From: Commander, Navy Reserve Force

Subj: DEVELOPMENT OF OPERATIONAL PLANNING, EXECUTION AND ASSESSMENT SKILLS IN THE NAVY RESERVE

Ref: (a) CNO’s “A Design for Maintaining Maritime Superiority”
(b) OPNAVINST 3500.42
(c) OPNAV Manual 3500.42, Maritime Operations Center Standardization Manual
(d) The Joint Publications (1-0, 2-0, 3-0, 4-0, 5-0 and 6-0)

Encl: (1) Navy Reserve Operational Level Planning, Execution and Assessment Skills Development Model
(2) Navy Reserve Operational Level Planning, Execution and Assessment Skills Career Path and Building Blocks
(3) Navy Reserve Operational Level of War Capabilities and Valued Competencies
(4) Navy Reserve Operational Knowledge and Skills Required for Planning, Execution and Assessments
(5) Navy Reserve Operational Level Planning, Execution and Assessment Skills Courses
(6) Navy Reserve Operational Level of War Exercise Support

1. Purpose. To promulgate the Navy Reserve's approach for developing Sailors for service performing operational planning, execution and assessment functions in numbered Fleet Commands, Navy Component Commands, Combatant Commands and Joint Task Force Headquarters.

2. Background. Reference (a) directs the Navy to "define operational and warfighting demands and to generate the forces and readiness to meet those demands using both active and reserve components." Further, our Navy's warfighting capability is based on ready Sailors. Since 2001, a significant number of Navy Reserve Sailors from all ranks and numerous communities have been called on to support numbered Fleet Commands, Navy Component Commands, Combatant
Commands and Joint Task Force Headquarters by performing operational planning, execution and assessment functions during routine, exercise and contingency operations. The proficiency of Navy Reserve Sailors performing these functions has increased due to the demand for these skills in support of Overseas Contingency Operations. The Navy Reserve requires a development model to continue to intelligently build these skills over the course of a Sailor's career in order to remain ready and to provide valued capabilities.

a. Reference (b) requires the Chief of Navy Reserve to act as the coordination authority for Reserve Component manning and training in support of Maritime Operations Center (MOC) Standardization. In order to conform to the MOC standard, reference (c) informs Reserve personnel to attend enroute education for assigned billets considered to be core MOC positions. While reference (b) is written specifically for numbered Fleet Commands and Navy Component Commands, the skills required to support these commands are readily transferrable to the demands of Combatant Commands and Joint Task Force Headquarters.

b. In addition to this alignment, RC personnel should understand Joint doctrine as described in reference (d). Joint doctrine presents fundamental principles that guide the employment of U.S. military forces in coordinated and integrated action toward a common objective. It promotes a common perspective from which to plan, train, and conduct military operations and it provides distilled insights and wisdom gained from employing the military instrument of power in operations to achieve national security objectives. Only by understanding the Navy's role within Joint doctrine, can Navy Reserve personnel fully support operational planning, execution and assessment functions.

c. Since many Reserve Component (RC) personnel normally progress to supporting the operational level of war during their careers, but do not typically attend enroute education due to the Navy Reserve assignment (vice slating) process, a development model is required in order to successfully prepare them for these assignments. Further, by aligning a developmental model with MOC and Joint doctrine standardization, RC personnel will gain skills that are readily transferrable to the requirements of Combatant Commands, and when required, Joint Task Force Headquarters.
3. Policy. The purpose of having a model for developing operational planning, execution and assessment skills is to provide Navy Reserve personnel a vision for their individual career planning and an overall framework for developing personnel, units and Navy Reserve capabilities. These skills are not specific requirements for promotion, but to guide career flexibility to Reserve Component personnel.

   a. Navy Reserve units supporting numbered Fleet Commands, Navy Component Commands and Combatant Commands will develop their personnel and unit to provide operational level capabilities that are valued. Navy Reserve personnel assigned to units supporting numbered Fleet Commands, Navy Component Commands and Combatant Commands may be provided training and exercise funding when available to attain core competency skills that build on Navy Reserve capabilities and provide the greatest value to supported commands by targeting the best candidates for long-term investment.

4. Scope. This instruction provides guidance for Navy Reserve leaders to prepare Sailors for operational planning, execution and assessment functions. Additionally, it applies to all Navy Reserve personnel, who intend to serve in a Navy Reserve unit or position supporting a numbered Fleet Command, Navy Component Command, Combatant Command or Joint Task Force Headquarters during their career.

5. Responsibilities

   a. Commander, Navy Reserve Force:

      (1) Commander, Navy Reserve Force is the coordination authority for Reserve Component manning and training of Navy Reserve Units and personnel supporting numbered Fleet Commands, Navy Component Commands and Combatant Commands. This authority is delegated to Commander, Navy Reserve Forces Command (CNRFC), as the Echelon III command.

      (2) The CNRFC N1 staff shall monitor the “Apply” and “Junior Officer Apply” processes to adequately advertise billets in Navy Reserve units that support numbered Fleet Commands, Navy Component Commands and Combatant Commands.

      (3) The CNRFC N7 staff shall work with the course providers of all “core” operational level of war courses to
ensure the optimal delivery method for Navy Reserve Sailors. When funding is available, the CNRFC N7 staff shall develop prioritized course selection criteria, advertise course availability, and select the junior, most qualified candidates. These candidates will be currently supporting numbered Fleet Commands, Navy Component Commands and Combatant Commands, as applicable, to attend courses that will develop operational planning, execution and assessment skills.

b. Operational Support Officers. Operational Support Officers working with supported numbered Fleet Commands, Navy Component Commands and Combatant Commands and their respective Navy Reserve Units, shall be responsible for the accurate budgeting inputs for educational, operational support and exercise opportunities that support developing operational planning, execution and assessment skills.

c. Navy Reserve Units. Navy Reserve Unit Commanding Officers supporting numbered Fleet Commands, Navy Component Commands and Combatant Commands shall be responsible for mentoring unit personnel on the Navy Reserve Operational Planning, Execution and Assessment Skills Development Model. At a minimum, this mentoring shall include the demand for these skills, potential career paths, and the "continuum of learning" represented by the Navy Reserve Operational Planning, Execution and Assessment Skills Development Model.

6. Action. Provisions and policies of this instruction, including enclosures (1) through (6) are effective upon date of issuance.

7. Records Management. Records created as a result of this instruction, regardless of media and format, shall be managed per Secretary of the Navy Manual 5210.1 of January 2012.

Distribution:
Electronic copy via COMNAVRESFOR Web site
Navy Reserve Operational Planning, Execution and Assessment Skills Development Model

1. Purpose. To provide a development model which addresses a "continuum of learning" for operational planning and execution skills in the Navy Reserve using current resources and academic courses.

2. The Model. Figure 1 depicts the Navy Reserve Operational Planning, Execution and Assessment Skills Development Model.

3. The Goal. The goal is to increase the Navy Reserve’s capability and capacity to meet this demand for routine operations, theater security cooperation, major combatant operations and non-combat crisis response operations (the full range of military operations). To meet this goal, the Navy

Enclosure (1)
Reserve must provide direction on the development of the skills necessary to successfully provide this support. Operational level of war skills and "bench" strength are developed over long periods of time, through a natural maturation process transitioning from tactical to operational thought, while gaining an increased level of knowledge and exposure to increased levels of leadership. Only through this maturation process can individuals become experts. Although individual expertise is important, "bench" strength can only develop by transitioning from small individual support to larger unit and supported command support. The development model seeks to create team results and greater interaction with supported commands by providing Sailors with a tactical and operational-level foundation, then developing unit capabilities that are valued by supported commands. Once these two steps are completed, then engagement, teaming and training with the supported command can occur. Through these efforts, high levels of operational competency may be achieved.

4. Mentoring and Developing Sailors

a. Prior to supporting operational planning, execution and assessment functions, all personnel shall become Navy tactical experts in their rate/designator and community. Once at a high level of tactical proficiency, focus on operational level indoctrination will begin by utilizing resources on Joint Knowledge Online (JKO) and Navy Knowledge Online (NKO). Both systems are available to all Selected Reserve Sailors, and provide access to courses on topics that offer specific operational-level knowledge. All mentors should leverage their understanding of the JKO and NKO courses in order to provide direction to junior personnel.

b. Officers who demonstrate a capacity and desire to pursue leadership positions above the 0-4 level, as well as some senior Enlisted personnel, should develop a solid Joint operational and strategic foundation. Joint Professional Military Education (JPME) Phase I remains an important course for developing this foundation. It provides the solid grounding in operational art and strategy necessary to plan and execute warfare at the operational level. Advanced JPME and JPME Phase II are follow-on courses that provide a greater understanding of military planning for senior Naval Officers.
c. For those Officers who desire opportunities to pursue, or are currently supporting, numbered Fleet Commands and Naval Component Commands, Maritime Operations Center (MOC) foundational courses should be completed after competitively targeted selection for these courses, and in some cases, as a result of specific billet selection. The Maritime Staff Operators Course (MSOC) is the most important of these courses, as most standard MOC positions require its completion. MSOC provides the best understanding of MOC organization and operation. The Maritime Operational Planners Course and Maritime Advance Warfighting School curriculum align to Officers who are or will be billeted in an operational planning role. For those 0-6s filling a leadership position supporting numbered Fleet Commands, Naval Component Commands or Combatant Commands, the Executive Level Operational Level of War Course (ELOC) provides an executive overview based on the MSOC. Selection for ELOC is limited by a quota system for each numbered Fleet Commander as promulgated by United States Fleet Forces Command.

5. Unit Capability Development

a. Team development also increases the Navy Reserve’s "bench" strength. Prior to being able to support operational planning, execution and assessment functions as a team, each unit should be organized and trained as functional teams. The development of these teams is initiated by providing unit level positional personnel qualification standards and job qualification requirements developed by current unit members. For example, a member who supports Noncombatant Evacuation Operation (NEO) planning would receive training on how a NEO is conducted. This development would then be augmented to include unit level supported command and area of responsibility training that indoctrinate personnel to the specific requirements and issues of the supported command.

b. Once personnel have an understanding of their role in a functional team and how the team supports the supported command, internal functional team training can be conducted. This requires functional teams within the unit to train as teams. For example, a functional team supporting Information Operations (IO) may bring the IO Cell Lead, Counter Network Operations/Cyber Planner, Electronic Warfare (EW) Planner, Military Deception (MILDEC) Planner, IO Planner (Future Ops) and IO Planner (Future Plans) together to conduct training. Internal
functional team training can also be supported by external functional team training where personnel receive external training to support their function within the team. For example, the IO Planner would attend the Joint Information Operations Course (JIOPC) at the Joint Forces Staff College sometime during their tour. In addition to the courses listed in Enclosure (5) of this instruction, there are other courses that can be utilized to increase subject matter knowledge of functional teams.

c. Once Commanding Officers are confident that each of their functional teams is ready, cross functional team training should occur. A number of Navy Reserve Units have employed "table-top" exercises to test the ability of their functional teams. Resources and methods are available for establishing small exercises to complete this training. Combining a "table-top" or computer-aided exercise with a visit by the Navy MOC Training Team is the "gold standard" for preparing a unit for supporting their supported command. The Navy MOC Training Team routinely conducts visits to each of the numbered Fleet Commands, as well as a number of Navy Reserve Units. In addition, the use of cross-unit exchanges is encouraged to increase standardization and learning between Navy Reserve Units. When available, cross-unit exchanges may utilize Inactive Duty Training Travel funding to support required travel.

6. Supported Command Engagement

a. All numbered Fleet Commands, Navy Component Commands and Combatant Commands conduct and provide training for operational planning, execution and assessment. This training is optimal for Navy Reserve personnel as it prepares personnel to meet current requirements. In addition, participation in this training provides opportunity for engagement with the supported command, as well as providing a foundation for building relationships and knowledge for future exercises, operations and contingencies.

b. Most major operational headquarters staffs conduct staff exercises to test concepts and train the staff for specific operations that may occur in the future. For example, after the earthquake crisis in Haiti, the U.S. Southern Command staff performed exercises to test follow on crises that could occur
after the earthquake. Staff exercises are typically short in
duration and do not require significant personnel. However,
they may require significant planning to prepare scenarios and
communications throughout the staff. This represents an
opportunity for Reserve Component support and engagement. Navy
Reserve Units assigned to numbered Fleet Commands, Navy
Component Commands and Combatant Commands should participate in
the preparation and execution of staff exercises when possible.
Staff exercises also typically precede major exercises or
operations. In addition to valuable training, Navy Reserve Unit
participation in staff exercises can lead to follow-on
responsibilities during the exercise or operation.

c. Numbered Fleet Commanders, Navy Component Commanders and
Combatant Commanders conduct deliberate and crisis action
planning. Subject matter experts from Navy Reserve communities
may be asked to participate in the planning process. Further,
being involved in the planning phase of an exercise or operation
provides a higher degree of understanding required for execution
and eventual assessment. Planning support by qualified and
experienced Reserve Component personnel fills a critical gap for
the Active Component. Planners should understand the planning
process, as well as the operational and geo-political factors
specific to their supported command. Reserve Component
personnel typically start as members of an operational planning
team (OPT), and with experience can become an OPT Lead,
Operational Planning Group Lead or Joint Planning Group Lead.

d. All numbered Fleet Commands, Navy Component Commands and
Combatant Commands participate in major exercises sponsored by
the Joint Chiefs of Staff (JCS). In many cases, Reserve
Component personnel who participate in these exercises become
the exercise experts for the Active Component. A listing of the
major exercises is included in enclosure (6). Most importantly,
exercises serve as the best opportunity to test operational
concepts and skills. All Navy Reserve Units should participate
in their supported command’s major exercises. These exercises
provide an excellent opportunity for engaging with the supported
command, and many supported commands rely on Reserve Component
support to complete these exercises.

e. The ultimate test of developing the Navy Reserve’s
operational planning, execution and assessment skills is to be
ready to support numbered Fleet Commands, Naval Component
Commands, Combatant Commands or Joint Task Force Headquarters during a "real-world" contingency.

7. Navy, Joint, Inter-Agency and Combined Level Competency. Collectively, the effort to achieve the Navy Reserve's goal of increasing the capability and capacity for supporting operational commanders will result in advanced operational level capabilities, and when required, specific subject matter expert competencies that are valued by the Active Component. In some cases, the Navy Reserve is already integral to providing these capabilities. These operational level capabilities are described in enclosure (3), and are necessary for Theater Security Cooperation, Major Combat Operations and Non-Combat Crisis Response. By striving to a high level of Navy, Joint, Inter-agency and combined level competency, the Navy Reserve will be ready to answer the call for any operational level planning, execution or assessment function.
Navy Reserve Operational Level Planning, Execution and Assessment Skills Career Path and Building Blocks

1. Purpose. To provide a vision for a flexible career path and describe beneficial training and exercise assignments that balance tactical level, as well as community requirements, with the goal to develop operational level planning, execution and assessment skills for numbered Fleet Commands, Navy Component Commands, Combatant Commands and Joint Task Force Headquarters. This is accomplished by describing the:

a. Operational Planning, Execution and Assessment Skills Career Path.

b. Officer and Enlisted Operational Planning, Execution and Assessment Skills Building Blocks.

2. Career Path. Figure 1 depicts the Navy Reserve Operational Level Planning, Execution and Assessment Skills Career Path. This career path applies to communities supporting numbered Fleet Commands, Naval Component Commands and Combatant Commands, by performing operational level of war planning, execution and assessment functions.

Operational Planning, Execution and Assessment Skills Career Path
A Flexible Career Approach To Building Capability

Figure 1. The Navy Reserve Operational Planning, Execution and Assessment Skills Career Path.

Enclosure (2)
a. Parallel Tracks – Flexible Approach:

(1) As Navy Reserve Sailors progress in their careers, they have the opportunity to provide support at the tactical level within their communities, as well as at the operational level in Fleet, Component, Combatant and Joint Commands. Central to this premise is that the education toward supporting the operational level of war should occur early, and will contribute to tactical and community goals. As described in enclosure (1), the foundation of the Navy Reserve Operational Planning, Execution and Assessment Skills Development Model is the tactical proficiency developed by each community. Early in a Sailor’s career, it is important to focus on tactical proficiency, community qualifications and increased leadership responsibility.

(2) As a Sailor matures tactically and as a leader, their ability to successfully support at the operational level of war becomes possible. Applicable communities should mentor their personnel about the opportunity to develop operational planning, execution and assessment skills early in their career. By focusing on entry level operational courses and augmenting exercises, personnel can begin to develop these skills while still contributing within their community. There are significant billet opportunities available for personnel who want to serve in a unit supporting a numbered Fleet Command, Navy Component Command or Combatant Command. Pursuing these opportunities does not necessarily preclude a Sailor from later returning to a billet within their community, and it should be noted that this type of career diversity strengthens a community.

3. Building Blocks. Figures 2 and 3 depict Officer and Enlisted Operational Planning, Execution and Assessment Skills Building Blocks to support Maritime Operations Center (MOC) Standardization, as well as the development of operational level planning, execution and assessment skills. These building blocks specifically address beneficial training and exercise billet assignments for Navy Reserve personnel assigned to numbered Fleet Commands and Navy Component Commands. However, these building blocks also develop skills that are utilized by Combatant Commands and Joint Task Force Headquarters.

a. Officer Building Blocks:
Early Operational Level Ramp Up Benefits Sailors and Increases Navy Reserve Capability

Figure 2. Recommended Training and Exercise Assignments for Officers.

(1) For those Officers who desire to become leaders in operational planning, execution and assessment functions, the career track requires completing (1) Joint Professional Military Education (JPME) Phase I, (2) operational level MOC “core” courses applicable to their community, and (3) taking on increasing levels of responsibility in exercises and operations. As discussed above, these can be completed in tactical/community billets, or while assigned to a unit supporting a numbered Fleet Command, Navy Component Command or Combatant Command. As Officers become more senior, the opportunity to contribute at the tactical level decreases, while opportunities to contribute at the operational level expand. This is especially true when an Officer passes 18-years of service in a Navy career. Additionally, as Officers become more senior, there is a demand for subject matter experts with backgrounds in specific operational level of war capabilities (e.g., ballistic missile
defense and air operations), as well as Officers who can lead planning and execution teams.

b. Enlisted Personnel Building Blocks:

Figure 3. Recommended Training and Exercise Assignments for Enlisted Personnel.

(1) For those Enlisted Sailors who desire to support operational planning, execution and assessment functions, the career track includes fewer requirements to attend operational level Maritime Operations Center “core” courses. However, certain specific courses present the opportunity to contribute as subject matter experts. There is significant demand for personnel with backgrounds in intelligence, logistics, medical, engineering, cyber warfare and knowledge management. A number of senior Enlisted personnel are selected to attend JPME courses, as well as taking on increasing levels of responsibility in exercises and operations. In addition, all E-7 to E-9 Sailors have the opportunity to complete the Senior
Enlisted JPME (SEJPME) Course through the Joint Forces Staff College. SEJPME is designed to expose Enlisted personnel to Joint education and improves their ability to operate effectively as part of the future Joint Force.

4. Additional Resources. Enclosure (5) describes the "core" MOC Courses and a number of other courses available to broaden a Sailor's perspective on operational planning, execution and assessment functions. In some cases, these additional courses provide a greater understanding of specific topics. It should also be noted that the additional courses listed in enclosure (5) represent training available to specific communities, designators and ratings.
Navy Reserve Operational Level of War Capabilities and Valued Competencies

1. Purpose. To provide an overview of the Navy Reserve's Operational Level of War capabilities and competencies valued by numbered Fleet Commands, Navy Component Commands, Combatant Commands and Joint Task Force Headquarters. By understanding these capabilities, Reserve Component personnel will be able to concentrate their professional development on becoming more skilled and competent to better support strategic and operational headquarters.

2. Navy Reserve Operational Level of War Capabilities and Competencies

   a. Maritime Operations. The U.S. Navy is manned, trained, and equipped to execute maritime operations. At its core, maritime operations are focused on the application of sea power to achieve sea control. Sea control operations are the Primary responsibility of employed naval forces, supported by land and air forces as appropriate, in order to achieve military objectives in vital sea areas. Such operations include destruction of enemy naval forces, suppression of enemy sea commerce, protection of vital sea lanes, and establishment of local military superiority in areas of naval operations. In addition to sea control, there are four other capabilities that comprise the core of U.S. maritime power: deterrence, power projection, maritime security, and all domain access.

   b. Air Operations. Naval air operations support Joint and naval warfare at the strategic, operational and tactical levels, across the range of military operations. Control of the air has typically been a prerequisite to success for modern operations or campaigns, because it prevents enemy air and missile threats from effectively interfering with operations of friendly air, land, maritime, space, and special operations forces, facilitating freedom of action and movement. The Joint air tasking cycle process, typically run by the Joint Force Air Component Commander, provides an iterative and cyclic process for the planning, apportionment, allocation, coordination, and tasking of Joint air missions and sorties within the guidance of the Joint Force Commander.

Enclosure (3)
c. Information Operations (IO). The information environment is the aggregate of individuals, organizations, and systems that collect, process, disseminate, or act on information. IO is the integrated employment, during military operations, of Information Related Capabilities (IRCs) in concert with other lines of operation to influence, disrupt, corrupt, or usurp the decision making of adversaries and potential adversaries, while protecting our own. IRCs include: strategic communication, Joint interagency coordination group, public affairs, civil-military operations, cyberspace operations, information assurance, space operations, Military Information Support Operations (MISO), Intelligence, Military Deception (MILDEC), operations security, special technical operations, Joint Electromagnetic Spectrum Operations (JEMSO), and key leader engagement.

d. Intelligence. Intelligence helps commanders and staffs understand the operational environment and achieve information superiority. Intelligence identifies enemy capabilities and vulnerabilities, projects probable intentions and actions, and is a critical aspect of the Joint and Navy planning processes and execution of operations. It provides assessments that help the commander decide which forces to employ; when, how, and where to employ them; and how to employ them in a manner that accomplishes the mission.

e. Logistics. Logistics is the aspect of military science dealing with the procurement, maintenance, and transportation of military materiel, facilities, and personnel. The U.S. military's ability to project power is a reflection of the ability to equip, train, deploy, and sustain forces. Whether providing supplies, services, and infrastructure, or conducting thorough planning with multinational forces, host nations, and intergovernmental organizations, logisticians are the professionals that provide this assistance.

f. Integrated Air and Missile Defense (IAMD). IAMD is the integration of capabilities and overlapping operations to defend the homeland and national interests, protect the Joint Force, and enable freedom of action by negating an adversary's ability to create adverse effects from their air and missile capabilities. IAMD emphasizes the integration of offensive counter-air attack operations, defensive counter-air operations, and other capabilities as required to create the Joint Force.
Commander’s desired effects. The IAMD approach also encompasses global strike and global missile defense beyond the theater level.

g. Ballistic Missile Defense (BMD). Recognized as a key contributor to successful, interoperable and layered IAMD, Aegis BMD has been selected for the missile defense Phased Adaptive Approach, with deployments of both Aegis BMD capable ships and ground-based Aegis Ashore facilities. Aegis Ashore was developed to address the evolving ballistic missile security environment. The re-locatable deckhouse is equipped with the Aegis BMD weapon system and Standard Missile-3 (SM-3), and augments defenses provided by existing Aegis BMD capable ships.

h. Fires Integration. To employ fires is to use available weapons and other systems to create a specific lethal or nonlethal effects on a target. Joint fires are those delivered during the employment of forces from two or more components in coordinated action to produce desired results, in support of a common objective. Fires typically produce destructive effects, but some means, such as electronic attack and other nonlethal capabilities, can be employed with little or no associated physical destruction.

i. Targeting. Joint targeting is a fundamental task of the fires function that encompasses several disciplines and requires participation from all Joint Force staff elements and components, along with various nonmilitary agencies. The primary purpose of targeting is to integrate and synchronize all weapon systems and capabilities. Targeting systematically analyzes and prioritizes targets and matches appropriate lethal and nonlethal actions to those targets to create specific desired effects that achieve the Joint Force Commander’s objectives.

j. Homeland Defense (HD) and Defense Support of Civilian Authorities (DSCA). HD is the protection of U.S. sovereign territory, the domestic population, and critical infrastructures against external threats and aggression or other threats, as directed by the President. The Department of Defense (DoD) is responsible for HD. DSCA is support provided by federal military forces, DoD civilians, DoD contract personnel, DoD component assets, and National Guard, in response to requests for assistance from civil authorities for domestic emergencies,
law enforcement support, and other domestic activities, or from qualifying entities for special events. DoD conducts DSCA operations in support of another primary agency.

k. Foreign Humanitarian Assistance (FHA) and Foreign Disaster Response (FDR). FHA consists of DoD activities conducted outside the U.S. and its territories, to directly relieve or reduce human suffering, disease, hunger, or privation. FHA activities range from steady state program activities supporting geographic Combatant Commanders’ security cooperation activities and related programs, to conducting limited contingency operations in support of another U.S. government department or agency. FDR is assistance to alleviate the suffering of foreign disaster victims, including victims of natural disasters and conflicts, internally displaced persons, refugees, stateless persons, and vulnerable migrants.
Operational Knowledge and Skills Required for Planning, Execution and Assessments

1. Purpose. To provide the basis for developing Reserve Component operational level planning, execution and assessment skills by:

a. Listing the basic knowledge required for supporting Numbered Fleet Commands, Navy Component Commands, Combatant Commands and Joint Task Force Headquarters.

b. Listing the basic skills required for supporting Numbered Fleet Commands, Navy Component Commands, Combatant Commands and Joint Task Force Headquarters.

2. Knowledge. Reserve Component personnel should be able to comprehend and analyze the following fundamental concepts, processes, and procedures:

b. Operational art.
c. Operational design.
d. Levels of command.
e. Levels of war.
f. Operational warfare.
g. Principles of Joint and coalition warfare.
h. Center of gravity identification and deconstruction.
i. Joint functions.
j. Joint and Navy planning processes.
k. Mission analysis.
l. Course of action development and analysis.
m. Plan and order development.

Enclosure (4)
n. Commander’s Decision Cycle.

o. Command and Control.


q. Rules of Engagement.

r. Service capabilities.

s. Operational assessment.

t. Adaptive Planning and Execution (APEX).

3. Skills. Reserve Component personnel should be able to apply the following fundamental concepts, processes and procedures:

a. Perform mission analysis.

b. Perform course of action development.

c. Perform course of action analysis.

d. Effectively support the Commander's decision cycle, in both planning and execution of Joint/coalition/multinational operations.

e. Competently represent and communicate maritime capabilities, limitations, doctrine and requirements.

f. Employ maritime forces to support accomplishment of the Commander's intentions.

g. Manage the flow of information within a staff, while working within a collaborative information environment.

h. Exercise and synchronize operational-level functions: Command and Control (C2), intelligence, sustainment, movement and maneuver, fires and protection.

i. Routinely access communications systems, in order to maintain knowledge of current issues and plans.
j. Apply warfare specific knowledge to operational planning.

k. Demonstrate proficiency in Naval message writing and conformance to Joint doctrine format.

l. Apply operational assessment methodology during planning and execution.
Navy Reserve Operational Planning, Execution and Assessment Skills Courses

1. Purpose. To promulgate courses for developing the Navy Reserve’s Operational Level of War capabilities and competencies valued by numbered Fleet Commands, Navy Component Commands, Combatant Commands and Joint Task Force Headquarters. In addition to these courses, there are other courses that provide more detailed and specific knowledge. The timing of these courses is described in enclosure (2). Additionally, Joint Professional Military Education (JPME) Phase I and Advanced JPME are highly recommended for all Navy Reserve Officers.

2. Core Navy Reserve Operational Planning, Execution and Assessment Skills Courses of Instruction. Not all Navy Reserve personnel supporting numbered Fleet Commands, Navy Component Commands, Combatant Commands and Joint Task Force Headquarters will complete all of the courses below. Some courses (e.g., Maritime Operational Planner Course and Maritime Advanced Warfighting School) will only be attended by a very small percentage of the Force.

   a. Maritime Staff Operators Course (MSOC - 5 weeks at Naval War College). MSOC is the first course in a series of three Professional Military Education courses. MSOC prepares officers and senior enlisted personnel to effectively serve in operational staff assignments in Maritime Operations Centers (MOC), or represent maritime planning efforts while serving in other Service/Joint/Combined liaison billets. O-3 to O-5s will receive an Additional Qualification Designation (AQD) upon completion of the course and enlisted personnel (E-7 and above) are awarded Navy Enlisted Classification 9596. The course builds on fundamentals and culminates with practical planning and execution application using a complex, case study, including a 4 1/2 day “Battle Lab” experience.

   b. Maritime Operational Planners Course (MOPC - 11 weeks at Naval War College). MOPC is the stand-alone operational planners course that develops planners capable of performing in high-tempo, fluid maritime operational environments. MOPC focuses exclusively at the Joint Force Maritime Component Command (JFMCC) staff level and is designed to fill the planner capability gap between the basic level Maritime Staff Operators Course (MSOC) and the high end Maritime Advanced Warfighting
School (MAWS). 0-3 to 0-5 Officers heading to maritime headquarters are eligible for MOPC.

c. Maritime Advanced Warfighting School (MAWS - 13 months at Naval War College). MAWS educates 0-5 and 0-6 officers to be operational-level leaders, to understand and apply maritime power effectively, to establish and lead Operational Planning Teams (OPTs), and to think creatively and critically by evaluating complex, chaotic security problems, identifying key causes and effects, developing exhaustive alternatives, and effectively implementing the best courses of action. MAWS also educates officers to conduct effective operational planning as members of planning teams in multinational, interagency, Joint, and maritime environments. A primary aspect of this second objective is uninterrupted interface with other Service and Joint planners, to improve the working relationship necessary in the Joint Planning and Execution Community (JPEC). MAWS is the U.S. Navy's peer school to United States Army Combined Arms Support Command, Marine Corps School of Advanced Warfighting, Air Force School of Advanced Air and Space Studies, and the Joint Advanced Warfighting School.

d. Executive Level OLW Course (ELOC - 1 week at Naval War College). ELOC focuses at the senior leadership (0-6) level and ensures the attendees are properly educated in and understand the intricacies of effectively participating in the decision-making process and managing MOC resources. The intent of the course is to fill the existing gap between the MSOC and the JFMCC. It is tailored for the numbered Fleet 0-6/staff principle (Department Head, Chief of Staff (CoS), Maritime Operations Center Department Head, Staff Judge Advocate, Public Affairs Officer, Fleet Medical Officer, Operational Support Officer (OSO), etc). Reserve Component personnel in numbered Fleet/MOC supporting roles are encouraged to request the course. However, Reserve Component quotas should be vetted/approved by the numbered Fleet they support (normally either via CoS and/or OSO).

e. Joint Information Operations Planners Course (JIOPC - 4 weeks at Joint Forces Staff College). JIOPC establishes a common level of understanding for 0-4 to 0-6 officers who will serve as Information Operations (IO) planners and IO capability specialists in operational-level IO billets. Upon completing the course, graduates will be able to plan, integrate, and
synchronize full-spectrum IO into operational-level plans and orders. Note: E-6 to O-3 personnel are able to complete the 2-week Navy Information Operations Planners Course at Navy Information Operations Command Norfolk.

f. Joint Targeting Staff Course (JTSC - 3 weeks at Joint Targeting School). JTSC is designed for officers and enlisted operations and intelligence personnel assigned to targeting and fires billets. The course covers target development, weaponeering assessment, force application, execution planning and combat assessment.

g. Joint Targeting Applications Course (JTAC - 3 weeks at Joint Targeting School). JTAC is designed for Officers and Enlisted operations and intelligence personnel assigned to targeting and fires billets. The focus is on the weaponeering process and concepts of weapon delivery accuracy, damage mechanisms and damage criteria. The course reinforces the use of weaponeering software.

h. Joint Automated Deep Operations Coordination Systems (JADOCS - 1 week at Joint Targeting School). The course introduces dynamic targeting fundamentals and JADOCS interfaces for user setup, preferences, target data nomination, cross component coordination, weapons target pairing, collateral damage estimating, cursor on target functionality and Rapid Attack Information Dissemination Execution Relay to transmit targeting information to airborne strike aircraft.

i. Advanced Maritime Operational Intelligence Course (AMOC - 6 weeks at National Maritime Intelligence Training Center). AMOC is designed for Intelligence Officers and Intelligence Specialists who will plan and direct intelligence operations, perform collection operations and management, process and exploit collected information and intelligence, conduct analysis and produce intelligence, and disseminate and integrate intelligence into maritime operations. AMOC will focus on analytical excellence and the "art" of using advanced tools to create depth and generate the timely, relevant and predictive intelligence.

j. Naval Collection Manager Course (NMC - 4 weeks weeks at National Maritime Intelligence Training Center). Provides Intelligence Officers and Intelligence Specialists the knowledge
and skills necessary to perform the various duties of an Intelligence, Surveillance, and Reconnaissance (ISR) Collection Manager at both the tactical and operational levels, with an overview of ISR Collection Management (CM) at the strategic level of war.

k. Joint Air Operations Command and Control Course (JAOC2C - 2 weeks at USAF 505th Training Squadron, Hurlburt Field). Trains O-5 and below personnel assigned to air operations planning and execution tasks on air operations organization, processes and systems for planning, producing, executing and assessing Air Tasking Orders. Note: There are additional and more specific air operations courses offered.

l. Ballistic Missile Defense (BMD) Tactical Operations (2 weeks at Aegis Training and Readiness Center). Designed for officer and enlisted personnel assigned to BMD billets who require the knowledge and skill necessary to perform operation and employment of the Aegis BMD system aboard Aegis Cruisers and Destroyers. The course covers the BMD threat brief, LINK interoperability, Standard Missile characteristics, engagement elements, planning and detection of ballistic missiles, command and control, and employment of the tactical system.

m. Joint Command, Control, Communications, Computers and Intelligence (C4I)/Cyber Staff and Operations Course (JC4ICSOC - 2 weeks at Joint Forces Staff College). JC4ICSOC is designed to train and educate officers as C4I decision makers in C4I and cyberspace concepts in the Joint, interagency, and multinational environments.

n. Joint Command, Control, Communications, and Computers (C4) Planners Course (JC4PC - 4 weeks at Fort Gordon, GA). Note: JC4PC is a backup to the JC4ICSOC. JC4PC fills a capability gap by preparing mid-grade C4 planners for the technical requirements of planning net-centric operations within the deliberate and crisis action planning processes.

3. Additional Navy Reserve Operational Planning, Execution and Assessment Courses. The courses below can be used to augment the courses above, and may provide a greater level of detail. In some cases, the courses below are more applicable for supporting a Combatant Command or a Joint Task Force Headquarters.
a. JKO online courses in Joint Operation Planning and Execution (JOPES), Global Command and Control System (GCCS), Homeland Security Defense, Joint Staff Business Processes, Joint Critical Infrastructure Protection, and Joint Interagency Coordination Group.

b. Tactical Training Group (TTG) Naval Tactical Planning Course.

c. Joint Maritime Tactics Course.

d. Defense Support to Civil Authorities (DSCA) Course, Phase I.

e. Defense Support to Civil Authorities (DSCA) Course, Phase II.

f. Joint Enabling Capabilities Command Planner's Course (JECCPC).

g. Reserve Component National Security Course (RCNNSC).

h. Joint, Interagency, and Multinational Planner's Course (JIMPC).

i. JOPES Action Officer Course (JAOC).

j. JOPES Support Personnel Course (JSPC).

k. Joint Humanitarian Operations Course (JHOC).

l. Global Command and Control System - Joint (GCCS-J) - Common Operational Picture (COP) Basic and Advanced.

m. Homeland Security Planner's Course.

n. Information Operations Fundamentals.

o. Maritime Engagement and Crisis Response.

q. Strategic Deployment Planning Course (STADPC).

r. Joint Force Command (JFC) 100 Level Courses (Online).

s. Joint and Combined Warfighting School (JCWS) – JPME II.

t. Fiscal Law Course.

u. Law of Naval Operations Course.

v. Joint Interagency Planners Course.

w. Joint Medical Planners Course.

x. Joint Operations Medical Management Course.

y. Joint Logistics Course.

z. Tomahawk Land Attack Missile (TLAM) Tactical Commanders Course (TTCC).


ab. Joint Air and Space Operations Senior Staff Course (JSSC).

ac. Air Operations Center Initial Qualification Training (Combat Ops; Combat Plans; Intelligence, Surveillance and Reconnaissance; Airspace; Strategy; and Personnel Recovery).

ad. Joint Maritime Tactics Course (JMTC).

ae. Joint Logistics Over The Shore (JLOTS).

af. Support Operations Officer Course.

ag. Multinational Logistics Course.

ah. Operational Contracting Support Course.

ai. Joint Capabilities Requirements Management (GFM).

aj. Incident Command System 300.
ak. Federal Emergency Management Agency (FEMA) 700 Courses.
al. Tactical Land Attack Missile (TLAM) Commander Course.
am. Ground-based Midcourse Defense (GMD) Basic Course.
an. Ballistic Missile Defense System (BMDS) Staff Course.
aq. Maritime Ballistic Missile Defense (MBMD) Staff Training Course.
ar. Integrated Air and Missile Defense (IAMD) Course at 505th Training Squadron.
as. Joint BMD Planning & Execution (JBPE), offered by the Missile Defense Agency's Joint Ballistic Missile Defense System Training and Education Center.
at. Theater Battle Management Core Systems (TBMCS) Users Course.
au. Regional Security Education Program at Naval Postgraduate School.
av. Asia Pacific Orientation Course (APOC) at Asia-Pacific Center for Security Studies (APCSS).
Navy Reserve Operational Level of War Exercise Support

1. Purpose. Reserve Component personnel provide exercise support around the world. In addition to benefitting their supported commands, exercise support provides experience through learning and testing numerous planning, execution and assessment skills. Exercises represent a significant opportunity to develop skills that can then be used during routine or contingency operations. All numbered Fleet Commands, Navy Component Commands and Combatant Commands participate in major exercises sponsored by the Joint Chiefs of Staff. In many cases Reserve Component personnel who participate in these exercises become the exercise experts for the Active Component. In addition to these exercises, there are many other exercises performed by subordinate commands that serve to develop operational level planning, execution and assessment skills.

2. Major Exercises Providing Planning, Execution and Assessment Experience

   a. U.S. Africa Command (USAFRICOM):

      (1) JUDICIOUS RESPONSE: A computer-simulated training exercise that uses the Joint Theater Level Simulation to train the USAFRICOM headquarters staff, and its subordinate service component staffs. The exercise takes place in several different locations throughout Europe and the continental United States, to assist the headquarters to better prepare and plan for contingency operations.

   b. U.S. Central Command (CENTCOM):

      (1) INTERNAL LOOK: A Joint Chief of Staff sponsored, USCENTCOM coordinated, Command Post Exercise (CPX) based on a real-world contingency plan. Its operational concept is focused on Joint battle staff warfighting at the strategic and operational levels of war. The primary training audience is USCENTCOM's Combatant Commander and the USCENTCOM headquarters staff.

   c. U.S. Cyber Command (USCYBERCOM):

Enclosure (6)
(1) **CYBER KNIGHT, CYBER GUARD, JUICE and TRIDENS ASTRA:** Training exercises that USCYBERCOM uses to test cyber defenses for the Department of Defense.

d. **U.S. European Command (USEUCOM):**

(1) **AUSTERE CHALLENGE:** A joint training exercise that enables USEUCOM and USEUCOM service components to plan and execute full spectrum operations as a Joint Task Force Headquarters responding to a crisis affecting the USEUCOM area of responsibility.

e. **U.S. Pacific Command (USPACOM):**

(1) **KEY RESOLVE:** A training exercise designed to ensure readiness to defend the Republic of Korea (ROK) and sustain the capabilities that strengthen the ROK-U.S. Alliance. The training enables crisis management training through a "whole of government" approach.

(2) **ULCHI FREEDOM GUARDIAN:** A combined military training exercise held between South Korea and the United States, which is the world's largest computerized command and control implementation exercise. It focuses on defending South Korea from a North Korean attack.

(3) **TALISMAN SABER:** A joint training exercise performed with the Australian Defense Force across six locations in northern and central Australia, the Coral Sea, and in Honolulu, Hawaii; Denver, Colorado; and Suffolk, Virginia. The exercise focuses on crisis-action planning and contingency response, enhancing both nations' military capabilities to deal with regional contingencies and the War on Terrorism.

(4) **RIMPAC:** The world's largest international maritime warfare training exercise. The U.S. invites military forces from the "Pacific Rim" and beyond to participate in enhancing interoperability between "Pacific Rim" armed forces, ostensibly to foster and sustain the cooperative relationships that are critical to ensuring the safety of sea lanes and security on the world's oceans.

(5) **PACIFIC SENTRY:** A new training exercise that is the successor to the TERMINAL FURY exercise. It will encompass a
staff exercise phase, a crisis action phase, and then an advanced phase.

f. U.S. Southern Command (USSOUTHCOM):

(1) PANAMAX: A training exercise designed to promote interoperability between participating nations, which builds participating nation capability to function as part of a multi-national force, through demonstrated command and control of a multi-national force, in defense of the Panama Canal, within a United Nations mandate.

(2) INTEGRATED ADVANCE: A training exercise designed to test the readiness of the major inter-agency organizations to respond to a humanitarian crisis operation in the USSOUTHCOM area of responsibility.

(3) UNITAS: A training exercise intended to train participating forces, in a variety of maritime scenarios, to test command and control of forces at sea, while operating as a multinational force, to provide the maximum opportunity to improve interoperability. The exercise utilizes warfare scenarios addressing electronic warfare, anti-air warfare and air defense, anti-submarine warfare, anti-surface warfare and maritime interdiction operations.

g. U.S. Strategic Command (USSTRATCOM):

(1) GLOBAL THUNDER: A training exercise demonstrating the capabilities of various units to generate aircraft for the nuclear enterprise, in the execution of the nuclear deterrent plan, to deter a nuclear war.

(2) GLOBAL LIGHTNING: A training exercise designed to coordinate with other Combatant Commands, services, and appropriate U.S. government agencies, to exercise the ability to deter and detect strategic attacks against the U.S. and its allies.

h. U.S. Northern Command (USNORTHCOM)/United States Fleet Forces Command (USFF):

(1) BOLD ALLIGATOR: A training exercise designed to improve the fundamental ability to integrate and execute large-
scale operations from the sea. The exercise tests amphibious skills at the Marine Expeditionary Unit and Amphibious Ready Group levels.

(2) ARDENT SENTRY: A Tier 1 training exercise, Joint Chiefs of Staff (JCS) sponsored, NORTHCOM coordinated, and Command Post Exercise (CPX) centered on Defense Support of Civil Authority (DSCA) in response to a natural disaster in the United States. Other linked exercises could be VIGILANT SHIELD, USTRANSCOM’s TURBO CHALLENGE, and Department of Health and Human Services’ NOBLE LIFESAVER. Its operational concept is focused on joint battle staff coordination at the strategic and operational level. The primary training audience is USNORTHCOM’s Combatant Commander and the headquarters staff.

(3) VIGILANT SHIELD: A Tier 1 training exercise, JCS sponsored, USNORTHCOM coordinate, and CPX focused primarily on Homeland Defense to the United States. This exercise often will be linked with an Office of the Secretary of Defense (OSD)/Joint Staff sponsored POSITIVE RESPONSE, USSTRATCOM’s GLOBAL THUNDER and Canada Command’s DETERMINED DRAGON.