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We appreciate those who have provided announcements, notices, articles and lessons learned.

Additionally, if you have a story of interest or wish to initiate a discussion on any topic or issue please contact:

SGM Jeffrey D. Price
Chief Career Management NCO
Field Artillery Proponent Office
jeffrey.d.price@army.mil
Office: (580) 442-4973

MSG Fernando L. Carrasquillo
13Z Career Management NCO
Field Artillery Proponent Office
Office: (580) 442-4972
fernando.l.carrasquillo.mil@
army.mil

MSG David D. Tuck
ARNG FA Proponent NCO Field
Artillery Proponent Office Office:
(580) 442-4970
david.d.tuck.mil@army.mil

!!KING OF BATTLE!!

Newsletter design by
Sharon McBride,
U.S. Army Field Artillery Public
Affairs Officer

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REDLEG 7 SENDS

Redlegs,

2022 promises to be another exciting time for change, modernization, and increased capability across the Field Artillery Branch! A quick recap from the final months of 2021:

1. Master Gunner Identification Badge (MGIB) and ASI A7 (FAMG) Update: The Field Artillery allocated additional A7 ASI billets and received an approved Notification of Future Change awarding select 13F and 13R positions effective 1 Oct 2023. IAW Milper Message 19-144, the FA Commandant signed the orders retroactively awarding the ASI and the MGIB to all 13F graduates since they began attending in 2015. All future 13F and 13R graduates will receive the MGIB and A7 ASI beginning with graduates of our Feb22 course. No action is needed from the force, previous graduates should see the orders updated in their records.

2. Army National Guard Regional Training Institute (RTI) Symposium at Fort Sill: Over 50 participants from the 8 RTIs that teach FA POI met with Instructors and Writers from across Fort Sill 14-18 Nov. This synchronization is critical for the Branch as the 8 RTIs teach 46 of 51 possible IMT, PME, or Functional Courses and remain One Army School System compliant. In total, RTIs trained and Certified just below 3,000 Artillerymen and Women from Compo 1 & 2 while utilizing 94% of their Quotas in FY21.

3. Advanced and Senior Leader Course

Redesign: Beginning with FY23 (October, 2022), 24 training hours (Three Duty Days) of NCO Common Core subjects from our ALC and SLC for all MOS will move to a blended delivery method. There is NO reduction in course lengths, curriculum, or desired outcomes. There will not be additional phases. The course will remain synchronous, meaning NCOs will be ATRRS enrolled the same as they are now, however their travel dates will reflect three training days at Home Station and the remainder will be TDY to brick and Mortar Schoolhouses.

4. The American Council of Education (ACE) reviewed our NCO PME portfolio for COMPO 1 and COMPO 2 FA Soldiers. Their analysis awards recommended college credits to elements of the POI for CMF13 SLC and ALC programs for both COMPOs. This enables our NCO Corps to gain college credits for their PME based on the collegiate institutions acceptance. Our FAPO team will publish the results soon, bottom line is our NCOs across all MOS will receive additional Undergraduate College Credits based on our changes to Programs of Instruction!

We are humbled to serve you and our Field Artillery Soldiers. We look forward to another year of progress, leader development, and driving change.

Guns up and King of Battle!

Redleg 7
CSM Michael J. McMurdy



IMPORTANT
Please Read
Before You Continue

The Senior Leader roster has moved to FKN. Please, log into the link below and add or change your information.

<https://intranet.tradoc.army.mil/sites/fcoe/FAPO/Lists/Key%20Leader%20Roster/All%20Items.aspx>

Project Athena in NCO PME

By Sgt. Maj. Craig A. Collins
NCO Leadership Center of Excellence

Soldiers are the Army's most valuable resource and most important weapon system. And like any weapon system, they require maintenance and development to accomplish their objectives and maintain the upper hand on the battlefield. Project Athena is a self-development tool that allows noncommissioned officers (NCOs) at all levels to see their deficiencies and correct them over the long-term. This article details Project Athena and its implementation at every level of NCO Professional Military Education (PME) to facilitate leader development.

Background

Developed by the Center for the Army Profession and Leadership (CAPL), Project Athena utilizes a progressive and confidential battery of assessments administered across all levels of the NCO PME system. The assessments provide detailed feedback to help Soldiers develop self-awareness and assist in their personal and professional development over the course of their careers.

"Project Athena is designed to enable self-awareness and self-development, so individuals become more effective leaders, whether that comes out in competition during the brigade and battalion command assessment programs or for any follow-on assignment. Soldiers deserve leaders who are self-aware and humble enough to know where they can improve. In turn, Soldiers follow self-aware and humble leaders who are committed to self-improvement." (Fallesen et al., para. 13)

Project Athena also includes a specifically tailored coaching component leaders can use at all echelons to assist Soldiers in creating or modifying Common Individual Development Plans (IDP). *The Common IDP is Project Athena-specific and is created or updated after every level of PME. These IDPs are targeted training plans that identify training and leadership opportunities to improve Soldiers' skills and competencies.

Project Athena Assessments

The assessments in Project Athena provide detailed insight into three key developmental areas: personal, cognitive, and leadership. This enables Soldiers to identify "blind spots", or trouble areas, and helps build their self-awareness. This is fundamental for both long-term career development and for building a well-rounded leader ready for the future battlefield (Department of the Army, 2017).

The tests are initiated at the Basic Leader Course and continue at each subsequent PME course to include the Sergeants Major Course. They are designed to give specific feedback which Soldiers can then internalize and create a Common IDP or action plan, either individually or with assistance from a coach or mentor. They will update their IDP during every NCO PME level. When Soldiers take part in creating their own development plans it allows them to take ownership of their improvement while guiding it with their personal and professional goals in mind. Basic Leader Course (BLC)

As Soldiers become new NCOs and leaders, they are assessed at BLC on their interpersonal skills and decision-making under pressure as a first line leader (Oney, 2021). Project Athena assessments reveal how Soldiers see themselves, the world, and how the world (peers) sees them.

Advanced Leader Course (ALC)

At ALC, the leadership focus is often on adaptability and being prepared for changing environments (Oney, 2021). Assessments here show Soldiers how well they adapt to evolving situations, especially in decisive action operations. These are designed to build upon the previous assessments from BLC and provide a realistic view of individual growth between NCO PME courses.

Senior Leader Course (SLC)

At SLC, the leadership focus shifts to critical thinking and quick decision-making under pressure (Oney, 2021). Assessments at this level seek to

Continued on Page 7, See Athena

Athena...continued from Page 6

improve complex problem-solving skills as well as situational understanding, vital for mission command and evolving operating environments.

Master Leader Course (MLC) & Sergeants Major Course As Soldiers develop further as senior NCOs, their leadership focus becomes less on direct troop contact and shifts toward systems and big picture decision-making (Oney, 2021). Assessments at these upper levels of PME help develop situational awareness at the local, regional, and global scale.

Common IDP

The Common IDP is an important document a Soldier will use throughout each stage of their career. Sgt. Maj. R.W. Ferguson, Mission Command Center of Excellence, describes the Common IDP as a “Snapshot of how a Soldier/ leader sees themselves and how they plan to improve, both professionally, and personally. It will outline the strengths, weaknesses, immediate action plans, short-term and long-term goals” (Personal communication, 19 July 2021).

The Common IDP consists of long- and short-term goals, a section for a 90-day action plan, and the three Project Athena insight areas: personal, cognitive, and leadership. These sections complement each other and keep track of a Soldier’s progress and development as they graduate each NCO PME course, move to different units, or are re-evaluated during counseling sessions.

Coaching

Coaching is the final component that rounds out Project Athena. Coaches provide NCOs an outside viewpoint and can objectively guide them in setting and following through with goals. According to CAPL:

“Coaches can come from different relationships: those who are familiar and those who are provided by the organization to help individuals and teams improve. The role of coaches involves helping leaders understand and appreciate their current level of ability and potential and guide the leader to choose ways to get better. When coaching is part of a program of individual assessments, coaches help explain the assessment results, guide the identification of strengths and developmental needs, provide insight or sugges-

tions on how to build on knowledge and skill, and guide a leader through the creation of an action plan or development plan. Coaches help leaders gain insight that can have an immediate effect on how the leader can improve their choices and behaviors.” (CAPL, 2020, p. 2)

Conclusion

Developing self-aware Soldiers capable of dominating the chaos and ambiguity of the contemporary operating environment is the desired outcome of Project Athena. Conducting operations across all warfighting domains requires leaders who are agile, adaptable, and flexible. Project Athena provides insight and promotes accelerated and insightful leader development for Soldiers at all levels. The Army’s most valuable resource deserves nothing less.

Sgt. Maj. Craig Collins currently serves as the sergeant major for the Department of Curriculum Development at the NCO Leadership Center of Excellence. Collins previously served as the Command Sergeant Major for the Field Artillery Squadron, 2nd Cavalry Regiment. He is a Class 67 graduate of the Sergeants Major Course, holds a Bachelor of Science from Excelsior College and a Master of Science from Syracuse University.

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Remembering Powell: Leadership Lessons from a Soldier, Patriot, and Statesmen

by Jay Jackson

With the passing of Colin Powell, I was reminded of how grateful I am for his “Thirteen Rules.” Described in Part I of his book, “It Worked for Me: In Life and Leadership,” the principles Powell sets forth are clear and practical:

1. **It ain't as bad as you think! It will look better in the morning.**
2. **Get mad then get over it.**
3. **Avoid having your ego so close to your position that when your position falls, your ego goes with it.**
4. **It can be done.**
5. **Be careful what you choose. You may get it.**
6. **Don't let adverse facts stand in the way of a good decision.**
7. **You can't make someone else's choices. You shouldn't let someone else make yours.**
8. **Check small things.**
9. **Share credit.**
10. **Remain calm. Be kind.**
11. **Have a vision. Be demanding.**
12. **Don't take counsel of your fears or naysayers.**
13. **Perpetual optimism is a force multiplier.**

I remember a story I heard early on in my career, not from Powell, but about him. It was part of a talk that General Stephen Lorenz would give on leadership. Lorenz explained that when he was assigned to the Pentagon, a major walked down the corridor with his grandmother and pointed out General Powell's office. At that moment, General Powell happened to come out and see the major (wearing his Joint Staff badge) with his grandmother, and he began gushing to the grandmother about her grandson.

General Powell told the major's grandmother what an incredible job her grandson was doing and how he would not be able to do his job without him. Lorenz talked about how Powell—in maybe 30 seconds—made a difference in the lives of the major, his grandmother, and General Lorenz. General Lorenz's point was that it takes only a moment to make a difference.

That story stuck with me until I first came across Powell's Thirteen Rules and realized that kind of kind-



ness was not a side effect of Powell's character, it was an intentional focus of his leadership philosophy. The Thirteen Rules were especially useful to me during the most demanding (and rewarding) assignment of my career, on the staff of Joint Special Operations Command.

Sometimes the challenges we faced seemed insurmountable. Rule #4 – It can be done. We needed buy-in from other military and civilian organizations to accomplish our mission.

Rule #11 – Have a vision. Be demanding. Coordinating and advocating for that buy-in was often grueling. Rule #10 – Remain calm. Be kind. And sometimes—a lot of the time—we didn't get what we wanted. Rule #3 – Avoid having your ego so close to your position that when your position falls, your ego goes with it. At every level of professional military education, we are saturated with the wisdom of our forebearers. Sun Tzu, Carl von Clausewitz, Douhet, and Mitchell (the last two prominent at least for us Air Force guys). Honestly, I have forgotten much more of that wisdom than I remember. But Powell's Thirteen Rules have stuck with me. Clear, accessible, and practical, they should be on any professional's reading list.

Jay Jackson is an attorney in Omaha, Nebraska and an officer in the United States Air Force Reserve. He previously served fourteen years on active duty, including six deployments, before separating in 2020. Visit his website, sign-up for his email list, or connect with him on LinkedIn.

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DEPARTMENT OF THE ARMY
FIELD ARTILLERY PROPONENT OFFICE
730 SCHIMMELPFENNIG ROAD, SUITE 278
FORT SILL, OKLAHOMA 73503-9035

ATZR-P

03 November 2021

MEMORANDUM OF INSTRUCTION

SUBJECT: Knox, Hamilton, and Gruber Award Program

1. PURPOSE. Provide information and submission requirements for the Knox, Hamilton, Gruber awards program.

2. BACKGROUND. The Knox, Hamilton, and Gruber competition is conducted annually by the Field Artillery Proponent Office (FAPO) on behalf of the Field Artillery Commandant to identify and recognize excellence within the branch.

a. The Henry A. Knox Award The Henry A. Knox Award, was established in 1924 to recognize the most outstanding active component Battery.

b. The Alexander Hamilton Award The Alexander Hamilton Award, was established in 2002 and recognizes the best Army National Guard (ARNG) Battery.

c. The Edmund L. Gruber Award was established in 2002 to recognize individual Field Artillery Soldiers for innovations that resulted in significant contributions to enhance the Field Artillery's war fighting functions, morale, readiness and maintenance.

3. EVALUATION CRITERIA.

a. Knox and Hamilton nominations: Excellence in Mission Execution, Training Excellence, Soldier Leader Development, Maintenance Excellence, Command Supply Discipline Program, and Retention Program, Soldier/Family Readiness Support, Community Service Activities, and People First Initiatives.

b. Gruber nominations: Innovation in Field Artillery doctrine, training, material, or personnel solutions, tactics, techniques, and procedures enabling accomplishment of the mission.

4. SUBMISSION REQUIREMENTS.

a. All submission narratives of the units or individuals will only cover the period of FY21 (October 2020 to September 2021).

b. All submission narratives of the units or individuals will be sent using the Army memorandum format IAW AR 25-50.

MOI continued on Page 10

ATZR-P

SUBJECT: Knox, Hamilton, and Gruber Award Submission Requirements

- c. All submission narratives of the units or individuals must be in Arial 12 font single spaced.
 - d. All submission narratives of the units or individuals must be a minimum of one page, but no more than three pages.
 - e. All submission narratives of the units or individuals will include photos (no more than 10) of the units or individuals to support the narrative. All photos must include descriptive captions.
 - f. All submission narratives will be accompanied by their Battalion Commander's Letter of Endorsement. DIVARTYs and FA Brigades are encouraged to vet their Battalion's submissions.
 - g. All submissions must be sent as a single pdf file with pages in the following order: Battalion Commanders Letter of Endorsement, narrative, photos.
 - h. Packets must be received by the Field Artillery Proponent Office NLT 15 March 2022.
 - i. Late packets received after 15 March 2022 will be considered on a case-by-case basis. A Reply by Endorsement will accompany any late submissions.
 - j. The FAPO will establish a panel to evaluate and select a winner. The panel will consist of a minimum of seven members in the rank of Colonel, Chief Warrant Officer Five, and Command Sergeants Major.
5. SUBMISSION. Packets will be emailed to clinton.j.davis14.mil@army.mil, john.g.simon.mil@army.mil, and jeremy.r.jensen6.mil@army.mil.
6. ANNOUNCEMENT OF WINNERS. The Office of the FA Commandant will announce the winners NLT 20 May 2022.
7. POINT OF CONTACT. Point of Contact for the memorandum is SFC Clinton Davis, 13F Career Management NCO, DSN 639-4573, Commercial (580) 442-4573 or email clinton.j.davis14.mil@army.mil.

Encl:
Past Awardees

CORRIE S. BRICE
LTC, FA
Chief, Field Artillery Proponent Office

Fires Capabilities Development Integration Directorate (CDID)

Army Capability Manger (ACM), Field Artillery Brigade (FAB)

700 Knox Hall
Fort Sill, OK 73503

Call to Inform:

Army Capability Manager Field Artillery Brigade (ACM FAB) continued to work with Strategic and Operational Rockets and Missiles (STORM) Project office on systems within our portfolio. In June 2021, ACM FAB conducted a change of charter to welcome COL Scott J. Emmel as the new Army Capability Manager and bid farewell to COL James R. Dunwoody.

ACM FAB and STORM Project Office continued their efforts in the development of the Joint Reduced Ranged Rocket's (JR3) initial entry gate documents required to get the program approved. The JR3 if approved, will replace the current Reduced Range Practice Rocket (RRPR) that Multiple Launch Rocket System (MLRS) and High Mobility Artillery Rocket System (HIMARS) units use for qualification. A decision by Army Future's Command is scheduled to be rendered middle of December. ACM FAB proposed the JR3 in order to fill a gap that will occur once current RRPRs are no longer able to meet the Standards in Training Commission (STRAC) munitions requirements for qualifications.

STORM Project office completed the conversion of 3-27 Field Artillery Regiment out of Fort Bragg, N.C. to a 3x9 HIMARS battalion in November 2021. They provided the unit with additional launchers and new

equipment training to certify the launchers and fire direction centers. This marks the first HIMARS unit to convert to 3x9 formation.

The Q-53 Counter-fire Acquisition Radar program reached another key milestone in 1st Quarter FY22. The Army accepted its final full rate production AN/TPQ-53, manufactured by Lockheed Martin on 23 November 2021. Acceptance of the system marked the Army achieving its Acquisition Objective of 189 systems. Currently the Q-53 is being fielded to Army COMPO 1 & 2.

Lastly, late in 2021, a unit conducting a long-range movement in a HIMARS (M142) experienced an issue in which their Fire Control System (FCS) would not update its location on its own after inputting UTM coordinates. Software, Simulation, Systems Engineering and Integration Directorate (S3I) was informed of the issue and was able to replicate it to produce a feasible solution. S3I was actually able to get the launcher to update its location by inputting the grid coordinates as latitude and longitude. S3I stated that they would produce a white paper on the issue to provide further details.

Prepared by SSG Vasquez, Frank D 13J
frank.d.vasquez5.mil@army.mil

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CREATING LEADERSHIP SPACE FOR OTHERS TO FILL

In my decade-long journey of growth as a leader so far, I've come to firmly believe that one of the greatest impacts I can have as a leader (and a developer of other leaders) is to create leadership space for others to fill. Creating this space, enabling others to fill it, and supporting their growth throughout the experience truly is one of the best things we can do to nurture others' leader development. This directly supports the 70-20-10 Model for Learning and Development (70% of learning occurs from challenging experiences and assignments), cultivates ownership and responsibility within those leaders, gives them experience to expand their perspectives, and creates rich opportunity for follow-on reflection and learning (even from failure).

But this discovery has been a journey in-and-of-itself for me. Through it, I have learned to clarify what leadership space is, come to understand what I can do as a leader developer to best foster it, and gained a variety of insights about it through extensive reading about this topic. So, I aim to explore all of that here by defining what leadership space is, outline behaviors we can enact to make it an enriching opportunity for others, and offer eight book recommendations that have shaped my thinking around creating leadership space for others the most.

What is Leadership Space?

Simply, it is the opportunity for others to actually lead. By space, I mean time to practice and build momentum, physical space as in an area of responsibility like a process or project, and the complete authority and responsibility to carry it all out. In creating leadership space for others, I clearly define the boundaries of their responsibility and authority, communicate expectations tied to that, and enable the leader to have free reign to lead within those boundaries as they see fit. While there is a whole other conversation regarding the boundaries that I should define (how expansive they are, how high the boundaries are, consequences, etc.), that is a unique consideration you must make as you endeavor to create leadership space for others (risk analysis, etc.) within your own organizational context.

In this leadership space, I enable others to practice demonstrating things like ownership and responsibility,

communication, problem solving, and decision making all for their deliberate growth. This is an exercise in building junior leader self-sufficiency to establish sustainable, long-term leadership capacity ultimately leading to improved organizational performance and viability. Creating leadership space is teaching leaders how to fish, not merely feeding them fish.

What I Do

There are several behaviors and attitudes that we can enact to encourage others' growth as they operate in their own leadership space. These actions help shape and maximize growth through the developmental experiences. These suggestions aim to enable, support, and encourage – not micromanage or overshadow. I offer these ideas as simple references to encourage further exploration into the topics as desired. These are not complete definitions or explanations of each.

- Give intent to provide “the what and the why,” not prescriptive instructions like “how.”
 - Coach and ask questions to ensure leaders are fully thinking through decisions, options, and challenges.
 - Empower with both responsibility and authority.
- Creating developmental leadership space is useless here if we cannot (or will not) fully provide the necessary authority to match delegated responsibility.
- Give challenging assignments (reference back to the 70-20-10 Model for Learning and Development)
 - Provide the appropriate balance of challenge and support to the developing leaders.
 - Build psychological safety across the organization; reduce fear of failure.
 - Guide and encourage reflection to enable sense making through experiences.
 - Give feedback.

My learning on creating leadership space for others has been significantly shaped by several books. I'm sure there are numerous other titles that could/should be on this list, but these are the ones that have impacted me the most to this point on this topic; I think they can do the same for other leaders too. These recommendations are not offered in any particular order but provide different perspectives on how we can best de-

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Leadership ...continued from Page 12

velop other leaders through creating leadership space for them to fill.

The Effective Manager, by Mark Horstman. This offers detailed tactics on how to have developmental one-on-one meetings, give quality feedback, and stretching others' skills through challenging assignments for continuous growth.

Radical Candor, by Kim Scott. A great read packed with so many ideas on how to apply Scott's model for approaching leadership – challenge others directly while caring personally.

Leadership is Language, by L. David Marquet. Simple model that explores the importance of leaders' language – what we say, how we say it, and even what we don't say – and the impacts all of that can have. This can help inform the language we use in creating leadership space for others.

Mindset, by Dr. Carol Dweck. This book is based on the author's research on a "growth mindset." It offers valuable perspectives on our willingness to learn and

how to encourage that in others as well.

The Coaching Habit, by Michael Bungay Stanier. A great and very simple model on how to implement a coaching approach as a leader. The author designs the model as a series of seven questions that we can use to coach critical thinking in others while ensuring they retain responsibility through the situation.

Daring Greatly and Dare to Lead, by Brené Brown. Both books dive into the importance of vulnerability and empathy, which will help shape our attitudes around the emotional toll that exercising within new and/or larger leadership spaces can have on others.

Turn the Ship Around!, by L. David Marquet. A fantastic primer on intent-based leadership and how to leverage it to create leadership space for others. It is also a wonderful story.

<https://3x5leadership.com/2021/10/17/creating-leadership-space-for-others-to-fill-and-8-book-recommendations-to-help/>

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U.S. Army Soldiers train for deployment at SD National Guard schoolhouse

Article and Photos by Staff Sgt. Dustin Jordan – SDNG Public Affairs Office

SIOUX FALLS, S.D. – Soldiers with the U.S. Army's 4th Battalion, 4th Security Forces Assistance Brigade received field artillery training from South Dakota Army National Guard's 2nd Battalion, 196th Regiment (Regional Training Institute) in Sioux Falls, Aug. 16-31.

Eight soldiers from the Fort Carson, Colorado-based Bravo Battery, 4-4th SFAB attended a Combined Duties Training Course to receive instruction on the U.S. Army's Multiple Launch Rocket System and High Mobility Artillery Rocket System to prepare for their upcoming deployment to Europe.

The 4-4th SFAB is a specialized field artillery team which conducts training, advising, assisting, enabling, and accompanying operations with allied and partner nations.

"We came upon a mission recently to work in EU-COM (European Command) and one of their main focuses is the Multiple Launch Rocket Systems," said 1st Sgt. Bradley Beavers, Bravo Battery first sergeant. "We realized we had a capability gap in our unit, as our unit is a majority cannoneers, and have limited experience with the MLRS."

The 4th SFAB was directed to the 196th RTI to complete training to bridge the capabilities gap that they had identified.

"We made a call and we were pointed in the direction of the 196th. They were hand selected by the National

Guard as the premier training unit for MLRS," said Beavers. "We called them and they were ready to accommodate our unit and create a program of instruction for us...which turned into a great training event."

The course covered all aspects of the MLRS and HIMARS systems, from the basic, entry-level duties to the more advanced duties.

"We've been able to run through skill-level one tasks (the duty of the gunner and the driver), skill-level two and three tasks (the duties of the section chief) and skill-level four tasks (the duties of the platoon sergeant)," said Maj. Joshua Howard, Bravo Battery, 4-4th SFAB commander. "None of us have done any of this before, and I would assess that we are trained more than enough now to go and preform this mission."

Learning the duties at all levels of a HIMAR unit was very important to Bravo Battery leadership. They made the commitment to get the best training possible before deploying.

"Without this training we would be unable to advise the Romanians. We would have no experience and have no knowledge on the HIMARs," said Howard. "You can't advise somebody on something that you don't have any knowledge or experience on."



Members of the U.S. Army's Bravo Battery, 4th Battalion, 4th Security Forces Assistance Brigade evaluate operations of the High Mobility Artillery Rocket System while attending the Combined Duties Training Course hosted by the 2nd Battalion 196th Regiment (Regional Training Institute), South Dakota National Guard, Aug. 28, 2021, in Sioux Falls, S.D. The training prepares 4-4th SFAB for their upcoming deployment to Europe.



The U.S. Army's 4th Battalion 4th Security Forces Assistance Brigade commander Lt. Col. Michael Tumlin and Bravo Battery 4th Battalion 4th Security Forces Assistance Brigade commander Maj. Joshua Howard inspect the High Mobility Artillery Rocket System while attending the Combined Duties Training Course at 2nd battalion 196th Regiment (Regional Training Institute), South Dakota National Guard, Aug. 28, 2021 in Sioux Falls, S.D. Bravo Battery is preparing for an upcoming mission in Europe.



Staff Sgt. Rafael Cordova, A member of the U.S. Army's Bravo Battery 4th Battalion 4th Security Forces Assistance Brigade briefs the combined duties training class instructors on his team's findings while evaluating High Mobility Artillery Rocket System operations at 2nd battalion 196th Regiment (Regional Training Institute), South Dakota National Guard, Aug. 28, 2021 in Sioux Falls, S.D. Bravo Battery Soldiers attended a two week course at the 196th RTI to prepare for their upcoming deployment to Europe.

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Medal of Honor

SFC Sammy Davis

SFC Sammy Lee Davis received the Congressional Medal of Honor for his gallantry while serving as a cannoneer with Battey C, 2nd Battalion, 4th FA, 9th ID at Fire-Support Base (FSB) Cudgel in the Mekong River Delta, west of Cai Lay, Republic of Vietnam.

On 18 November 1967, near 0200, Cudgel, a small FSB on an isolated island in the Delta, came under heavy enemy mortar attack. Thirty minutes later, nearly 1,500 Viet Cong (VC) began a ground assault on Cudgel and the 42 US Soldiers and howitzers posted there. A direct hit from an enemy recoilless-rifle round on the 105mm howitzer that then PFC Davis crewed knocked him unconscious. When he regained consciousness, he found himself caught in the crossfire between the VC and his comrades. Davis recalls that despite multiple wounds between his knees and torso—his flak jacket saved him from worse—he grabbed his M-16 and, in his words, “got down to business” firing at the advancing VC.

In interviews, Davis modestly and self-effacingly focuses on his heroics of crossing the river near the FSB to save Soldiers trapped outside the concertina wire. His Medal of Honor citation, however, notes that before he dragged himself to the water’s edge, he struggled to his feet and approached the howitzer, which flames were then engulfing. He ignored repeated warnings to seek cover, and completely disregarding the withering hail of VC small-arms fire directed at him, he rammed a shell into the gun and fired it. The howitzer lurched backward and violently



knocked him to the ground. Undaunted, he returned to the gun, almost at the exact moment an enemy mortar round landed within 20 meters of him and further wounded him. Nevertheless, Davis loaded the cannon and fired it. Again, the recoil knocked him to the ground. He then loaded and fired three more shells at the VC before the inferno near the howitzer pushed him from it. Only then did he pick up an air mattress—he could not swim because of his wounds—and a medic’s bag and crawled to the river and struck out across it to rescue what he thought was only his friend on the far side. Upon reaching the other side of the river, however, Davis found three wounded Soldiers. He raised himself upright despite excruciating pain from the wounds in his upper thighs and a broken back, and he sprayed the dense jungle vegetation with his M-16 to keep the VC at bay. Others carried the most gravely wounded Soldier across the river while Davis made two trips to shuttle the other two men to relative safety. Back at the FSB, Davis refused medical treatment, and he instead joined another howitzer crew while it poured fire into the VC. Finally, after a nearly two-hour-long battle, the VC withdrew.

President Lyndon B. Johnson (LBJ) awarded Davis the Medal of Honor at a White House ceremony in 1968. Throughout his brief Army career, Davis had cheerfully accepted ribbing from his fellow Soldiers because he shared the name of a famous entertainer, Sammy Davis, Jr.

PFC Davis asked for permission to play on his

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harmonica at his award ceremony “Oh Shenandoah,” in honor of the Soldiers with whom he served in Vietnam. LBJ thought that was a splendid idea, and Davis’s ceremony became an exceptionally memorable event, even by White House standards. In 1994, twenty-seven years after his heroics at FSB Cudgel, Davis received more good-natured teasing from his old comrades: the footage of LBJ putting the Medal of Honor around Davis’s neck appeared in the movie *Forrest Gump*, with actor Tom Hanks’s head substituted for Davis’s. The writers of *Forrest Gump* also loosely based Gump’s fictional Medal of Honor citation on Davis’s real one.

Sammy Davis served in the Army for nineteen years before he medically retired him, in large part because of the wounds he sustained in Vietnam, in 1984.

You can watch an interview with SFC Davis in which he discusses the fight at Cudgel at the following link <https://www.youtube.com/watch?v=aOWBw7muH9M> You can also watch him performing “Oh Shenandoah” at his Sachem Award ceremony in 2018 at the following link https://www.youtube.com/watch?v=a3_CWebullU.

The State of Indiana awarded Davis its highest honor—the Sachem Award—for his twenty-year effort to gain compensation and medical assistance for his fellow veterans who suffered cancers and neurological diseases from the military’s widespread use of the jungle defoliant Agent Orange. “For Sammy, it’s what he’s done since being awarded the Medal of Honor that elevates him into Indiana’s pantheon of living legends,”



Indiana’s governor Eric Holcomb wrote on Twitter. Cut and paste “<https://twitter.com/gov-holcomb/status/973202477842665477>” into your phone to read the governor’s comments.

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Fellow Redlegs, I'm proud to be the new FA Enlisted Branch Chief at HRC. I promise to work hard for you, our Branch and the Army. I'm new to this assignment but I'm seeing some issues that need addressed directly. A fact is HRC has changed enlisted assignments more in the past two years than in the past 40. As a result there is a lot of confusion out there as to how the process works and more importantly how it effects personnel readiness and your careers.

Couple things we need to do to get this fixed. First is your units need to contact me or my team to schedule a unit visit. We provide an LPD that will lay out the Enlisted Manning Cycle (EMC), Year Month Available (YMAV) and how to improve your readiness. Second individual Non-Commissioned Officers should contact their PDNCO. Contact information can be found on the HRC web page.

Talk to your PDNCO about your career, about the four EMCs a year and YMAVs. Your PDNCO is there to help you. The guidance we provide is always grounded in DA PAM 600-25. If you're an NCO and have not read DA PAM 600-25, you should.

In reference to YMAVs and how they affect you. Big thing everyone needs to understand is every SSG to MSG/1SG (and some SPC's and SGT's) has a YMAV date that will one day make you available to be placed into an EMC and likely PCS. I say again, every SSG to MSG/1SG has a YMAV and will move. Not managing YMAVs at the individual and unit level will ruin unit readiness and cause pain and frustration for NCOs and their families.

We also want to talk to the Force about the many changes HRC has implemented that effect all enlisted personnel. Especially the multiple stabilization options available to NCOs and Soldiers. HRC has recently created stabilization options for units to increase crew stability and help leaders manage unit readiness. These stabilization options are great for NCOs to stabilize during important times in their family's lives.

Lastly there is a couple things I want to make sure is clear. Putting Soldiers first is what we do on a daily basis here. When we say Soldiers First we see it through the lens of selfless service. That translates to we will place NCOs where they can best serve our great young Soldiers with great leadership. We have the Army's readiness first in mind, but at the same time we are here to serve the Branch and the Soldiers in it to the best of our ability.

5 THINGS HIGH PERFORMANCE TEAMS DO DIFFERENTLY

by Ron Friedman

When it comes to building extraordinary workplaces and high-performing teams, researchers have long appreciated that three psychological needs are essential: autonomy, competence, and relatedness. Decades of research demonstrate that when people feel psychologically fulfilled, they tend to be healthier, happier, and more productive.

Of those three essential needs, relatedness, or the desire to feel connected to others, has always been the trickiest for organizations to cultivate. It's one thing to attract talented employees — but how exactly do you get them to like each other?

Covid has made fostering relatedness all the more difficult. While working from home has been a boon for autonomy, empowering many to decide when and where they work, a lack of physical proximity to colleagues has made it exponentially more challenging to create close personal bonds.

Yet new research suggests that the highest-performing teams have found subtle ways of leveraging social connections during the pandemic to fuel their success. The findings offer important clues on ways any organization can foster greater connectedness — even within a remote or hybrid work setting — to engineer higher-performing teams.

Over the summer, my team at ignite80 partnered with the communication software company Front to survey 1,106 U.S.-based office workers. Our goal was simple: to determine what high-performing teams do differently.

To identify members of high-performing teams, we had respondents (1) rate their team's effectiveness, and (2) compare their team's performance to other teams in their industry. Workers who scored their team a 10 out of 10 on both items were designated members of high-performing teams, allowing us to compare their behaviors against everyone else's.

So, what do high-performing teams do differently? Our study revealed five key differences, all of which

highlight the vital role of close connection among colleagues as a driver of team performance.

High-Performing Teams Are Not Afraid to Pick Up the Phone

While telephone calls are becoming increasingly less common in the workplace in general, that's not the case among high-performing teams. Our research found that they tend to communicate more frequently in general, and are significantly more likely to communicate with colleagues using the telephone than their less successful peers (10.1 vs. 6.1 calls per day on average).

This makes sense. Recent studies have found that while most people anticipate that phone calls will be awkward and uncomfortable, that's a misperception. Not only are phone calls no more awkward in practice, they also tend to strengthen relationships and prevent misunderstanding, contributing to more fruitful interactions among teammates.

High-Performing Teams Are More Strategic With Their Meetings

It's no secret that poorly run meetings contribute to employee dissatisfaction, drain cognitive bandwidth, and cost organizations billions.

Our findings indicate that high-performing teams avoid the common pitfalls of poorly run meetings by incorporating practices shown to foster more productive gatherings. Specifically, they are significantly more likely to require prework from participants (39% more likely), introduce an agenda (26% more likely), and begin with a check-in that keeps team members apprised of one another's progress (55% more likely).

By ensuring that time together is both efficient and collaborative, high-performing teams don't just make

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better use of their meetings — they also set the stage for more fruitful interactions, contributing to better relationships.

High-Performing Teams Invest Time Bonding Over Non-Work Topics

From a managerial standpoint, it's easy to frown upon workplace conversations that have nothing to do with work. After all, what good can come from employees spending valuable work time chatting about a major sporting event or blockbuster film?

However, research suggests that discussing non-work topics offers major advantages. That's because it's in personal conversations that we identify shared interests, which fosters deeper liking and authentic connections.

Within our study, we found that high-performing team members are significantly more likely to spend time at the office discussing non-work matters with their colleagues (25% more) — topics that may extend to sports, books, and family. They're also significantly more likely to have met their colleagues for coffee, tea, or an alcoholic beverage over the past six months.

In other words, the best teams aren't more effective because they work all the time. On the contrary: They invest time connecting in genuine ways, which yields closer friendships and better teamwork later on.

High-Performing Teams Give and Receive Appreciation More Frequently

A key reason the need for relatedness contributes to better performance at work is that it makes us feel valued, appreciated, and respected by those whose opinions we prize. It's why recognition is often a more powerful motivating force than monetary incentives.

Within our study, members of high-performing teams reported receiving more frequent appreciation at work — both from their colleagues (72% more) as well their managers (79% more). Critically, they also reported expressing appreciation to their colleagues more frequently (44% more), suggesting that within the best teams, appreciation doesn't flow from the top down. It's a cultural norm that's observable in peer-to-peer interactions.

High-Performing Teams Are More Authentic at Work

Within our study, members of high-performing teams were significantly more likely to express positive emotions with their colleagues. They reported being more likely to compliment, joke with, and tease their teammates. In emails, they were more likely to use exclamation points, emojis, and GIFs.

Interestingly, however, they were also more likely to express negative emotions at work. We found that they were more likely to curse, complain, and express sarcasm with their teammates.

Why would expressing negative emotions at work yield more positive performance? It's because the alternative to expressing negative emotions is suppressing them, and suppression is cognitively expensive. It involves expending valuable cognitive resources attempting to hide emotions from others, leaving less mental firepower for doing the work.

Previous studies have shown that authenticity contributes to workplace well-being and individual performance. Our research suggests it lifts team performance as well.

Needless to say, there are times when expressing negative emotions at the office isn't helpful or appropriate. What this finding suggests is that, to the extent that team members experience the psychological safety to express their full range of emotions with their colleagues, overall team performance tends to benefit.

In sum, our study's findings suggest that creating a high-performing workplace takes more than simply hiring the right people and arming them with the right tools to do their work. It requires creating opportunities for genuine, authentic relationships to develop.

Fostering close connections among teammates need not be expensive or time-consuming. By incorporating simple, evidence-based practices that yield better communication, more productive meetings, and deeper friendships, every workplace has the ability to fuel people's basic psychological need for relatedness and lift team performance.

<https://hbr.org/2021/10/5-things-high-performing-teams-do-differently>

**AWARD OF ASI 5A FOR AIR OPERATIONS CENTER INITIAL QUALIFICATION TRAINING (AOCIQT). From the Army Joint Support Team, Hurlburt Field, FL: Effective December 2021, IAW DA PAM 611-21, the Additional Skill Identifier (ASI) 5A is automatically awarded to anyone that registers through ATTRS and completes the AOCIQT at Hurlburt Field, FL. Previously this ASI was automatically awarded only to those completing the Joint Air Operations Command and Control Course (JAOC2C). Previous graduates of AOCIQT received a memo from the school commandant authorizing the ASI 5A that the service member then had to submit to HRC for the ASI 5A to be listed on official records. Any previous graduates of AOCIQT that do not have the ASI 5A designation and need a replacement memorandum should contact the school commandant, LTC Matthew Arrol at matthew.arrol@us.af.mil.
<https://www.milsuite.mil/book/docs/DOC-1082759>.**

Nothing incredibly new, but the previous graduates of this course always had to do the leg work to get the ASI properly documented. I asked the school CMDT to publish this on S1Net as there are several folks that didn't follow thru on getting their ASI updated, or just got lost in the staffing process somewhere. We finally got approval to get it automatically updated for the Soldier upon graduation from the course from now until the end of time, so it cuts the red tape.

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Sub-Mil Azimuth Determining Dual DAGR Receiver Antenna Support Group (DDR)

Setup – Step Action Drill

1. Setup tripod over survey point and level
 - a. Center tripod with optic first
 - b. Level tripod by sliding legs, not shifting
 - c. Fine tune fish-eye with levelling knobs on tribrach
2. Mount antennas
 - a. Base antenna is mounted at end of arm
 - b. Rover antenna is mounted directly above tripod
 - c. Check level and plumb
3. Attach all cables to DAGRs
 - a. Quick connect to J2, Antenna to J3
 - b. Attach short cable to Rover DAGR and mount to pole
 - c. Attach long cable to Base DAGR and mount to pole
 - d. Check Level and plumb
4. Press PWR/QUIT to turn on DAGRs. Power on status message shows for 2 seconds; Press ENTER 3 times until SV Sky View page appears. Press POS Page Button.
 - a. Set continuous mode
 - b. Allow to track
 - c. Once in FOM 1 connect the Quick Connect cables (linking the DAGRs)
 - d. Set in UTM/UPS mode (Grid will not convert)
5. Set DAGRs in ADVANCED MODE
 - a. Press MENU key 2 times. MAIN MENU screen will be displayed.
 - b. Scroll down and highlight System; press ENTER, this will display the SYSTEM screen.
 - c. Highlight Select Function Set; press ENTER; select ADVANCED; press ENTER
6. FOR ROVER DAGR ONLY – Set in AZ Determination application
 - a. Select MAIN MENU; press menu
 - b. Scroll down; highlight Applications; press ENTER
 - c. Applications Menu; highlight AZ Determination; press ENTER
 - d. Point Name Screen; press ENTER
 - e. METHOD Screen will display Orienting Line and Walk Time
7. For AZ Determination page select CLEAR ALL DATA and press ENTER (Ensure to hit ENTER)
 - a. Verify that Base DAGR is set to CONTINUOUS
8. Rename or leave as is
 - a. To rename; press ENTER 2 times
 - b. Use cursors to rename; highlight SAVE; press ENTER
 - c. METHOD Screen is displayed
9. ENSURE THAT YOU OR AN ASSISTANT HAS ALREADY ESTABLISHED YOUR SECOND TRIPOD AND AIMING POST; THIS WILL BE YOUR INITIAL EOL (MINIMUM OF 100m FROM BASE STATION SETUP)

10. Change Walk Time

- a. METHOD Screen; press ENTER to change Walk Time (set up to 180 seconds)
- b. Use L/R arrows to select minutes or seconds
- c. Use UP/DOWN arrows to change values; press ENTER
- d. METHOD Screen; highlight STATUS Screen; press ENTER
- e. AZ Determination Screen; press ENTER to start AZ Determination

11. Error Message will appear if no CRYPTO is installed; press ENTER

12. Setup WALK to the EOL

- a. STATUS Screen; Shows Satellites being tracked
- b. Minimum number of satellites is 4 to start; press ENTER
- c. LATCH DATA Screen; press ENTER
- d. BASE DAGR and ROVER DAGR will display Walk Time remaining

13. WALK to the EOL

- a. Disconnect the Quick Disconnect Cables
- b. Lift ROVER Antenna Assembly
- c. Walk to EOL position and place ROVER Antenna Assembly on stake/EOL marker
- d. Press ENTER to start final countdown
- e. Ensure the ROVER Antenna Assembly is as LEVEL AS POSSIBLE for the final 10 SECONDS of the countdown
- f. RE-CONNECT Message will appear after countdown completes

14. Return to BASE Station

- a. Re-connect the Quick Disconnect cables
- b. Calculation message will appear
- c. Scroll down once calculation completes to view results
- d. Record EOL Information
 - i. Azimuth
 - ii. Back Azimuth
 - iii. Easting
 - iv. Northing
 - v. Altitude

15. Survey Control Point Established / Orienting Station Established

- a. Can now establish Declination Station

COMMON MISTAKES

1. Do not enter data on BASE DAGR
2. Do not disconnect ROVER DAGR until walk time is displayed on ROVER DAGR and BASE DAGR
3. DO NOT press any buttons on the ROVER DAGR or BASE DAGR once prompted to Reconnect; MUST RECONNECT DAGRs FIRST

Kit, Sub-MIL Azimuth Determination (AD) Dual DAGR Receiver	5985-01-549-7219
ADDITIONAL EQUIPMENT	
Tripod	1260-01-564-4302
Tribrach	6675-01-284-4366
Fixed Tribrach Adapter	6675-01-565-2644
Trimming Pole	6675-01-564-4464

NSN	FIG-KEY REF DESG	MODEL	ITEM IDENTIFICATION	U/M	QTY	PER INVE
6675-01-025-5899	005-001		1 - STRAP, CARRYING: PN 315010 CAGE D1072	EA		
6675-01-333-7504	005-002		1 - TRIPOD, WOODEN LEG, COLLAPSIBLE: PN 394752 CAGE 35643	EA		
2320-01-518-7332	005-003		TRUCK UTILITY; EXPANDED CAPABILITY (M1152): (Enhanced 11,500 GVW, 4x4, 2 d), TAMCN D0022; PN 12479198 CAGE 19207	EA	1	
SUB-MIL KIT						

ITEM NO	NSN	FIG-KEY REF DESG	MODEL	ITEM IDENTIFICATION	U/M	QTY	PERIODIC INVENTORY	REMARK
Range Pole and Tripod Kit								
35	6675-01-564-4659	011-001		BAG: PN 8180-20 CAGE 4W280	EA	1		
36	6675-01-564-4712	011-002		QUICK RELEASE ADAPTER: PN 5187-00 CAGE 4W280	EA	1		23.52
37	5342-01-564-4311	011-003		QUICK RELEASE ADAPTER: PN 5111-00 CAGE 4W280	EA	1		
38	6675-01-564-4464	011-004		TRIMMING POLE: PN 5700-00 CAGE 4W280	EA	1		193.45

Inventory Legend: C - Complete I - Incomplete M - Missing U - Uns

ITEM NO	NSN	FIG-KEY REF DESG	MODEL	ITEM IDENTIFICATION	U/M	QTY	PERIODIC INVENTORY	REM
39	1260-01-564-4302	012-001		TRIPOD: PN 5218-02-RED CAGE 4W280	EA	1		240.67
T-2E Theodolite								
40	6675-01-127-4974	012-002		THEODOLITE SURVEYING (T-2E): PN 370476 CAGE 35643; c/o:	EA	1		
41	5120-00-293-2051	012-003		2 - BLADE, SCREWDRIVER, COMMON: PN A-A-3152 CAGE 58536	EA			
42	6675-01-358-8853	012-004		1 - CASE, SURVEYING INSTRUMENT: PN 408533 CAGE 35643	EA			

Inventory Legend: C - Complete I - Incomplete M - Missing U -

ITEM NO	NSN	FIG-KEY REF DESG	MODEL	ITEM IDENTIFICATION	U/M	QTY	PERIODIC INVENTORY	REMA
28	5995-01-521-3198	009-001		CABLE, DAGR TO PC: PN 987-5012-001 CAGE 13499	EA	1		
29	6675-01-565-2644	009-002		FIXED TRIBRACH ADAPTER: PN 2010-00 CAGE 4W280	EA	1		47.83
30	6675-01-284-4366	009-003		TRIBRACH, GDF-22: PN 506298 CAGE 35643	EA	1		1015.40
DI 3000 Distomat								
31	5895-01-333-9834	009-004		DISTANCE MEASURING SET (DI 3000): PN 422600 CAGE 35643; c/o:	EA	1		

Inventory Legend: C - Complete I - Incomplete M - Missing U -

Appendix A

Counseling: An Imperfect Approach: <https://fromthegreennotebook.com/2021/11/24/counseling-an-imperfect-approach/>

How to Commit to Self- Development for Continuous Growth: <https://www.lifehack.org/885122/how-you-can-be-committed-to-your-self-development>

Leaders, Stop Trying to Be Heroes: <https://hbr.org/2021/10/leaders-stop-trying-to-be-heroes>

ATP 5-19 Risk Management: https://armypubs.army.mil/epubs/DR_pubs/DR_a/ARN34181-ATP_5-19-000-WEB-1.pdf

The Psychology Behind Meeting Overload: <https://hbr.org/2021/11/the-psychology-behind-meeting-overload>

Military Mentors: <https://www.militarymentors.org/>

Army Mad Scientist Fall/Winter Writing Contest: <https://madsciblog.tradoc.army.mil/361-army-mad-scientist-fall-winter-writing-contest/>