Decisive Action (DA)

The continuous, simultaneous combinations of offensive, defensive, stability, and of Defense Support of Civil Authorities (DSCA) tasks (ADP 3-0).

Offense   **Defense**
Movement to contact   Mobile Defense
Exploitation   Area Defense
Attack   Retrograde
Pursuit

Stability
Establish civil security.
Establish civil control.
Restore essential services.
Support to governance.
Support to economic and Infrastructure development.
Conduct security cooperation.

DSCA
Provide support for domestic disasters.
Provide support for domestic chemical, biological, radiological, and nuclear incidents.
Provide support for domestic civilian law enforcement agencies.
Provide other designated support.

Mission Command TC 6-0

The Army defines mission command as the exercise of authority and direction by the commander using mission orders to enable disciplined initiative within the CDRs intent to empower agile and adaptive leaders in the conduct of unified land operations (ADP 6-0).

Deliberate Risk Assessment Worksheet (DRAW)

-DD Form 2977 DRAW is the Army Standard
-Most knowledgeable on the training completes DRAW, not the unit appointed CDSO/ADSO
-Daily DRAW contains current and relevant information*
-DRAW needs to match or exceed LP risk assessment
-NGB/USARC training operations – use TRADOC risk acceptance authority
-Adopt Risk Acceptance in writing from:
   Army Pamphlet 385-30, Safety – Risk Management, Table 4-1 Adopt Risk Acceptance Matrix, or TRADOC Regulation 385-2 TRADOC Safety and Occupational Health Program, Page 16, 1-5. Risk management (RM) policy
-The DRAWs must be specific is all areas: i.e. include the Primary and all Alternate Training Sites/Areas, including the specific Uniform/PPE in detail.
***Ensure Daily DRAW is conducted and signed; often found unsigned!**

Asking Students "WHY" Questions

In a traditional classroom, the teacher is the center of attention, the owner of knowledge and information. Teachers often ask questions of their students to gauge comprehension, but it's a passive model that relies on students to absorb information they need to reproduce on tests.

What would happen if the roles were flipped and students asked the questions?

5 Whys is an iterative interrogative technique used to explore the cause-and-effect relationships underlying a particular problem. The primary goal of the technique is to determine the root cause of a defect or problem by repeating the question "Why?" Each answer forms the basis of the next question. The "5" in the name derives from an anecdotal observation on the number of iterations needed to resolve the problem.

Not all problems have a single root cause. If one wishes to uncover multiple root causes, the method must be repeated asking a different sequence of questions each time. The method provides no hard and fast rules about what lines of questions to explore, or how long to continue the search for additional root causes. Thus, even when the method is closely followed, the outcome still depends upon the knowledge and persistence of the people involved.

The vehicle will not start. (the problem)
   Why? - The battery is dead. (First why)
   Why? - The alternator is not functioning. (Second why)
   Why? - The alternator belt has broken. (Third why)
   Why? - The alternator belt was well beyond its useful service life and not replaced. (Fourth why)
   Why? - The vehicle was not maintained according to the recommended service schedule. (Fifth why, a root cause)

Link to USACBRNS Homepage, SOP & Info
https://home.army.mil/wood/index.php/units-tenants/USACBRNS

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MSCOE QAO FY20 ACCREDITATION PREPARATION TRAINING

TRADOC Mission: Training and Doctrine Command develops, educates and trains Soldiers, civilians, and leaders; supports unit training; and designs, builds and integrates a versatile mix of capabilities, formations, and equipment to strengthen the U.S. Army as America's Force of Decisive Action.

CAC Mission: The Combined Arms Center provides Army-wide leadership and supervision for leader development and professional military and civilian education; institutional and collective training; functional training; training support; mission command; doctrine; lessons learned; and other specified areas that the TRADOC Commander designates.

MSCoE Mission: The MSCoE develops **competent** leaders and warriors of **character** and delivers Engineer, CBRN, Military Police, and Maneuver Support capabilities to enable mission success across the range of military operations.

MSCoE Vision: A Team of Teams who serves honorably while providing competent leaders and warriors steeped in the profession and dedicated to achieving Army values.

CBRN Corps Mission (what we do across the Regiment) The Chemical Corps conducts operations to protect the force and the nation from Weapons of Mass Destruction (WMD) / Chemical, Biological, Radiological and Nuclear (CBRN) threats and hazards.

U.S. ARMY CBRN School Mission: To ensure the Army is postured to fight and win in a CBRN environment. Design, Acquire and Build the Army's future CBRN capability and to constantly improve it using the Doctrine, Organization, Training, Materiel, Leadership and Education, Personnel and Facilities (DOTMLPF) process.

Vision: Dragon Soldiers, America's CBRN counterforce and world leaders in countering WMD, enabling expeditionary movement and maneuver and protecting the homeland.

Operational Environment (OE)

One method in dealing with the OE is to use the Army's doctrinal framework to analyze across eight operational variables. The framework is a baseline to analyze an operational environment. These variables and the interactions among variables determine the nature of a particular operational environment. By studying the variables to a specific operational environment, the training and curriculum developer appreciates the conditions in the environment in which a task/action is to be achieved.

Operational Variables: PMESII-PT)

Political
Attitudes toward the U.S.
Centers of political power
Type of government
Government effectiveness Government legitimacy
Influential political groups

Military
Military forces
Government paramilitary forces
Non-state paramilitary forces
Unarmed combatants
Nonmilitary armed combatants
Military functions

Economic
Economic diversity
Employment status
Economic activity
Illegal economic activity
Banking

Social
Demographic mix
Social volatility
Education level
Ethnic diversity
Religious diversity
Population movement

Information
Public communications media
Information warfare (INFOWAR)
Intelligence apparatus
Information management

Infrastructure
Construction pattern
Urban zones
Utilities present

Operational Environment (OE) Cont'd

Physical Environment
Terrain
Natural hazards
Climate
Weather

Time
Cultural perception of time
Measurement of Time
Key dates, Key time periods, Key events

The mission variables: METT-TC

Mission
Intent one & two levels up
Specified tasks
Implied tasks
Mission essential tasks
Limitations/constraints
Restated mission

Enemy

Disposition/composition	Strength
Recent Activities	Weaknesses
Possible COAs	Probable COAs
Reinforcement abilities	

Terrain and Weather
OCOKA
Observations/Fields of Fire
Cover & Concealment
Obstacles
Key terrain
Avenues of approach

Troops and Support Available

Key leaders	Disposition
Composition	Strength (personnel/material
Activities	Weaknesses
Morale	Maintenance level
Combat service support	

Time Available
Planning & preparation of combat orders
Inspections & rehearsals
Movement
Line of departure
Start, critical, release points
Use 1/3 – 2/3 rule

Civil Considerations

Areas	Structures
Capabilities	Organizations

Decisive Action Training Environment (DATE)

TRADOC foundational document that describes conditions, characteristics, and variables of five operational environments (OEs) as the Army training community baseline source to assist trainers in constructing scenarios for specific training events. DATE is approved by the Army Chief of Staff. A RAFTE, as a supplement to DATE, identifies conditions of a selected OE unique from what is in the DATE.

The intent of the DATE is to give enough detail for the designer to rapidly build a plausible scenario while describing a range of variations that allow for flexibility. For example, DATE describes the basic state of a country's economy, political system, and infrastructure, and also describes the conditions that could cause one of these systems to change for the better or worse. It also attempts to guide the amount of change that a system could reasonably expect to sustain.

Key components and characteristics:
•A composite model of the real-world environment

•All conditions and actor qualities are real; fictitious names used for AR 350-2 (OPFOR Program) compliance

•DATE is centered on a region that provides a range of geographical features and conditions with embedded realistic actors that make up the full range of potential threat capabilities

•DATE provides the conditions required to effectively train for Decisive Action operations

•DATE provides all the conditions needed to realistically and effectively challenge ANY Army task –conditions were cross-walked with Decisive Action METL (mission essential task list)

•DATE provides multiple realistic challenges to collective tasks

•DATEs provide complex OEs with Hybrid Strategies that can be employed to challenge any unit's training objective

•Dynamic - regularly updated to incorporate new conditions

•Scalable - scale to level of complexity based on training objectives