TIP of the Sphere 2.0

ARMY SPACE CADRE

SPACE OPERATIONS

FUNCTIONAL AREA 40

Army Space Cadre News

Mike Connolly /// Section Coordinator

Mike Connolly is Director of the Army Space Personnel Development Office. He was an Army aviator and Space operations officer, with assignments to the Cheyenne Mountain Operations Center, U.S. Strategic Command, and U.S. Space Command.

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ASPDO Efficiencies

Since the inception of functional areas, the U.S. Army Human Resources Command (HRC) assignments officer for Functional Area 40 has been assigned excess to U.S. Army Space and Missile Defense Command/Army Forces Strategic Command with duty at HRC. During recent discussions to gain efficiencies and reduce over-strength within the command, the decision was made to billet the assignments officer against a major position within the ASPDO. This has resulted in the assignments officer becoming an integral part of the ASPDO organizational structure and more importantly, no longer excess.

Army Space Cadre Symposium

The ASPDO conducted the annual Army Space Cadre Symposium Aug. 1 to 5 in Colorado Springs, Colo. A total of 236 personnel, including students in Space Operations Officer Qualifying Course 11-01, participated throughout the symposium with a good representation of Space Professionals and Enablers (145 officers, 77 Civilians, five enlisted, and nine contractors). Post-symposium comments ranged from "fabulous" to "we need to continue to build on this each year." Planning for next year's symposium already has begun.

We Have Moved

The Army Space Personnel Development Office has moved back into Building 3 on Peterson Air Force Base. We are now located on the south side of the first floor in the old 1st Space Battalion area. During the move, some of our phone numbers have changed.

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Providing Capabilities through a Trained & Ready Army Space Cadre

By Mike Connolly

THE REGULAR OFFICER AND HIS BROTHER OF THE NATIONAL GUARD AND OFFICERS' RESERVE CORPS MAY TAKE GREAT PRIDE IN THEIR PRIVILEGE OF BEING AN OFFICER. THE SERVICE THEY RENDER IS BEYOND PRICE. THE "MILITARY MIND" NEED NOT BE BACK FROM COMPARISON WITH ANY TYPE OF MIND; WHEN THE CHIPS ARE DOWN THESE MINDS HAVE DELIVERED WHAT WAS REQUIRED.

THE OFFICER'S GUIDE, MARCH 1951 EDITION

Reading through the 1951 Officer's Guide is not only interesting but in a way humorous in how certain topics, many that we now take for granted, are addressed. The similarities in its editions 60 years ago and today are what provide the greatest insight, however. Officers who served in both World War II and Korea were in an era of persistent conflict stretching over a ten-year period. They faced the challenge of completing the requirements of their life-cycle development to include training, education, and experience. They were held to the highest standard and deemed service to the Nation as a matter of selfless behavior. They were professional and patriotic. Today's Functional Area 40 (FA40) Space Operations officers could be described in much the same way.

Army Space Cadre members must continuously strive to improve themselves through professional development opportunities, increased education, and challenging assignments while they contribute unique operational capabilities to the Warfighter. The Army Space Personnel Development Office (ASPDO) is focused on assisting FA40s and other Space Cadre members in meeting these requirements. Although providing FA40s with recommendations and guidance to meet their career goals is relatively straightforward, providing the same service to other military and Civilian Space Cadre members is more challenging; not impossible, just challenging.

The ASPDO has requirements to help prepare Space Cadre members to meet their professional responsibilities of providing Space-based capabilities in military operations. Through professional development events such as the recently completed Army Space Cadre Symposium, the management of Space-related education such as Space 200 and Space 300, and information sharing through links such as the Army Space Knowledge Management Site, the ASPDO is committed to achieving our vision of providing a trained and ready Army Space Cadre.

TIP of the Sphere 2.0

Training Insights

By Joan Rousseau & Norm Reich

Larry Mize /// Section Coordinator

Larry Mize is Chief of Space and Ground-based Midcourse Defense Education Training and the Deputy Directorate of Training and Doctrine. As a U.S. Navy officer, he specialized in naval intelligence, aircraft carrier operations, naval special warfare (SEALs), and Space operations, including assignments at U.S. Space Command and U.S. Strategic Command.

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Alternative Methodologies for Learning

Simple as LEGOs & Pipe Cleaners

Okay, you're given the option in learning a new subject: Death by PowerPoint or play with LEGOs® and pipe cleaners? Who doesn't like LEGOs?

As instructors we face the challenge of making the materials we present relevant, interesting, and, most importantly, help our students grasp concepts. The first step is for us as instructors to understand how we learn. So how do we learn? The simple answer is someone teaches us something, and we retain the information and master the skills. The truth is trial and error. Think about it. When you were a baby and were learning to walk did you sit in a class and take notes from your parents before you took your first steps? Of course not. You teetered, you tottered, you fell down and went boom. But eventually, for the most part, you mastered it.

Now jump ahead a few years when you really had to go to class and learn about things that were not at all familiar to you. Reading, grammar, chemistry, calculus, physics, the rules to floor hockey…okay, maybe the last one wasn't so hard, but the rest took time and effort. And

Not everyone learns the same way. Some learn through listening; some through seeing; and some through doing.

not everyone learns the same way. Some learn through listening; some through seeing; and some through doing. Most people combine these learning styles in order to better retain the information. Our challenge as instructors is to find the right blend of these learning styles to make the training both memorable and fun.

So now let's talk about some boring, but relevant, stuff. You know, the information you are told you need to know but in reality have no desire whatsoever to sit through...sort of like British Literature in high school. Let's talk specifically about Space Systems Acquisition. To quote Charlie Brown, "Ugh!" What is this thing we call "Space Systems Acquisition" and the "Joint Capabilities Integration and Development System?" And what about this other nightmare, "Planning, Programming, Budgeting, and Execution System?" I know many Acquisition Corps officers and noncommissioned officers are saying to themselves, "Oh no! I feel myself getting ready to be physically ill." If they feel that way about these processes just imagine how our students, many of them junior enlisted personnel, feel when we present this in the Army Space Cadre Basic Course. As a primary instructor for this topic I must be honest and tell you I felt the same way. To make this topic more enjoyable and memorable it was time to think outside of the box, literally and figuratively.

The answer is LEGOs. By taking these simple toys and bringing them into the class I introduced our students to the critical thinking required for a successful new system design and acquisition.

Acquisition starts with identifying and defining your requirements. Imagine you want a new car. Are you going to let the dealer tell you what you want? Of course not, you're going to tell him what you want; otherwise you could end up with a Barney Purple minivan when what you really wanted was a red Audi TT.

The task to our students is simple. The students are divided into two groups, those with a requirement and those who are the developers. The requirements group is given a picture of something they want the developer to build, in this case a LEGO truck or helicopter. The students have to define their requirement, not just their wish list but the "no kidding what you need" requirement. Then they hand off their requirements to the developer who builds what they want.

Simple, right? This is not as easy as it seems. Students not only have to interpret the requirements, but they have to come up with alternative solutions should they not have all the parts to their system. And wait, I haven't even thrown in the cost restrictions. What if a green LEGO costs $5,000 and all the requirements group has to spend is $1,000? We all know the syndrome, a "Mercedes taste with a Ford budget." What to do, what to do?

The objects to be built are always relatively common things that we see in our day-to-day lives. The students define their requirements and pass them to the developers to build the product. But sometimes we have to wonder what they were thinking.

Speaking of lecture; isn't that the very instruction method we are to avoid using in our classrooms? Of course it is.

When I first started bringing out the LEGOs I got exactly the response I expected…eyes rolled as far back in people's heads as is humanly possible (both students and instructors alike). In the words of a co-worker, "Are you crazy? I'm 50 years old and you want me to play with LEGOs?" But ten minutes into the exercise, students are engaged, actually enjoying the process of requirements definition, systems engineering, and product development. Other instructors now teach this lesson and use the LEGOs. My co-worker is a LEGO convert.

Similarly, the AN/TPY-2 (Forward Based Mode [FBM]) Sensor Manager Qualification Course was faced with a dry topic to teach–communications architecture. We all have had to receive such lessons, the ones that show line and block charts representing equipment, network lines, message types, and those amazing "clouds." Many of these charts are merely copy-pasted from someone else's presentation and contain an abundance of graphics irrelevant to the learning objective. Given to the instructor to use, it is intended that they guide students' attention toward just the right boxes and lines meaningful to the lesson, but oftentimes the instructors' broad hand gestures never make it clear. Quickly, students tune out the lecture and finish the lesson having learned little.

Speaking of lecture; isn't that the very instruction method we are to avoid using in our classrooms? Of course it is. But how else can an instructor teach how radar data flows all the way from Japan to Hawaii to North America? You can't exactly have the student physically walk the path of the lines. That would be a long trip, especially when it came time to go under the ocean or into Space.

Consider that any graphic on a PowerPoint slide can be made into something physical. Why not print the block graphics of the communication equipment and those "clouds" and cut them out like pieces of a game that can be picked up and moved around? The letters of message format types such as "XML" or "VMF" can be written onto small blocks of wood. Communication lines on a slide also can be made into something tangible through the use of string or wire. Locations where these pieces are really found can be printed maps. Voila! You now have a great way to teach communication architecture that is hands-on, a preferred method of instruction.

Here is what we did in the AN/TPY-2 (FBM) Sensor Manager Qualification Course. We printed photographs of each piece of equipment and operations center included in the architecture. Each photo was mirrored so that when cut out, it could be folded over, making it double sided. Then using those black binder clips (a.k.a. butterfly clips) that we all have in our supply cabinets, we clipped the paper, removed the "wings" of the clips, and had a nice base to make the paper piece stand up. We even put labels on the bottom of the clip with the equipment or operations center name so it could be clearly identified by students who couldn't remember the exact title. Then, using wire from coat hangers, we created the surface cables that run between the components–"z" shaped ones for satellite signals. Using half-inch cubes of wood purchased from a hobby store, we wrote the letters of message format types on the sides. Finally, we printed maps of the countries where these components are located and taped them down to a table.

Our lesson starts with a quick line-and-block chart to give the students their first look at the architecture, then we all move to the table where the instructor repeats the instruction by picking up and placing down each piece in the order that the data flows from the starting point to the end. After this demonstration, the table is wiped clean of the pieces and a student is asked to do the same. It is surprising how many students start confidently but then quickly realize that they don't understand things as well as they thought. With the pieces in front of them, it doesn't take long for them to work through their own shortcomings by themselves, reasoning through the architecture by using problem-solving methods that work for them; eliminating pieces they know are not part of the architecture, establishing connections mid-way, working backward, or by putting together small links that lead toward a complete path in the end.

Watching the students use the "game board," it is easy to see additional benefits beyond the learning objective; benefits that naturally come from practical exercises such as better rapport with their classmates and leadership through peer-to-peer instruction. Also, instructors become quickly aware of individual student shortcomings and can quickly tailor a new exercise for them by simply re-arranging the game board.

Student feedback regarding the use of our game board has been overwhelmingly positive. Students frequently tell the instructors that the game board helped them learn because they were able to put their hands on something. Leaders who have come through the course have even asked for copies of the pieces so they may use the game board for their own unit training. Mission accomplished.

Joan Rousseau is the course manager for Tactical Space Operations courses and Norm Reich is course manager for the AN/TPY-2 FBM Sensor Manager Course, both in the Future Warfare Center Directorate of Training and Doctrine.

SPC Anthony Moore, Alpha Detachment, 1st Space Company, in product production. The objects to be built are always relatively common things that we see in our day to day lives… .

Directorate of
Training & Doctrine

Space Training Division

The creation of the Directorate of Training and Doctrine (DOTD) on Oct. 1, 2010, allowed for unity of effort in delivering the highest quality of Space and Missile Defense education to Soldiers. The new organization established two institutional schools within DOTD–the Space Training Division and the Missile Defense Training Division. This implementation was critical in the organization's effort to meet its mission to provide training, education, and doctrine to enable Space, Missile Defense, and high altitude full-spectrum operations by Army Space and Missile Defense forces in support of combatant commanders. This is the third installment of focused articles on DOTD in the Army Space Journal and highlights current and future developments in the Space Training Division.

Daryl Breitbach //// Bio

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Daryl Breitbach is the Directorate of Training and Doctrine (DOTD) Chief of the Space Training Division, responsible for managing Space training and education courses. He enlisted in the U.S. Army in 1996. Upon completion of Officer Candidate School in 1999, Mr. Breitbach was commissioned as a signal officer and served as a platoon leader and operations officer for a tactical signal company. He was assigned to the U.S. Army Space and Missile Defense Command (USASMDC) in 2001 and served as a Space electronic warfare detachment operations officer; aide de camp to the Deputy Commanding General for Operations; Army Space Support Team operations officer and team leader; and company executive officer. Mr. Breitbach completed deployments in support of Operation Enduring Freedom and Operation Iraqi Freedom. Prior to joining the DOTD training team, Mr. Breitbach worked as a senior military analyst supporting the USASMDC Battle Lab.

FWC DOTD Organization

In 2001 when the U.S. Army Space and Missile Defense Command's institutional training began it did so with one course, the Functional Area 40 (FA40) Space Operations Officer Qualification Course (SOOQC) which graduated 14 students that year. In 2011 the Army's Space and Missile Defense schoolhouse, within the Future Warfare Center's Directorate of Training and Doctrine, offers more than 24 courses and will train and graduate some 1,400 students. Additionally, the instructors and faculty will deliver Space knowledge and leader development education to another 1,800 Soldiers and Civilians across the Army and the Department of Defense through a variety of training venues outside the Space and Missile Defense schoolhouse.

Course Listings

Course Manager Contact Information

SOOQC	Dave Berge: david.berge@smdc-cs.army.mil
SSLS	Mike Russell: michael.russell@smdc-cs.army.mil
ASCBC	Mike Hillam: michael.hillman@smdc-cs.army.mil
TSOC and TAVs	Joan Rousseau: joan.rousseau@smdc-cs.army.mil
SATCOM EMI and ACSOC	LTC Rob Berg: robert.berg@smdc-cs.army.mil
JTAGS IQT	Greg Hatfield: gregory.hatfield@smdc-cs.army.mil
JTAGS LDC	Keese Pond: keese.pond@smdc-cs.army.mil
Space Knowledge	Tom Coleman: thomas.coleman@smdc-cs.army.mil
CGSC Space Leader Development	Tom Gray: thomas-gray@us.army.mil

Space Operations Officer Qualification Course

The 11-week SOOQC continues to evolve to keep pace with the dynamic Space technologies and capabilities while also remaining relevant with respect to the current operational environment. Today as part of the SOOQC each FA40 student endures the rigors of multiple briefings, examinations, and numerous course exercises to demonstrate proficiency and understanding of satellite-based capabilities and the tactics, techniques, and procedures to provide Space operations support to full-spectrum operations. In fiscal year 2012, DOTD will conduct the first SOOQC designed for U.S. Army Reserve and Army National Guard FA40s conducted over a two-year period to meet the reserve component training requirements and civilian job responsibilities. During year one students will complete the Space 200 portion of the SOOQC and during year two students will complete the Army instruction portion of the SOOQC.

SOOQC

Space Senior Leader Seminar

Beginning in 2010 and offered annually, the SSLS is a four-day course designed to provide Space cadre in key senior Space positions a greater advanced and strategic understanding of the Army's role in Space. The seminar-style format includes guided discussion and student reading to facilitate discussion on current issues and themes, including Space cadre leader development and mentorship; the Space enterprise and Space mission area contributions to Army and Joint, Interagency, Intergovernmental, and Multinational operations; strategic skills for Joint and Army assignments; and Joint Capabilities Integration and Development System concepts and perspective. Students attend Space 300 in conjunction with the SSLS.

SSLS

Army Space Cadre Basic Course
Phase I and Phase II

The one-week ASCBC Phase I is a Space fundamentals course recommended for all command Soldiers, Civilian staff, and contractor employees who require a foundational understanding of Space mission areas, Space systems, Space organizations, and operations. The ASCBC foundational Space knowledge is a prerequisite for the Tactical Space Operations Courses. The one-week ASCBC Phase II builds upon phase I topics and provides education in advanced Space mission areas to include Space control, Missile Defense, missile warning, Space acquisition, Annex N, and special program areas. Phase I and II or Phase I along with a functional area initial qualification training (Army Space Support Team, Joint Tactical Ground Station, Army Communication Systems, AN/TPY-2 Sensor Manager, or Ground-based Midcourse Defense Operator) satisfies Soldiers' education requirements for the Army Basic Space Badge. Completion of Phase I and II satisfies the education requirements for the Civilian level I Space Cadre Certification.

Tactical Space Operations Courses

TSOC

Space Operations System (SOS) migration to the Distributive Common Ground System–Army: The two-week TSOC-SOS training focuses on the Space analytical tools and software applications Space Support Elements and Army Space Support Teams use to provide Space force enhancement products, analysis, and planning support to full-spectrum operations. Students receive hands-on application training and complete an end-of-course practical exercise that requires them to apply critical thinking, demonstrate knowledge, apply the various SOS capabilities and other reach-back Space capabilities in a tactical Space force enhancement scenario.
In 2011 the Space analytical software tool capabilities of the SOS migrated to the Distributive Common Ground System–Army (DCGS-A) program of record. The DOTD will continue to train Army Space operators on Space analytical software tools once integrated with DCGS-A. The DOTD recently completed the construction of a classroom dedicated to DCGS-A training that includes a DCGS-A training server and workstations for 12 students.

Space Tactics, Techniques, & Procedures

TTP

The one-week TSOC-TTP course instructs deploying Army Space Support Teams and Space Support Elements how to plan and integrate Space capabilities to support and enhance tactical, operational, and joint military operations. Initially focused on the U.S. Central Command area of operations, the course has evolved to cover Soldiers preparing for other mission areas and continues to evolve and update as new Space-based capabilities emerge and new TTPs are developed to meet the ever-changing current operations environment. Beginning in fiscal year 2012 the TSOC DCGS-A and TTP courses will be offered in a combined hybrid course training Space software tool, reach-back resources, and TTPs.

Joint Tactical Ground Station Initial Qualification Course

JTAGS-IQT

The seven-week JTAGS course prepares operators for their 24/7, in-theater, assured early missile-warning mission. Instruction focuses on capabilities and operations of JTAGS equipment to include major components, controls, and indicators; and missile event processing. Hands-on instruction allows students to practice processing real-world missile events from the theater they will support.

Training Assistance Visits

TAV

When requested, the DOTD deploys a tailored Space training team to support unit training and leadership education for units preparing to deploy in support of Operation Enduring Freedom or Operation New Dawn. Over the past seven years support to corps, division and brigade combat team units has focused on in-theater Space resources and capabilities, and Space TTPs. The DOTD Space Training Division continually strives to provide challenging, relevant training and education for members of the Space cadre, USASMDC/ARSTRAT staff, as well as, Soldiers and Civilians across the Army. Additional information about these and other Missile Defense courses is found on the Command Net Training Link or in Army Training Requirements and Resources System under school code 129.

Army Space Communications System Operator's Course

The ACSOC teaches Soldiers to conduct ground mobile surveillance and assessment of Space systems in support of military and civilian operations.

ACSOC

JTAGS Leader Development Course

In 2010 the first JTAGS Leader Development Course was conducted to provide advanced training in certification, missile event processing, mission operations, system administrations, communication, and maintenance of the JTAGS system. The two-week JTAGS LDC immediately follows the IQT for Soldiers assigned to crew and detachment leadership positions.

LDC

Defense Support to Civil Authorities

The TSOC-DSCA training focuses on Space force enhancement support to domestic events including a wide range of natural disasters as well as planned events (political conventions, sporting events, etc.). The TSOC-DSCA covers domestic operations events and planning as related to Space TTPs, DSCA organizations, and legal considerations. The TSOC-DSCA students include Active ARSSTs, National Guard ARSSTs and Space Support Elements, and U.S. Army North staff.

DSCA

SATCOM Electromagnetic Interference Fundamentals

The SATCOM EMI course covers the basic principles of electromagnetic interference and foundational SATCOM theory to understand the EMI effects within the Space environment.

EMI

Space Knowledge & Leader Development Education

Because Space is a critical enabler across all warfighting functions, the presence of Space knowledge and leader development continues to expand in the training curriculum of schools and centers across the Army. DOTD instructors support numerous school and centers, such as the U.S. Army Intelligence Center of Excellence with instruction in the Captains Career Course, Pre-Command Course, Imagery Intelligence, Signals Intelligence and Strategic Intelligence courses; and the U.S. Army Fires Center of Excellence in the Joint Operations Fires and Effects Course, Fires Support Coordination Course, Army Operational Electronic Warfare Course, Electronic Warfare Functional Area 29 Course and Fires Center of Excellence Pre-Command Course. A resident DOTD instructor and an FA40 assigned to the Command and General Staff College (CGSC) provide daily Space education for the Combined Arms Center and CGSC schools, including the A537–Space Orientation and A543–Space Operations electives. Instructors provide educational support to the CGSC Master of Military Arts and Sciences program, Advanced Operational Arts Studies Fellowship program, and the School of Advanced Military Studies. Building on the success of current Space knowledge and leader development efforts, U.S. Army Space and Missile Defense Command/Army Forces Strategic Command and Army Training and Doctrine Command have started an initiative as part of the Army Strategic Space Plan to expand Space knowledge across all Army centers and schools. Continuing into its seventh year is the strong partnership DOTD has established with the Air Force National Security Space Institute (NSSI) and Advanced Space Operations School (ASOpS). A DOTD FA40 and a civilian instructor assigned to the Air Force schools provide instructional support to the NSSI Space 200 and Space 300 courses and the numerous fundamental, deployment preparation, and advanced courses offered by the ASOpS.

CONGRATULATIONS TO THE

DOTD SPACE & MISSILE DEFENSE

GRADUATES

AN/TPY-2 (FBM) Sensor Manager Qualification Course

38 Trained & Ready

The Directorate of Training and Doctrine conducted the AN/TPY-2 (FBM) Sensor Manager Qualification Course in three sessions. The first pilot course took place in April with five students. Since then three additional classes have brought the trained and ready element total to 38. The course educates senior leaders and battle managers on the technical aspects of the AN/TPY-2 (FBM) radar. Graduates received 15 days of intense training consisting of ballistic Missile Defense systems and how radars are integrated to provide layered defenses, command and control operations, sensor management operations, and how to manage a missile event.

Susan Bancroft, quality assurance and training developer, observed that the course kept the students totally engaged. "It taught the students how to develop operation plans and courses of action to present to their leadership and develop comprehensive tactics, techniques and procedures for their operational mission," she said.

During feedback the students commented that they thought having the system engineers participate in the dialog was really productive and that the format of the program when developing products was dynamic and rewarding.

The course was conducted at the directorate's facility in Colorado Springs, and the sensor manager operators attended from across the Joint and Army community. The cadre for the course is Chris Berisford, Directorate of Training and Doctrine sensor management program manager; Norm Reich, course manager; William Koch, lead instructor; and Lindsey Lawton, instructor.

If you are interested in attending this course or would like to inquire about other course offerings please contact Clem Morris, 719-622-2916 or e-mail clement.morris@smdc-cs.army.mil.

COURSE 11-008

FIRST ROW LEFT TO RIGHT CPT Iaasac Simpson, CW2 William Jackson, SFC Gregory Tidwell, SPC Michael Elmore, SSG Joanquin Mullins, 1SG Gary Threets; BACK ROW LEFT TO RIGHT SGT Joshua Correll, SSG Andy Shaffer, 1LT Pedro Quintero-Mercado, SSG Benjamin Sharp, SSG Michael Watson, SSG Daniel Humphries, and SPC Ryan Hamlet.

COURSE 11-009

FRONT ROW LEFT TO RIGHT Senior Airman Brittney Dickson, Staff Sgt. Edward Guiang, Senior Airman Ryan Coffey, Staff Sgt. Jimmy Lopez, Staff Sgt. David Bonilla, Airman 1st Class Crystal Coleman; BACK ROW LEFT TO RIGHT SSG Michael Hoye, SSG Chad Kidwell, SSG Daniel Smith, and SSG James Smith.

COURSE 11-010

FRONT ROW LEFT TO RIGHT SGT Jake Mumm, SSG Billy Rodgers Jr., SGT Dustin Spencer, SSG Michael Whitehead, SGT Billy Cooper; BACK ROW LEFT TO RIGHT SGT Chad Phillips, SSG Curtis Jacobsen, SSG Reginald Corey, SGT Cody Kubischta, and SSG Kristopher Hodge.

Army Space Senior Leader Seminar Conducted

Following the success of the September 2010 pilot course of the Army Space Senior Leader Seminar (SSLS), the first formal iteration was conducted in May 2011. SSLS serves to fulfill the request from senior Space cadre leaders to broaden leaders' understanding of strategy at the Army, national, Department of Defense, services, and Joint levels. The course educates senior Army Space Cadre leaders, both military and government Civilians, on Army and Joint strategic topics such as in-depth discussions and interpretation of the Capstone Concept for Joint Operations, Army Capstone and Operating concepts, and the Army Strategy.

Offered annually, the SSLS is a four-day course designed to provide Space cadre in key senior positions a greater advanced and strategic understanding of the Army's role in Space. The seminar-style format includes guided discussion and student reading to facilitate discussion on current issues and themes, including Space cadre leader development and mentorship; the Space enterprise and Space mission area contributions to Army and Joint, Interagency, Intergovernmental, Multinational operations; strategic skills for Joint and Army assignments; Joint Capabilities Integration and Development System concepts and perspective. Students attend Space 300 at the National Security Space Institute in conjunction with the SSLS.

LEFT TO RIGHT Mike Russell, LTC Sam Russ, LTC Joseph Guzman, Bob Deivert, LTC Larry Roberts, COL George Wingfield, LTC Darius White, SGM John Mattie, LTC J. David Price, and Steve Ferrell.

CONGRATULATIONS TO THE

DOTD SPACE & MISSILE DEFENSE

GRADUATES

Recent graduates of the Ballistic Missile Defense System Asset Management Course at Patrick Air Force Base, Fla., are LEFT TO RIGHT James Traverse, course manager; CMSgt Frank Woodard, Capt Richard Fancher, Capt Joel Neuber, TSgt Tonya Cobarruviaz, Capt Joshua Markland, Capt Matthew Lord, SSgt Timothy Mellon, 2d Lt Russell Maynard, Lt Col Lynn Bentley, SrA Alphonzo Doss II, Maj Scott Brandimore, SMSgt Gerald Mcfadden, KNEELING SSgt Donald Freeman and A1C Marc Andrews.

Ballistic Missile Defense System Asset Management Course Graduates

Twenty-six students recently graduated from the Ballistic Missile Defense System (BMDS) Asset Management Course at Patrick Air Force Base, Fla. Members of the Air Force Technical Applications Center (AFTAC) attended the three-day course. The instructors provided in-depth training that covered BMDS capabilities, Readiness Conditions, Protection Capabilities, Operations Capabilities reporting and a host of other asset management functions. AFTAC will assume asset management responsibilities for one of the BMDS sensors that supports the Global Ballistic Missile Defense mission. Tim DeRamus, lead instructor for the course, stated that "these students were excited about their new role in the BMDS community and the responsibilities that they are undertaking." The students rated the course overwhelmingly as "outstanding." One of the students, TSgt Michael Walls, commented that "the course was an excellent introductory course and that the information was specific to their needs and extremely helpful." If you are interested in attending future BMDS Asset Management courses or want more information, contact James Traverse, course manager at 719-622-2963, james.traverse@smdc-cs.army.mil or Tim DeRamus, instructor lead at 719-622-2929, timothy.deramus@smdc-cs.army.mil.

Additional graduates of the Ballistic Missile Defense System Asset Management Course at Patrick Air Force Base, Fla., are LEFT TO RIGHT MSgt Ralph Himmelsbach, SSgt Russell Hultberg, and SSgt Peter Oliveri; and Timothy DeRamus, instructor lead.

Ground-Based Midcourse Defense (GMD) Operator Course 1-11

The Ground-Based Midcourse Defense (GMD) Operator Course 1-11 was conducted 2 May to 17 June in Colorado Springs. The graduates include Soldiers from the 100th Missile Defense Brigade in Colorado and 49th Missile Defense Battalion in Alaska and officers from the U.S. Air Force and U.S. Navy. In addition, Jim Traverse, an Army Civilian, and Joe Evans, a contractor supporting the Department of Training and Doctrine at U.S. Army Space and Missile Defense Command/Army Forces Strategic Command, also attended.

Honor graduates were LCDR Douglas Pegher and SSG Benjamin Guritz. Distinguished graduates were LCDR Jeffery Weitz, SSG Steven Foley, Mr. Traverse, and Mr. Evans.

Air Force Lt. Col. Steven Krehbiel, class leader, will be assigned to the Joint Functional Component Command for Integrated Missile Defense. LCDR Weitz and LCDR Pegher will be assigned to U.S. Northern Command as missile defense officers. Mr. Traverse and Mr. Evans will become associate instructors for GMD Operator Course 1-12 and primary instructors for GMD Operator Course 2-12.

USASMDC/ARSTRAT DOTD has initiated transfer of the GMD Operator Course from the Missile Defense Agency to the Army. As part of this plan, Mr. Traverse and Mr. Evans are the first of seven Army Civilians and contractors to attend training and become certified as GMD instructors.

The seven-week-long course trains officers and enlisted personnel in GMD operations. This mission is designed to defend the contiguous United States from intercontinental ballistic missile (ICBM) attack by rogue nations. Students are trained in ICBM fundamentals; the ICBM threat; sensors, including radars and Space Based Infrared Systems; ground-based interceptors; and operation of the GMD Fire Control System. This system of systems is designed to detect and track inbound ICBMs in flight, and to launch interceptors to shoot down the ICBMs during the ballistic phase of flight. The standard for this course is mastery, and the passing standard for all graded measurements (tests and exercises) is 90 percent.

Personnel from the 100th and 49th will report to their units and begin 45 days of certification training, where they will become part of a crew. These crews are on duty defending America 24 hours a day, seven days a week.

FRONT ROW LEFT TO RIGHT 2LT Melkart Hawi, SSG Benjamin Guritz, SGT Scotty Rogers, CPT Scott Manson, CPT Michael Odgers, LCDR Jeffery Weitz, and LCDR Douglas Pegher; BACK ROW LEFT TO RIGHT SGT Wayne Chaput, SGT Jarrod Cuthbertson, Joe Evans, MAJ Kyle Zablocki, Jim Traverse, SGT Sean Clark, Lt. Col. Steven Krehbiel, SGT Brenden Good, and SSG Steven Foley.

FA40 Career Management -

CONGRATULATIONS TO THE GRADUATES

DOTD SPACE & MISSILE DEFENSE

LEFT TO RIGHT *MAJ Van Bryan, MAJ Brian Bolio, SFC Casey Taylor, CPT Joseph White, Joan Rousseau, and Mike Russell (Directorate of Training and Doctrine instructors).*

ARCENT SSE Training

The Space Training Division of the Future Warfare Center, Directorate of Training and Doctrine conducted a Tactical Space Operations Course–Tactics, Techniques, and Procedures Mobile Training Team for the U.S. Army Central (ARCENT) Kuwait Space Support Element Current Operations Section in April 2011 at the ARCENT headquarters, Fort McPherson, Ga. Students included two U.S. Army Reserve augmentees and one newly assigned Soldier, MAJ Brian Bolio, a Functional Area 40 graduate of the Space Operations Officer Qualification Course. The two augmentees, MAJ Van Bryan from Pennsylvania and CPT Joe White from Kentucky, were activated specifically to support the ARCENT Space Support Element (SSE) for a period of one year. SFC Casey Taylor, the ARCENT SSE noncommissioned officer in charge, also participated in the training. Immediately following this course the ARCENT team deployed to theater to participate in exercise Lucky Warrior.

Students received introductory and refresher training in a variety of topics, including orbital mechanics, satellite communications, Global Positioning System, and Space environmental impacts on Space systems. They also received instruction in areas such as submitting Space Support Requests, requesting tailored products through reach-back portals, and an overview of the various Space applications and Web sites that they will use in executing their mission for ARCENT.

ARCENT headquarters now is located at Shaw Air Force Base, S.C.

By MAJ Glen Hees

Transparency in Assignments Part II

Assignment Preferences & Tour Equity

Human Resources Command has long been interested in the concept of "talent management" as it pertains to the assignment and employment process. In the past, the assignment process was more preference based, with little or no input from the gaining unit on which officer they would like to receive. The exception to this was joint or other nominative positions that require certain skill identifiers. This preference-based model did well in filling billets with people but ignored the important aspect of aligning certain skills and talent with available jobs.

HRC recently beta-tested a version of Green Pages, a Monster.com-like Web application that allows users to fill out profiles and state career achievements and goals which augment their already existing official Army information. Utilizing this tool, officers could submit "applications" to jobs they were interested in during a movement cycle, the units would have access to the profiles of all those who were interested and be able to rank order them based on required desired talents and skills. What the testing found was that preferences were still largely based on location. No surprise when you consider the options of Fort Bliss versus Stuttgart, or Fort Campbell versus Vandenberg Air Force Base. In the near future, Green Pages will likely be integrated into the assignment process, but there are many issues that still need to be addressed, one of which is a better understanding of preference selection.

In the next article I will address the special circumstances considered during the assignment process. I will touch briefly on some of them in this article to illustrate the problem set. In the past, the assignment process included sending out a list of all open or projected jobs to be filled. The officer considered for Permanent Change of Station was asked to rank order these jobs and return them. These preferences were then matched up against all other submitted preferences and the additional assignment considerations were applied.

The recurring problem was uninformed preference selection. For instance, an officer currently stationed at Colorado Springs selecting four jobs within Colorado Springs as his or her next assignment, an officer only rank ordering the first three of 15 available jobs, or an officer with high dwell time only selecting joint or non-deploying billets. There are a number of considerations applied during the assignment process, but realistically, officer preference ranks low behind Army Manning Guidance, Functional Area 40 priorities, placing the right skills and experience (talent) in the right jobs, Department of the Army-regulated considerations (Exceptional Family Member Program or the Married Army Couples Program) and tour equity.

It is important for FA40s to have a broad foundation of experience to be successful in any number of jobs. Jobs in the operating force and generating force level are equally important as are other broadening experiences (Training with Industry, fellowships, etc.). Part of the job as assignment officer is ensuring tour equity for personnel in order to build that population of diverse FA40s. We are still a Nation at war; submitting preferences of 1. Peterson Air Force Base 2. U.S. Northern Command 3. Vandenberg, etc., with an abnormally high dwell time is just not realistic given the number of deploying FA40 billets that need to be filled. Additionally, many officers with strong technical backgrounds apply to extend in jobs that utilize their technical expertise, but the FA40 community also needs these officers to be leaders and step up to lead the Space Support Elements. Joint billets are another concern; if an officer already has Joint credit, another Joint job does not in any way benefit him or her. While it certainly may happen, it is very rare and avoided when possible. Bottom line: Think about what you need for your career, and where the career field needs you, not just in terms of favored geographical locations.

Please feel free to contact me with any questions or concerns regarding assignments. E-mail is always the best and quickest option and will allow me to research your question or concern and give you a more complete answer.

Section Coordinator

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