem when prepositioned materiel will be used?
- c. What are the components of the United States military's distribution system?

### **6. Relationship to Other Instruction**

This period of instruction is designed to introduce the broad contemporary issues surrounding prepositioning and to prepare for follow-on lectures relating the pertinent doctrine and procedures.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*MPF & FDP&E Sub-Course*

**Lesson 13: MPF Considerations, Organizations, and Responsibilities**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	1.50

*Logistics becomes, in fact, the very core of generalship...To get military forces into a theater of war in superior strength and husband that strength until they shall prevail.*

—S.L.A. Marshall

*The Soldier's Load and the Mobility of a Nation* (1980)

**1. Introduction**

MPF operations are probably the most challenging form of FDP&E, but the supporting concepts are applicable across the spectrum of expeditionary operations. Commanders and staffs will be well-served by the lessons of MPF operations when conducting less complex deployments. This period of instruction is designed to formally identify the nodes and organizations that husband MPF operations. The readings accompanying the preceding lessons will suffice to prepare students for the lecture. MCWP 3-32, *Maritime Prepositioning Force Operations*, does, however, provide a distillation of many of the concepts that will be covered in lecture.

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Analyze Marine Corps prepositioning doctrine, process, and concepts.
- c. Explain the roles and responsibilities of the MAGTF, the Navy component, and the joint community throughout an MPF operation.

**3. Educational Objectives**

- a. Explain considerations for positioning logistics combat element units and establishing combat service support areas in conjunction with landing support operations.
- b. Identify movement control and terminal operations organizations by their capabilities and missions.

- c. Explain the role of the MAGTF commander in the maintenance and employment of MPF capabilities.
- d. Explain key considerations, for each element of the MAGTF, in each doctrinal MPF line of operation.
- e. Discuss the structure and roles of various MPF enablers and how they develop over time.
- f. Describe the process to find, accept, and gain accountability of prepositioned materiel and release accountability to set conditions for redeployment.
- g. Explain the structure and roles of the elements of the MPF.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCWP 3-32, Chapters 6 and 7 (November 2011) (17 pages).

##### **b. Other Requirements**

- Attend scheduled seminar.

#### **5. Issues for Discussion**

- a. What preparation of the arrival and assembly area must take place prior to forces arriving?
- b. What type of coordination does the use of ports, beaches, and airfields during a single operation require?
- c. What organizations make up the arrival and assembly operations group and how do they relate to each other?
- d. What are the relationships between the command and control organizations in the theater of operation and those at their home station?

#### **6. Relationship to Other Instruction**

This lesson continues the exploration of considerations for conducting MPF operations. It covers MPF-specific nodes, organizations, and their responsibilities, which are closely related to tactical-level logistics concepts (Course 8662, MAGTF Operations-LCE) and landing support operations (Amphibious Operations-Landing Plan sub-course).

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*MPF & FDP&E Sub-Course*

**Lesson 14: MPF Planning**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/Battle Study	Evaluation/Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	2.00

*A good plan today is better than a perfect plan tomorrow.*

—General George S. Patton, USA

**1. Introduction**

Planning for an MPF operation, like any other supporting concept, begins with actions on the objective and works outward from there. The concept for employment drives all other planning. This lesson covers reverse planning from the MAGTF mission and major subordinate command (MSC) tasks, through deployment via MPF shipping and the fly-in echelon, to actions in the supporting establishment.

**2. Learning Outcomes**

- a. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- b. Analyze Marine Corps repositioning doctrine, process, and concepts.
- c. Discuss the link between amphibious operations and MPF operations.
- d. Explain the roles and responsibilities of the MAGTF, the Navy component, and the joint community throughout an MPF operation.

**3. Educational Objectives**

- a. Explain considerations for positioning logistics combat element units and establishing combat service support areas in conjunction with landing support operations.
- b. Identify movement control and terminal operations organizations by their capabilities and missions.

- c. Relate the MPF program and capabilities to national security objectives.
- d. Explain the role of the MAGTF commander in the maintenance and employment of MPF capabilities.
- e. Explain key considerations, for each element of the MAGTF, in each doctrinal MPF line of operation.
- f. Discuss the structure and roles of various MPF enablers and how they develop over time.
- g. Develop staff action and processes required to organize and prepare a unit for deployment and redeployment.
- h. Describe the process to find, accept, and gain accountability of prepositioned materiel and release accountability to set conditions for redeployment.
- i. Develop essential deployment planning and execution tasks for each element of the MAGTF.
- j. Describe organizations supporting deployment planning and execution above the MAGTF level and their roles and relationships.
- k. Discuss considerations for force deployment and employment in conjunction with prepositioned materiel.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCWP 3-32. *Maritime Prepositioning Force Operations*, Chapter 5 (Nov 2011) (25 pages).

##### **b. Other Requirements**

- Attend scheduled seminar.

#### **5. Issues for Discussion**

- a. What conditions have to be met in order to conduct an MPF operation?
- b. What process is set into motion by the initiating directive?
- c. What is the initial MPF MAGTF task organization and how does it change over time?

#### **6. Relationship to Other Instruction**

This class draws together the FDP&E concepts covered over the course of the preceding lessons.

**Expeditionary Warfare School Distance Education Program**  
**Amphibious Operations**  
*MPF & FDP&E Sub-Course*

**Lesson 15: Seabasing**

**Lesson Hours:**

Lecture	Guest Lecturer	Seminar Discussion	Video	Practical Application	Staff Ride/ Battle Study	Evaluation/ Test	Student Prep Time	TOTAL HOURS
1.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	2.00

*In its broad vision, “seabasing” refers to the capability to use the sea in the same way that U.S. forces use overseas regional bases, for deterrence, alliance support, cooperative security, power projection, and other forward operations... It’s about land... moreover, it can be described as turning sea into land.*

—Commander Gregory Parker, USN  
*Seabasing Since the Cold War:*  
*Maritime Reflections of American Grand Strategy*  
 (Washington, D.C.: Brookings Institution, 30 June 2010)

**1. Introduction**

This lesson is intended to introduce doctrine for planning and executing scalable operations from a sea base today and in the near term.

**2. Learning Outcome**

Analyze Marine Corps prepositioning doctrine, process, and concepts.

**3. Educational Objectives**

- a. Relate the MPF program and capabilities to national security objectives.
- b. Explain key considerations, for each element of the MAGTF, in each doctrinal MPF line of operation.
- c. Discuss considerations for force deployment and employment in conjunction with prepositioned materiel.

#### **4. Student Requirements**

##### **a. Reading Requirements**

- MCWP 3-31.7, *Seabasing*, Chapters 1 and 5 (June 2013) (19 pages). (Note: Distribution of this publication is restricted. See the Blackboard course site for this lesson for instructions on how to access the reading.)

##### **b. Other Requirements**

- Attend scheduled seminar.

#### **5. Issues for Discussion**

- What is seabasing all about?
- Are current MPF platforms adaptable for seabasing?
- Can the current family of ships and connectors sufficiently meet the seabasing throughput needs?
- Is sea-based sustainment achievable? When?

#### **6. Relationship to Other Instruction**

This class draws together the FDP&E concepts covered over the course of the preceding lessons.

