CURRICULUM ON LEADERSHIP

Strand L5: Planning

Level 11

 This Strand is composed of the following components:

1. **Planning Activities**
2. Conducting an After Action Review
3. Organizational and Strategic Planning





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# Planning Activities

## Objectives

**DESIRED OUTCOME (Self-Mastery)**

*90% of Unit Cadets will be able to use the Cadet Activity Planning Process either as a staff officer/NCO, or use the products produced by cadet leaders using the CAPP in order to glean information about an activity.*

1. Explain how a commander arrives at a vision for an activity and how they go about it.
2. Identify the planning fundamentals and how they drive our plans to be both a useful leadership tool and a guide for our activities.
3. Identify the 8 steps in the Cadet Activity Planning Process and use the CAPP Checklist to conduct planning.
4. Describe the 3 types of orders used by the California Cadet Corps, when each is used, and what they consist of.
5. List the annexes used to provide detail by the staff sections and how they integrate into the orders process.

### A1. Activity Planning – A Commander’s Vision

A big part of the leadership training advanced cadets receive revolves around the “applied leadership” aspect of the California Cadet Corps program. Cadets are developing their leadership skills, and part of leadership is planning and organizing. Once cadets have learned how to **do** cadet things, they start learning how to **teach** cadet things, and eventually they learn how to **plan** and **execute** cadet events, along with learning how to mentor and supervise other cadets while they do and teach. Cadet Regulation 3-14, Activity Planning, provides the framework for planning activities in the CA Cadet Corps.

Training outside the classroom is a core component of the CA Cadet Corps curriculum. Units from battalion (school) through corps (state) level conduct activities that reinforce the objectives of the CA Cadet Corps (Leadership, Citizenship, Patriotism, Military Knowledge, Academic Excellence, and Health Fitness & Wellness). Cadet leaders should be integrally involved in the planning process for every activity, and cadet leaders (commanders and staff members) should usually be any activity’s primary planners with guidance from adult leaders.

US Army Field Manual 5-0 defines planning as:

the process by which commanders (and the staff, if available) translate the commander’s vision into a specific course of action for preparation and execution, focusing on the expected results

Put another way, planning is the art and science of

* understanding a situation
* envisioning a desired future, and
* laying out an operational approach to achieve that future

Based on this understanding and operational approach, planning continues with the development of a fully synchronized plan that arranges potential actions in time, space, and purpose to guide the unit during execution.

Said more simply, the commander develops a vision for the activity, the staff comes up with a plan that will allow them to realize the vision, and they then execute the plan.

**A vision** in this context answers the question: **What does the commander want to accomplish by the end of the activity?** This vision is the most important aspect of planning an activity. The commander must express it, and the staff must fully understand it.

For example, we don’t do a bivouac *just to do a bivouac*, or *just to award the bivouac ribbon*. We do it to *conduct field training, to give cadet leaders leadership experiences in a field environment, to bring separate units from the brigade together, and to build cadet morale and esprit de corps.*

So how does a commander come up with a vision?

 Through **experience** – most commanders have been to similar activities in the past.

 Through **goal setting** – what things does the commander want the unit to accomplish during their command?

Once the commander has adequately expressed his/her vision, the staff conducts a planning process that determines how they can accomplish the elements of the commander’s vision. This planning process needs to include a lot of communication between the staff and the commander, especially when the staff doesn’t have a lot of experience. The commander can’t assume the staff truly embraces all the aspects of the commander’s vision. The commander needs to review the staff’s planning products, ask questions, conduct rehearsals or rock drills, and make sure that what the staff is planning meets the vision the commander has for the activity.

### A2. Activity Planning – Planning Fundamentals

US Army planning fundamentals are:

* Commanders focus planning
* Planning is continuous
* Planning is time sensitive
* Keep plans simple
* Build flexible plans
* Design bold plans

**Commanders focus planning.** Commanders must be involved in and provide oversight to the planning process. Planning starts with the commander’s vision, and the end result is a plan for the activity approved by the commander. The staff figures out how to turn the commander’s vision into a workable plan, but it is the commander’s responsibility to see that the plan reflects his/her intent and to put the plan into operation.

**Planning is continuous and cyclic.** The operations process is Planning, Preparation, Execution, and Assessment. The commander and staff develop and publish their plan, then implement it. As the situation develops, they must make changes to the plan in order to make the activity successful. A plan rarely survives intact after an activity starts – that’s why activities are such a good leadership experience. The commander and staff are always somewhere in the cycle of planning, preparing, executing, and assessing – then planning once again. Often, they’re doing all of these at the same time!



**Planning is time sensitive.** The higher level the unit, the earlier a plan must be published. A battalion may be able to publish a plan a couple weeks before an activity. A brigade staff should have an OPORD for a weekend activity a month before the activity, and the 10th Corps should have their plan published two months prior to a major state level activity. That doesn’t mean that the planning process is done; but the staff moves into the preparation process, and planning starts at the lower levels with the information they get from the higher level plan.

**Keep plans simple and build flexible plans.** Don’t get mired in detail when you write a plan; the detail will change, and you’ll find yourself scrapping the plan because it doesn’t reflect reality. Put the major pieces in place, and only work the detail once you have all the information. For cadet activities, you rarely know who’s coming more than a week or two prior to the activity, and it always changes because cadets don’t show when they say they will (or you may allow replacements at the last minute). Don’t plan based on names – plan based on subordinate organization or teams and general numbers. Have a process worked out so you know how you’ll put in the details once you have them.

*One year, the 10th Corps Staff didn’t understand the planning process. The S4 spent hours putting together, as a part of the Logistics Annex, a complete plan on where every cadet coming to Summer Camp would sleep – down to a name for each bed in each barracks. When the cadets arrived for Summer Camp, there was about a 15% no-show rate, and there were even a few cadets there who weren’t on the roster at all. At the end of the day, the units had to shuffle cadets around to different barracks bays (and beds) in order to keep unit integrity.*

*The next year, the S4 made a quick barracks plan based on the expected number of cadets per unit, assigning units to bays in the barracks. Once all the cadets had in-processed and she knew how many, by gender, were in each unit, she ensured that cadets in each unit were in the same bay, or next door if the unit was large, and that every cadet had a bed. She asked the chain of command to assign beds and to submit lodging rosters to the command so they’d be able to find a cadet if needed.*

**Design bold plans.** One of the great things about the planning process is that it allows you to be creative. Don’t just execute the same bivouac plan year after year. Envision new goals you want to accomplish, create dynamic new training that will inspire your participants, and actually plan a new activity. It’s much more rewarding than doing the same thing time after time.

The planning fundamentals give us the key aspects of planning. We want our plans to be simple, flexible, and bold. Plans should be driven by the commander and focus the planning process on achieving the goals established for the activity. The planning process should be timely, and leave time for subordinate units to conduct the planning and preparation necessary to make the activity successful.

### A3. Cadet Activity Planning Process (CAPP)

The Army uses the Military Decision Making Process (MDMP) and Troop Leading Procedures (TLP) to conduct planning and prepare for operations. These are processes that give planners steps to take to deliberatively plan training or operations and make decisions about the best course of action to take. Troop Leading Procedures give NCOs and Soldiers a framework for getting ready and executing training or operations. This works well for combat operations, but not so well for cadet activities. So we have our own process, the Cadet Activity Planning Process. This is a series of steps that commandants and cadet leaders can follow to make sure they are thorough in planning cadet activities. It also includes a checklist that helps them do all the tasks necessary to come up with a good plan. The CAPP has eight steps. The steps are generally sequential, but some will overlap, as one step starts before you’ve finished the previous step, or different staff members do different tasks within the process. Step 5 has the staff doing parallel planning, which means that different staff officers (or sections) are doing their own planning and preparation at the same time. The steps to the CAPP are:

Step 1: Envision the Activity

Step 2: Initial Planning

Step 3: WARNORDRD/Marketing/Staff Selection

Step 4: Detailed Planning

Step 5: Support Planning

Step 6: Preparation

Step 7: Execution

 Step 8: Assessment

So we have a process that helps us plan, but what should the plan look like? That’s in CR 3-14 too. The products of the planning process are the Warning Order (WARNORDRD), the Training Schedule, the Operations Order (OPORD), the Fragmentary Order (FRAGORD) as necessary, and the After Action Review (AAR). We could use more “civilian” sounding/looking documents, but we’re Cadets, and we like our activities and planning to *look* a little military.

Step 1: Envision the Activity.

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | Envision the Activity | Schedule the planning process (1/3 - 2/3 Rule) | Para 3 |
| Set Suspense Dates: WARNORD, OPORD, Applications, Registration, Rosters, Equipment Requests, etc. |
| Check Regulations & Higher Cdr Intent |  |
| Develop Commander's Vision & Intent | Para 3 |
|  Intent = Task, Purpose, & End State |   |
| Goals (mission oriented) | Para 3 |
| Objectives (SMART) to reach goals | Para 3 |

We talked about Vision in lesson A1. A vision answers the question: **What does the commander want to accomplish by the end of the activity?** The commander also establishes his/her intent during this phase. The Commander’s Intent statement, which goes in the WARNORD and OPORD, gives the Task, Purpose, and End State of the activity. So a Commander’s Intent for a bivouac might be:

 **Task**: Conduct field training

 **Purpose**: To orient cadets to field operations and provide a setting to practice guard duty, land navigation, and adventure activities to reinforce leadership aspects of the cadet program

 **End State**: Cadets are comfortable living in a field environment (camping) and have had hands-on practice in land navigation, guard duty, and team-building activities

Once the commander has established their intent, they develop Goals and Objectives for the activity. The goals should be mission oriented. Once again, What does the commander want to accomplish by the end of the activity? Maybe your goals for your bivouac might be:

1. 80% of participating cadets complete the Land Navigation Course
2. All cadets on their first bivouac experience guard duty
3. The unit builds teamwork through team-building activities

Objectives should be SMART: Specific, Measurable, Achievable, Realistic, and Time-based.

 Specific: Consider who, what, when, where, why and how in developing the objective

 Measurable: Include a numeric or descriptive measurement

 Achievable: Consider the resources needed and whether your objective can be achieved

 Realistic: Make sure the goal is consistent with the mission

 Time-based: Set a realistic deadline to accomplish the objective

So some objectives for your bivouac might be:

1. 90% of cadets can shoot a magnetic azimuth
2. 75% of cadets can convert a magnetic azimuth to a grid azimuth
3. 100% of cadets determine their pace count
4. 80% of cadets know the colors on a map and what they represent
5. 80% of cadets can recognize terrain features on a topographic map
6. 80% of cadets can recognize map symbols and what they stand for
7. 75% of cadets, working in teams of 2, can find 3 out of 5 points on the Land Nav Course
8. 100% of first-time cadets at a bivouac perform Guard Duty at night
9. 75% of cadets can state the three General Orders
10. 50% of units showcase their morale by developing unique chants or jodies

Another part to Step 1 is to ***plan*** the planning process! The military uses a 1/3 – 2/3 rule. That means that higher headquarters takes up no more than 1/3 of the available planning time, and subordinate headquarters get 2/3 of the time to do their own planning and preparation. So a commander analyzes the time available and sets deadlines for when their staff products need to be published. The commander (or XO) sets suspense dates for the WARNORD, the OPORD, applications for the activity, registration deadlines, when rosters are due from units, equipment requests, etc.

Step 1 is also the time to check CACC regulations concerning the activity, and get guidance from higher commanders as necessary.

Step 2: Initial Planning.

|  |  |  |  |
| --- | --- | --- | --- |
| 2 | Initial Planning | Check Continuity Book/File |   |
| What: Mission Statement | Para 2 |
| Where: Location of the Activity | Para 1 |
| When: Date of the Activity | Para 1 |
| Who: Participants; Staff hired or organic? | Para 1 |
|  Process to hire staff? | Para 3 |
| Product: WARNO |   |

During Step 2, commanders and staff planners look through Continuity Books (files with orders, paperwork, and AARs from previous similar activities) and familiarize themselves with what has been done in the past and how past plans worked out. They develop the Mission Statement, Location, Date(s), and who will be invited to participate. These items go into the WARNORD and OPORD.

The Mission Statement, in one sentence, designates the who/what/when/where/and why or how of the activity. For example:

On the weekend of 20-22 October *(when),* cadets from 989th Bn *(who*) participate in a bivouac *(what)* at Lincoln State Park *(where)* in order to experience field training and build teamwork *(why)*.

Other details worked out in Phase 2 regard consideration of who’s running the activity. Will you be able to use your organic staff (the staff in your unit), or do you want to open staff and leadership positions to cadets who aren’t currently on your unit staff, or maybe cadets from other units? One of the benefits of brigade level activities is to have cadets from all the units in the brigade on the staff or in leadership positions; working together builds bonds and teamwork that you rarely see otherwise.

At the end of Step 2, you are ready to publish your WARNORD. This document should be sent to all subordinate units, to leaders who may have a role in the activity, and to anyone who will be recruiting cadets to attend the activity.

Step 3: WARNORD/Marketing/Staff Selection.

|  |  |  |  |
| --- | --- | --- | --- |
| 3 | WARNO/Marketing/Staff Selection | Issue WARNO |   |
| Publicize the activity |   |
| Hire the Cadet Staff (Command & Support) |   |

In Step 3, you issue the WARNORD you prepared in steps 1 & 2, and you begin to publicize the activity. The WARNORD tells potential participants the critical information they need about the activity, but you probably want to involve your S5 (Public/Civic/Military Affairs Section) in marketing the activity. Use social media, ensure cadet leaders or commandants in all participating classes or schools have the information to put out, make posters for classrooms, send emails or texts, etc.

If you need to hire staff for your activity, you shouldn’t leave it to chance. Reach out to the cadet leaders who would do the various jobs you have available well, and ask them to consider serving in that role. Ask other units if they have leaders who can step up and lead. Activities are a great way to get more hands-on leadership experience, especially in a role like platoon leader or sergeant, company commander or first sergeant, or activity support staff.

Step 4: Detailed Plan:

|  |  |  |  |
| --- | --- | --- | --- |
| 4 | Detailed Plan | Who (Units, Trainers) | Annex A |
| What (Training Events, Formations, Meals, Personal Time, Missions, Transportation) | Tng Schedule |
| Where | Tng Schedule |
| When | Tng Schedule |
| Why | Para 3 |
| How | Para 3 |
| Product: Training Schedule |   |

Now that you have the basics of the activity determined and information disseminated to the potential participants, it’s time for the staff to get to work. During Step 4 you fill in the meat of the plan and produce the Training Schedule. You’re back to who, what, when, where, why, and how.

Annex A of your OPORD will be your Task Organization, and you develop it during Step 4. The task organization is simply a chart or a list showing how the activity will be organized. Most cadet activities are pretty simple, but can get fairly complex if the activity involves a lot of smaller units or groups doing different things. Here are several sample task organizations:

19th Brigade Leadership School Task Organization:

Commander – XO – CSM

Staff (S1, S2, S3, S4, S5, S6)

Instructors (Advance Course Students)

Company Commander

First Sergeant

1st (Basic) Platoon

2nd (Intermediate) Platoon

Text

19th Brigade Bivouac Task Organization:



Task Org: Leadership Encampment

**S1**

**CSM**

**XO**

**C Company Cadets**

**B Company Cadets**

**A Company Cadets**

**C Co First Sergeant**

**B Co First Sergeant**

**A Co First Sergeant**

**A Co Commander**

**B Co Commander**

**C Co Commander**

**OCS**

**NCO B**

**S2**

**S3**

**S4**

**S5**

**S6**

**NCO A**

**BST Bn CSM**

**BST Bn Cdr**

**10th Corps Commander**

The Training Schedule for an activity should usually address When, Who, What, Where, Who’s in Charge, and possibly the Uniform (if it varies). Usually this is portrayed in landscape mode in a spreadsheet type format. It needs to have enough detail that the participants can plan their time and figure out what’s going on. For example:

|  |
| --- |
| **TRAINING SCHEDULE**  |
| **LEADERSHIP SUMMER ENCAMPMENT** |
| **BEAR, SWORD & TORCH BATTALION** |
| **15-Jun-25** |  |  |  |  |  |
| **WHEN** | **WHO** | **WHAT** | **WHERE** | **OPR**  | **NOTES** |
| 0530-0615 | BST | PT | QUAD | BST CSM | PT Uniform |
| 0615-0630 | BST | Pers Hygience | Barracks | 1SGs |   |
| 0630-0715 | BST | Breakfast | DFAC | BST CSM | Class C Uniform |
| 0715-0800 | BST | Bcks Cleanup | Barracks | PSGs |   |
| 0800-0820 | BST | March to LRC | CSLO | 1SGs |   |
| 0820-1130 | BST | LRC | LRC | C/MAJ Jones |   |
| 1130-1200 | BST | Lunch | LRC | 1SGs | Sack Lunches |
| 1200-1300 | BST | Promotion Study | Bldg 710 | BST Co Cdrs | Cadet Handbooks |
| etc. |   |   |   |   |   |

A lot of planning goes into a training schedule. Whoever is planning the training first needs to look at the goals and objectives for the activity. At a complex activity like a summer encampment, there are different units with their own goals and objectives, and they need to develop their own training schedule, while synchronizing facilities and potentially instructors with the other units that are training simultaneously. It’s probable, for example, that at Leadership Summer Encampment, BST, NCO, and OCS all might want to use the Leadership Reaction Course (LRC). The S3 needs to ensure the separate units have the training scheduled at different times so they don’t conflict. In some cases, we rely on certified instructors to run different ranges at Camp San Luis Obispo. The same instructor can’t run two ranges at one time; if you’re relying on one qualified instructor, you need to deconflict his/her time as well.

When planning an activity you haven’t run before, you need to pay particular attention to your goals and objectives. What training events are needed for you to accomplish those goals? How will you track accomplishment of your objectives so you know you’ve reached your goals? It’s not just a matter of listing the training classes/activities you want to conduct. Everything you do has a reason and works toward a larger goal.

Step 5: Support Planning.

|  |  |  |  |
| --- | --- | --- | --- |
| 5 | Support Planning (parallel planning by staff sections) | Cmd: Task Organization established (units, chain of cmd) | Annex A |
|  Orientation Plan | Annex B |
|  How units will be identified |
| S1: Registration Process | Annex C |
|  In-Processing Plan |
|  Accountability Plan |
|  Morale Activities |   |
|  Religious Services |
|  Awards |
| S2: Medical Support | Annex D |
|  Risk Assessment |
|  Security Plan if needed |
| S3: Trainers Selected | Annex E |
|  Training Outlines prepared |
|  Facilities locked in |
|  Unit Identity (hats, T-Shirts, colors, etc.) |
|  Plan for ADVON |
|  Plan for Rear Det |
| S4: Budget  | Annex F |
|  Equipment Identified |
|  Supplies Identified |
|  Meal Plan |   |
|  Billeting Plan |
|  Transportation Plan |
| S5: Media Plan (including web site & social media) | Annex G |
|  Marketing |
|  VIP Plan |
| S6: Radios: equipment, SOI | Annex H |
|  Phone/Texting Roster |
|  Computer Plan |
| Product: OPORD |   |

This step focuses on what needs to happen behind the scenes for the commander’s training plan to be successful. The staff doesn’t drive the training – they make sure the trainers have what they need to conduct great training. Each of the staff sections (Admin/Personnel, Safety/Security, Training/Operations, Logistics/Supply, Public/Civic/Military Affairs, and Communications) needs to consider the support they are responsible for and ensure they have a good plan to execute that support. They also have to work together to ensure success. For example, the S1 plans what awards will be given out, then works with the S4 to gather the awards and ensure they’re ready to issue. The staff sections also need to be responsive to requests for assistance or coordination from both other staff sections and from line units.

The CAPP Checklist lists common items to consider in drafting a support plan, but the planners need to consider everything about their support to the activity. There may be items they have to do to support an activity that aren’t on the checklist. They still need to be done!

Step 6: Preparation.

|  |  |  |  |
| --- | --- | --- | --- |
| 6 | Preparation | Put plans into place |   |
| Conduct rehearsals |   |
| Pack, Forms/Formats, Support Schedule |   |
| Draw Facilities |   |

Once you have a plan, the preparation phase kicks off. This is when you start getting everything ready for the activity. The S1 works on rosters and an in-processing plan, the S4 gathers equipment and supplies, the S5 markets the activity through social media, announcements, email to potential participants, etc. The S3 ensures the facilities needed for the activity are locked in and that instructors or judges have the information they need to prepare for their roles. The S6 ensures they have all the needed radios and enough batteries, that they work, and they have a radio plan with call signs, frequencies for different needs, etc. People who will transport cadets, equipment, or supplies know they will do that and are included in the preparation. The final part of the preparation phase is the Advanced Party, or ADVON. These are the people who arrive at the activity location early to set up, conduct required training as necessary, draw and prepare the facilities, and the myriad of tasks that need to be done at the last minute before an activity kicks off.

Step 7: Execution.

|  |  |  |  |
| --- | --- | --- | --- |
| 7 | Execution | Conduct activity |   |
| Adjust plans as needed |   |
| Product: FRAGORDs as needed |   |

In Step 7, the activity happens. We all know that a plan does not survive first contact – things will not go as planned, and leaders need to continually assess the situation, determine the facts, and create work arounds or alternate plans that allow the activity to continue and the unit to accomplish its goals. When major changes to the published plan take place during an activity, the commander and staff issue a FRAGORD. This conveys the change to the leaders and participants and gives them the information they need to adjust to the new plan. When you just issue changes to the plan verbally – or make a decision to change without putting anything in writing, it can cause confusion and disinformation, because there are always people who don’t hear about the change. Even with written FRAGORDs it’s difficult to convey last minute information about changes. With written FRAGORDs, especially if they’re communicated well (via email or texting systems ideally, and/or posted on a central board) you’ll reach a far greater percentage of subordinate leaders, and they’ll all receive consistent information.

Step 8: Assessment.

|  |  |  |  |
| --- | --- | --- | --- |
| 8 | Assessment | After Action Review |   |
| Continuity File |   |
| Product: AAR |   |

During activities, and at the conclusion of the activity or immediately afterward, a good unit conducts an After Action Review. Notes are captured and a written report is compiled to be inserted into a continuity file so the next time the activity is planned, the planners have the benefit of your experience this time. Don’t expect the planners next time to know about or remember details of an event you’re conducting. Put your notes in writing and file them!

We have a whole lesson on conducting an After Action Review, so you can refer to that (in L5/B1) for more detail about AARs.

### A4. Planning Documents - Orders

The documents we use to put a plan in writing is called an ***order***. The orders we use in the Cadet Corps, based on similar Army formats, are the Warning Order (WARNORD), Operations Order (OPORD), and Fragmentary Order (FRAGORD). We can also use the Operations Plan (OPLAN), but seldom do.

 The **Warning Order** is the military equivalent to a Save the Date announcement. You can see examples of WARNORDs in Cadet Regulation 3-14, Appendix B, or just look on the CA Cadet Corps website for current WARNORDs published by the 10th Corps for cadet activities.

The WARNORD gives you the format to put out as much information as you have early in the planning process. It is designed to give subordinate units (and individuals) key planning facts and assumptions so that they can conduct parallel planning, or can plan for the activity at their level. The WARNORD is not designed to contain all the information the OPORD will contain. The WARNORD allows students or subordinate schools to get school and parental permission in a timely manner, arrange for chaperones, recruit cadets to attend the activity, arrange for transportation, etc.

Minimum information to be contained in the WARNORDRD:

* Type of Activity
* Dates
* Location
* Requirements to Attend
* Application Process
* Events Planned if known
* Cost
* Whether transportation is provided
* Whether meals are provided and cost
* Staff Selection if planned
* Key Suspense Dates

The format for a WARNORD is the OPLAN/OPORD format, using only the information you’re initially putting out. In lieu of OPLAN or OPORD, type WARNORD in the heading.

**Warning Order Example**

(For formatting notes, see para 3.2, CR 3-14)

 CACC-16th Bde

 3 SEP 2016

**WARNING ORDER 2016-2017-01**

**1. SITUATION:**

 a. Name of Event/Operation: 16th Bde Fall Bivouac

 b. Dates: 4-6 NOV 2016

 c. Start and End Times: Friday 4 NOV 16 at 1830 hrs/Sunday 6 NOV at 1500 hrs

 d. Location: California State Park (meet at Campsite 17)

 e. Units participating: 16th Bde

 f. Participation Requirements: All 16th Bde cadets in good standing with parental and commandant permission may attend

 g. Training events planned: Land Nav, Archery, Guard Duty, Field Training

 h. Uniform is Class C

**2. MISSION:** 16th Brigade gathers at its annual bivouac at California State Park 4-6 NOV 2016 to conduct field and adventure training in a field environment.

**3. EXECUTION:**

 a. **Commander’s Intent**: 16th Brigade will conduct its annual bivouac in a safe and fun manner, while challenging cadets to learn new skills and meet cadets from all schools within the brigade. Cadets will learn to live and work in a field environment, and participate in friendly competition between units.

 b. **Concept of Operations**: The bivouac will focus on three training events: Land Nav, Archery, and Guard Duty. All cadets will compete in the Land Nav and Archery events, which will go toward an overall Honor Unit. All cadets will receive classes on Guard Duty and will perform a shift of Guard Duty to reinforce their General Orders and teach responsibility. All units from the brigade will participate, and we will conduct a morale activity that will bring the cadets from different schools together in a friendly environment.

 c. **Goals**: (these may or may not be included in the WARNORD)

i. Goal 1 is for the cadets to run the Land Navigation Course

ii. Goal 2 is for the cadets to learn and practice archery

iii. Goal 3 is for the cadets to learn Guard Duty and reinforce the use of the 3 General Orders

 d. **Objectives:** (these may or may not be included in the WARNORD)

 80% or more of the cadets will pass the Land Nav Course with a score of 75% or higher.

 100% of participating cadets will learn archery in a safe environment and compete for prizes at the end of the bivouac.

 80% of cadets will be able to recite all three of their General Orders by the end of the bivouac.

 e. **Cadet Leaders & Staff Assignments**. The leaders and staff for this bivouac will be put together from applicants from throughout the brigade. All battalions are encouraged to have cadets apply. Positions available are Deputy Commander, Company Commanders, Platoon Leaders, Assistant Staff Officers (S1 thru S6), Staff NCOs (S1 thru S6), HHC Commander and 1SG, Land Nav and Archery Instructors. Brigade Commander, CSM, XO, and primary staff will be from the existing Brigade Staff. To apply, cadets should send an email to C/MAJ Jones at john.jones@cacadets.org. Suspense for applications is 15 SEP 2016.

 f. **Application Process**: Battalion S1s will submit a roster of cadets attending NLT 15 OCT 2016. Roster will include rank, name, emergency point of contact, food allergies, physical limitations, gender, and age. Submit to Bde S1. Please list all adults participating on your rosters as well.

 g. There is no **cost** for this activity. Budget provided by School District.

 h. **Key Suspense Dates**:

 15 SEP: Staff Applications to C/MAJ Jones

 01 OCT: Bde will publish OPORD

 15 OCT: Bn Rosters to Bde S1

 i. **More**: Include any critical information not already listed that is necessary to know to plan for this activity.

**4. SUSTAINMENT**:

 a. Meals will be provided at no cost to the individual or school

 b. Transportation is the responsibility of the school

 c. Billeting will be in tents (provided by 16th Bde). Individuals must bring sleeping bag

**5. COMMAND and CONTROL**:

 a. Cadet Commander for this activity will be the Bde Cdr, C/LTC Morales

 b. Cadet CSM for this activity will be the Bde CSM, C/CSM Chang

 c. Brigade Advisor: MAJ Ivanoff

 d. Questions may be addressed to the Bde Staff through normal channels.

**ACKNOWLEDGE**:

 Morales

 C/LTC

**DISTRIBUTION**:

BDE Advisor

BDE SPO

BDE CDR & Staff

BN CDRs & Staff

All Commandants

District Vice Superintendant

The **Operations Plan/Order** (OPLAN/OPORD).

The OPLAN is a documen [Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

 t that completely plans a potential operation. In the military, a staff will develop an OPLAN for a type of operation, or operation in a location of concern (i.e. OPLAN for invasion of North Korea). CACC could produce OPLANs, but it’s a lot of work and not really worth the effort in our case. Examples would be a school having an OPLAN for annual bivouacs. The cadet staff would then use the OPLAN to base their planning process off of, and write an OPORD for the bivouac they’re planning to be conducted on specific dates.

The OPORD is a complete plan that contains all the planning details for an activity. Using the format in Appendix C of CR 3-14, along with the CAPP Checklist, is an acceptable process to use to plan an activity.

The OPORD has five paragraphs:

1. Situation
2. Mission
3. Execution
4. Sustainment
5. Command and Signal

Paragraph 1. Situation. *The situation paragraph describes basic facts about the activity:*

1. Situation.

a. Name of Event/Operation:

b. Dates:

c. Start and End Times:

d. Location:

e. Units participating: *(list schools with Bn numbers unless entire brigade is participating in which case list the Brigade #):*

f. Participation Requirements:

g. Uniform:

h. Advance Party: *Who, When, Transportation, Major Tasks, OIC/NCOIC*

i. Rear detachment: *Who, Until When, Transportation, Major Tasks, OIC/NCOIC*

Paragraph 2. Mission. (One Sentence): *Should cover who, what, when, where, and why.*

2. Mission.

On the weekend of 1-3 April, 15th Brigade conducts field training in a bivouac at Lone Pines Campground to give cadets experience in the field and practice adventure skills and earn the Bivouac Ribbon.

Paragraph 3. Execution. *Gives details of* ***how*** *the activity will be executed, focusing on Commander’s Intent, Concept of the Operation, Goals & Objectives, Phases if used, and coordinating instructions.*

3. Execution.

a. Commander’s Intent: *(clear concise statement of what the activity will accomplish, defining success. Answer the WHY of the activity)*

 b. Concept of Operations: *(HOW the unit will accomplish the mission; should cover tasks, purpose, and end state)*

 c. Goals: *(major things the commander wants to accomplish)*

 i. Goal 1

 ii. Goal 2

 iii. Goal 3

 c. Objectives *(measurable results you expect to see; use SMART Objective format: Specific, Measurable, Attainable, Realistic, and Time-driven.*

 d. Major Training Events:

 i.

 ii. *(use as many sub-paragraphs as needed)*

 e. Phases of the Operation: *(break down the activity into phases. i.e. ADVON; Arrival/Set Up; Training; Breakdown; Transportation Home. These will be further detailed in Annex E)*

 i. Phase I:

 ii. Phase II:

 iii. Phase III:

 iv. Phase IV:

 v. Phase V:

 f. Process to Hire Staff:

 g. Outline of Preparation Phase – *what needs to happen before the activity*

 h. Coordinating Instructions: *(list here any instructions and tasks that apply to more than one unit. i.e. How to Apply, Required rosters, things subordinate units need to know or do to prepare).*

 i. More: *Include any critical information not already listed in your OPORD that is necessary to know to plan or execute this activity.*

Paragraph 4. Sustainment. *Gives the overall concept of support to the activity.*

4. Sustainment.

1. Meals
2. Movement of cadets (Transportation)
	1. To/from the activity
	2. Within the activity
3. Billeting
4. Equipment needed

The details of the support plan may be in the main order (if brief), or expanded in Annex F.

Paragraph 5. Command & Signal. *Gives details about the chain of command and how to communicate.*

5. Command & Signal.

1. Chain of Command for the Activity
2. Point of Contact for questions

The key to a successful OPORD is not just checking all the blocks in the format. The key is using the planning process: coming up with valid goals and objectives for the activity; developing a workable training schedule that addresses all the different aspects of the training you want to conduct; figuring out all the support needed to successfully run the activity. The order merely communicates the details to the rest of the staff and the other people who are helping conduct the activity. Format isn’t as important as content.

The **Fragmentary Order** (FRAGORD).

FRAGORD is an order that puts in writing changes to the original plan (as issued in the OPORD). As changes occur, if they need to be disseminated, the command that issued the OPORD issues a FRAGORD. The FRAGORD only contains changes. It does not repeat the parts of the OPORD that have not changed.

**FRAGMENTARY ORDER (FRAGORD) FORMAT**

Issuing headquarters (CACC-\_\_\_)

 Date-time of issue

**FRAGMENTARY ORDER \_\_\_\_\_\_\_\_** *(start at 1 for each OPORD)*

**References:** *List the order being modified. For example* CACC-16 OPORD # 2016-2017-01

**1. SITUATION:** *Include any changes to the existing order, or state “No change”.*

**2. MISSION:** *State “No change”*

**3. EXECUTION:** *Include any changes or state “No change”*

**4. SUSTAINMENT:** *Include any changes or state “No change”*

**5. COMMAND and CONTROL:** *Include any changes or state “No change”*

*Include any sub-paragraphs that contain a change to the original OPORD.*

**ACKNOWLEDGE**: (subordinate commanders who receive this plan reply that they have it)

 Commander’s Last Name

 Commander’s Rank

**OFFICIAL:**

[Authenticator’s Name – usually the S3]

[Authenticator’s Position]

**ANNEXES**: (list any that contain changes)

**DISTRIBUTION**: (list the people by position who need to receive this order)

**Alternatives to Planning Orders.**

Planning Orders are not the only way to disseminate information. Because of their military origin, they can be harder for civilians who aren’t familiar with their format to understand. A Commandant, Brigade Advisor, or Cadet Commander may choose to use a simpler, more civilian format to put out information regarding an activity.

An appropriate format to use to disseminate information would be a Memorandum of Instruction (MOI) or a Circular, found in CR 1. As long as you present the information in a logical order, you may adjust these to fit your purpose.

No matter what format you use, you still need to use a logical planning process such as the CAPP to conduct your planning. In lieu of the products listed in the CAPP, you could call these documents enclosures to your MOI or Circular. It doesn’t matter what they’re called, or even their format. What matters is that you conduct the necessary planning, disseminate the information in a format the recipients understand, and have a plan that enables you to execute your activity.

### A5. Planning Documents - Annexes

Annexes will be used in CACC OPORDs, as necessary, to show planning details for functional areas. If an annex is not required, “not used” will be stated by the annex letter in the list of annexes at the end of the order. All annexes will be listed, whether used or not. Annexes will provide the information listed in the CAPP checklist, as necessary for the activity. If there is functional area information necessary for an activity that is not listed in the CAPP checklist, put that information in the annex after the listed information.

 b. Annexes to be used are:

 A: Task Organization

B: Command and Control

C: Administration and Personnel

D: Security and Safety

E: Training and Operations

F: Supply and Logistics

G: Civic, Public, and Military Affairs

H: Communications and Computers

I: Any other needed subject area

**ANNEX FORMAT**

 Issuing headquarters (CACC-\_\_\_)

 Date-time of issue

**ANNEX** *use letter and title from para 3-6b* to *list OPORD HQs & # (i.e.* CACC-16 OPORD #2016-2017-01*)*

**1. SITUATION:** *Include information affecting the functional area that paragraph 1 of the OPLAN/OPORD does not cover or that needs to be expanded.*

**2. MISSION:** *State the mission of the functional area in support of the base plan or order.*

**3. EXECUTION:** *List a separate paragraph for each of the planning factors listed in the CAPP Checklist. For example, for Annex C (Administration & Personnel), paragraphs would be:*

 a. Registration Process

 b. In-Processing Plan

 c. Accountability Plan

 d. Morale Activities

 e. Religious Services

 f. Awards

**4. SUSTAINMENT:** *Identify priorities of sustainment for functional area key tasks and specify additional instructions as required.*

**5. COMMAND and CONTROL:**

 a. Command. *State the location of key functional area leaders.*

 b. Liaison Requirements. *State the functional area liaison requirements not covered in the base order, if any (i.e. do units need to establish a liaison with their S1 to the Bde S1?)*

 c. Signal. *Address any functional area-specific communications requirements or reports.*

**ACKNOWLEDGE**: *(subordinate commanders who receive this plan reply that they have it)*

 Commander’s Last Name

 Commander’s Rank

**OFFICIAL:**

[Authenticator’s Last Name – usually the S3 or person writing the order]

[Authenticator’s Position]

When writing their annex, a staff officer shouldn’t have to start from scratch. They use all their experience, and documents produced by their predecessors, to develop the best plan for their functional area. Staff officers keep a “running estimate”. This consists of pertinent information regarding their functional area. For the 10th Corps S1, this might include a list of all the units (schools) by brigade in the Cadet Corps, contact information for brigade and battalion S1s, past plans on how rosters were consolidated for activities, how orders were published, scripts for awards ceremonies, etc. For a battalion S1, it would probably include a list of the companies and key personnel in their battalion, a list of all cadets and where they’re assigned, rosters of drill teams, information on activities and missions cadets have attended that will eventually earn them an award, formats for orders, and other information that helps them do their job. Each staff section keeps this type of information at hand so they are ready to perform their part of the support process when needed.