

MULTINATIONAL OPERATIONS

Mode: Seminar

Lesson No. 4-15-S

1. Introduction. From the "Grand Alliance" of World War II to the formation and perpetuation of the North Atlantic Treaty Organization (NATO) and through the Gulf War, the United States has been a key player in Multinational Operations. Because combined warfare has been and probably will continue to be the way America goes to war, it is essential for us to understand the complexities of operating in an alliance/coalition environment. In this lesson we will analyze multinational command relationships beginning with the first U.S. major combined endeavor of WWII, the North Africa Campaign (TORCH), the NATO Alliance and the coalition command arrangements for Operations DESERT SHIELD/DESERT STORM. Following the FI introduction and discussion of the imperatives/considerations that provide the basis for building an alliance/coalition, students will form work groups and examine the imperatives/considerations and command relationships that apply within their designated subject areas. The results of the above analyses will be briefed to the seminar to stimulate discussion of issues which may affect the United States in its involvement in multinational operations.

2. Learning Objectives. To enable students to:

a. Analyze the multinational operations conducted in North Africa from November 1942 to June 1943.

b. Comprehend the missions, organizational structure, and functions of the NATO alliance and the coalition forces of DESERT SHIELD/DESERT STORM.

c. Analyze the similarities/differences between an alliance and a coalition.

d. Comprehend the considerations and criteria necessary when establishing a combined command.

3. Student Requirements.

a. Tasks. Form three groups to examine and report on the factors affecting their respective topics.

(1) Group A - Center and Eastern Task Forces of Operation TORCH

(2) Group B - NATO Alliance

(3) Group C - DESERT SHIELD/DESERT STORM coalition

b. Required Readings.

(1) All Read: Chairman, Joint Chiefs of Staff. Joint Pub 3-0, Doctrine for Joint Operations, 10 September 2001, pp. VI-1 thru VI-13. (Student Issue)

(2) All Read: Chairman, Joint Chiefs of Staff. Joint Pub 3-16, Joint Doctrine for Multinational Operations, 5 April 2000, Chapters 1, 2, and 3. (Course 4 Selected Readings, AY02, Implementing National Military Strategy)

(3) Selected Students Read: CMH Pub 72-11, Algeria-French Morocco. (Course 4 Selected Readings, AY02, Implementing National Military Strategy)

(4) Selected Students Read: North African Campaign November 1942 Case Study, pp. 13-46, 91-95 and maps pp. 242-243. (Student Issue)

(5) Selected Students Read: Chairman, Joint Chiefs of Staff. Joint Pub 3-08, Interagency Coordination During Joint Operations, Vol II. (Course 4 Selected Readings, AY02, Implementing National Military Strategy)

(6) Selected Students Scan: "What is NATO?," pp. 23-31. Read: "The Military Command Structure," pp. 243 thru 269. NATO Handbook, NATO Information Service, Brussels, 1998. (Student Issue)

(7) Selected Students read: Young, Thomas-Durell, Multinational Land Forces and the NATO Force Structure Review, Strategic Studies Institute Monograph, Carlisle, June 2000. (Course 4 Selected Readings, AY02, Implementing National Military Strategy)

(8) Selected Students Read: Conduct of the Persian Gulf War, Final Report to Congress, Appendix I, "Coalition Development, Coordination, and Warfare." (Course 4 Selected Readings, AY02, Implementing National Military Strategy)

c. Suggested Readings.

FM 3-93: The Army in Theater Operations, Third draft, pp. 1-26 to 1-28, 2-9, and 2-28 to 2-36, Adobe pp. 11-38, 47, 66-74. Implementing National Military Strategy, Course 4, CD-ROM.

4. Points to Consider.

a. What were the political considerations involved in the development of Operation TORCH?

b. Were the command arrangements for TORCH well conceived? Were the same principles followed in subsequent campaigns?

c. How was the strategic direction for Operation TORCH translated into operational concepts?

d. What is the significance of Article 5 of the North Atlantic Treaty?

e. After the dismantling of the Berlin Wall and the collapse of the Soviet Union, how did the NATO Alliance react to the changed security challenges and risks?

f. What is the Combined Joint Task Force concept and what is its function? What are the limitations to the present command structure when responding to immediate threats or conducting peace operations?

g. Were the coordination measures implemented to facilitate interaction between coalition members in DESERT SHIELD/DESERT STORM sufficient? Did they materially contribute to the achievement of Unity of Effort?

h. From a U.S. perspective which is more preferable, a parallel command arrangement or a lead nation command structure? Why?

i. How did political considerations, the international environment along with access and resources influence the formulation of the military coalition in DESERT SHIELD/DESERT

STORM? Without all these elements being favorably aligned, could future coalition operations of this kind be implemented?

j. What are the major factors to consider when participating within an "Ad Hoc" coalition vice contingency operations executed by an alliance?

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

- a. PJE LA 4.d. Objectives, Readings, Points to Consider
- b. PJE LA 4.e. Objectives, Readings, Points to Consider, Work Group Analyses
- c. PJE LA 4.f. Objectives, Readings, Points to Consider, Work Group Analyses
- d. PJE LA 4.g. Objectives, Readings, Points to Consider, Work Group Analyses

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

- a. ILOs: 6 and 7
- b. Enduring Themes: History, Jointness
- c. Special Themes: Civil-Military Relations