

JOINT LAND OPERATIONS

Mode: Seminar

Lesson No. 4-16-S

1. Introduction.

a. This period will consist of a faculty-led discussion on the background and doctrinal readings on the JFLCC followed by a student presentation on the Iceberg Case Study.

b. Theater commanders seek synchronized employment of the full range of military capabilities of their assigned forces. During World War II, it became common to exercise theater command through functionally organized sea, air, and land component commanders. However, as most theater commanders were ground officers, many dispensed with separate land component commanders and staffs and chose to exercise land command themselves through their theater staffs. This frequently resulted in split focus by the theater commander and his staff and often delegation of "coordinating land operations" to one of the ground commanders.

c. Unity of effort through centralized command of theater land assets is the most effective way to employ landpower. Current joint doctrine recognizes that this principle is true for land as well as air and naval operations. The Joint Force Land Component Commander (JFLCC) provides a Joint Force Commander (JFC) the means to maximize the capabilities of landpower in a theater by achieving unity of command and maintaining unity of effort among land forces.

2. Learning Objectives. To enable students to:

a. Understand the doctrinal background of the JFLCC.

b. Analyze the 10th Army at Okinawa as an historic case study of the JFLCC.

c. Apply the doctrine and emerging concepts for use of land power in a theater in a seminar discussion.

3. Student Requirements.

a. Tasks. Complete readings and participate in seminar discussions. A selected student will give a report on 10th Army.

b. Required Readings.

(1) Chairman, Joint Chiefs of Staff. Joint Pub 5-00.2, JTF Planning Guidance and Procedures, 13 January 1999, pp. III-5 to III-7. (Student Issue)

(2) JFLCC Handbook. July 2001, Chapters I-IV, pp. I-1 thru IV-12, Adobe pp. 8-45. Implementing National Military Strategy, Course 4, CD-ROM.

(3) FM 3-93 (Third Draft). The Army in Theater Operations, Chapter 4, pp. 4-1 thru 4-32, Adobe pp. 137-168. October 2001. Implementing National Military Strategy, Course 4, CD-ROM.

(4) Special Text-American War Plans. Headquarters 10th Army, Operation Iceberg Introduction and Operation Iceberg-Plan, pp. 138-191, Adobe pp. 141-194. Implementing National Military Strategy, Course 4, CD-ROM.

(5) Swain, Richard. "Reflections on the Revisionist Critique," Army, August 1996. Also read Richard Sinnreich, "Jointness in the Gulf," a letter to the editor. (Course 4 Selected Readings, AY02, Implementing National Military Strategy)

(6) McCarthy, Damian J. and Susan A. Medlin. "Two Hats for the Joint Force Commander," Joint Force Quarterly, Summer 2000. (Course 4 Selected Readings, AY02, Implementing National Military Strategy)

c. Suggested Readings.

(1) North African Campaign Case Study. Review Pages 105-116. (Student Issue)

(2) Joint Forces Land Component Commander Study, April 1997. (Seminar Room Reference Library)

4. Points to Consider.

a. What is the historical background to the JFLCC Concept?
How was the 10th Army organized for Okinawa?

b. What is the doctrinal basis for the JFLCC?

c. What are the advantages and disadvantages of functional and Service component command? When should a JFLCC be used?

d. What is the impact/challenge/conflict when the CINC acts as the Joint Force Land Component Commander?

e. What is Army support to other services? Who provides these assets?

f. Do you agree with Swain's objections to the revisionist critique? Is Sinnreich correct in his letter on Jointness in the Gulf? Can Corps serve as both army component commands and tactical or operational headquarters?

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

a. PJE LA 3.c. Readings, Objectives, Points to Consider

b. PJE LA 4.c. Readings, Objectives, Points to Consider

c. PJE LA 4.d. Readings, Objectives, Points to Consider

d. PJE LA 4.e. Readings, Objectives, Points to Consider

e. PJE LA 5.a. Readings, Objectives, Learning Areas

f. PJE LA 5.c. Readings, Objectives, Learning Areas

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

a. ILOs: 2

b. Enduring Themes: History, Jointness

c. Special Themes: Transformation, Warfare in the 21st Century