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Course Overview

The purpose of the Senior Leaders Course is to prepare promotable Staff Sergeants to assume the responsibilities of a Senior Non-commissioned Officer within the Chaplain Corps. The main focus is upon assuming duties as a Garrison NCOIC.

There is a strong emphasis placed upon students being able to communicate clearly, analyze situations critically, and make sound decisions that will provide the best benefit to the unit, while still accomplishing the mission at hand.
Summary:
This training is designed to help by giving some fairly specific suggestions and techniques that can help you become an effective Army writer.

Begin by giving an example of poor writing and discuss why it does not communicate the intended message.

Essential Steps/Content:
Utilizing correct punctuation
Utilizing Active voice
Changing Passive voice to Active voice
Utilizing spell check
Proof Reading

Key References:
1 – www.English-zone.com
2 – www.Grammarly.com
Critical Thinking

Summary: Explore the aspects of critical thinking by looking at various scenarios, and applying specific techniques to analyze the situation.

Begin by placing a vague scenario before the group and have them think through the potential consequences of the situation. (i.e.. Chaplain carries a weapon for a short part of a combat mission, but does not use it. Should they be punished? How/Why or why not?)

Essential Steps/Content:
Define critical thinking
Identify barriers to critical thinking
Identify the components of critical thinking
Identifying and challenging assumptions
Understanding context
Explore alternative solutions
Develop critical reflection

Key References:
1 – Critical Thinking Facts (training aids folder)
2 – Reasoning Checklist (training aids folder)
Summary: The Army Problem Solving process enables leaders of all levels to work through problems and arrive at suitable solutions.

Begin by giving a large scale problem to the group that must be discussed and a solution must be created. There should be multiple possible solutions, and it is best if there is no “right” solution. (i.e.. Survivors of a massive incident and how much food is available to sustain. Who gets fed? Why or why not?

Essential Steps/Content:
Recap critical thinking steps (foundational to this type of training)
Define the difference between critical thinking and critical reasoning
Utilize the Army problem solving process (training aid)

Key References:
1 – FM 6-0
2 – see training aids folder
Conduct a Staff Study

Summary: A staff study combines the elements of critical thinking and problem solving into a cohesive whole; enabling the staff section to coherently present the problem and solution(s) to the command for approval or disapproval.

Begin by selecting a problem that is within the MOS, and can be reasonably defined. (i.e.. The job of the fund technician being green suiter vs. civilian)

Essential Steps/Content:
Define a staff study
Identify the purpose of a staff study
Understand the format of a staff study
Present the findings of a staff study

Key References:
1 – FM 6-0 Chapters 5 and 7

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Manage the Garrison Chaplain Office

**Summary:** This training is designed to enable students to manage the garrison chaplain office by creating an understanding of the organizational structure, understanding directorates and their functions, and implementing SOPs.

Begin by making a list of the things a Garrison NCOIC should want to track and be familiar. Next to each item list the directorate or resource that will be utilized to accomplish the task.

**Essential Steps/Content:**
- Identify the structure and function of the Garrison Chaplain Office
- Develop a SOP for the Garrison Chaplain Office
- Identify the Directorates on the installation
- Understand the function of each directorate and how it correlates with the Garrison Chaplain Mission.

**Key References:**
1 – FM 1-05
2 – AR 165-1
3 – Sample SOP in training aids folder
Manage Garrison Chaplain Property

Summary:
This training will explain the responsibilities a Garrison Chaplain NCOIC has in managing property by ensuring it is properly accounted for and managed.

Begin by discussing various items you have signed for on a hand receipt. Why do you think it is necessary to sign for these items?

Essential Steps/Content:
Apply property management principles
Understand how Army logistics functions
Understand the purpose of a Hand Receipt
Understand the different types of responsibility
Assigning responsibility for property
Define property
Define the classes of supply
Maintain records for property
Understand the importance of inspecting/inventorying property
Understand how to change property from one to another

Key References:
1 – AR 25-30
2 – AR 25-400-2
3 – AR 710-1
4 – AR 710-2
5 – AR 710-3
6 – AR 725-50
7 – AR 735-11-2
8 – AR 735-5 (2013)
9 – DAM PAM 25-30
10 – DA PAM 710-2-1
**Manage the Commander’s CMRP**

**Summary:** This training will enable students to understand how to manage the CMRP at the installation level with a focus upon planning for the upcoming FY CMRP, and executing the current CMRP.

Begin by asking what experiences others have had with the CMRP. Ask why they think it is important or not important.

**Essential Steps/Content:**
Define the purpose of the CMRP
Explain the standardized process for creating the CMRP
Implement a plan for the upcoming CMRP
Execute the current CMRP utilizing the CHIPS management tool

**Key References:**
1 – AR 165-1
2 – DA PAM 165-18
Conduct an Inspection of a Chapel Tithes and Offering Fund

**Summary:** This training will show students the importance of conducting an inspection of the CTOF and how it is used to ensure proper accounting procedures have been followed.

Begin by discussing what people know about the CTOF. What functions does the CTOF do? How does the CTOF manage income and expenditures?

**Essential Steps/Content:**
- Identify the steps necessary to safeguard an offering
- Understand how the CTOF manages income and expenditures
- Understand how the Government Purchase Card is used
- Understand the nature of Non-Personal Services Contracts
- Utilize the inspection worksheet to inspect the Fund

**Key References:**
1 – AR 165-1
2 – DA PAM 165-18
3 – see training aids
Write a Non-personal Services Contract

**Summary:** This training explains the process for writing and staffing a non-personal services contract. Begin by discussing what students think a non-personal services contract is utilized for, and why it is important to the Chaplain Corps.

**Essential Steps/Content:**
Understand basic contracting terminology
Understand the difference between personal vs non-personal contracts
Understand the difference between an employee and a contractor
Understand the job of the contracting officer
Know the differences between APF and NAF contracts
Creating a good Statement of Work

**Key References:**
1 – AR 165-1
2 – AR 215-1
3 – AR 215-4
4 – DA PAM 165-18
5 – Federal Acquisition Regulation; Vol 1 (parts 1-51)
Determine UMT Training Requirements

**Summary:** This training will teach students how to prepare a training plan that can be utilized at any echelon.

Begin with a scenario about deployment. Be vague as to what the mission is, but instruct students to list important topics to train before deploying. In discussion, note whether they assumed the mission was combat oriented. Discuss if their topics would change for a humanitarian aid mission.

**Essential Steps/Content:**
Assess training needs
Utilize Army principles of unit training in ADRP 7-0
Utilize past training assessments to determine requirements
Utilize METL, DMETL and task lists to determine training requirements
Utilize DTMS to determine training requirements
Plan training utilizing previous assessments
Plan training around Long Range, Short Range and Near Term calendars
Manage training by use of assessments

**Key References:**
1 – ADP 3-0
2 – ADRP 7-0
3 – AR 165-1
4 – FM 1-05

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**Summary:** This class will teach students how to prepare a comprehensive Religious Support Plan (RSP).

Begin by discussing what students believe comprise a RSP. Ask why a RSP is important.

**Essential Steps/Content:**
Analyze the OPORD for content that touches the Religious arena (Note: this is a 20 level task, and should be taught-refreshed prior to the RSP)
Prepare the Running Estimate
Prepare the RSP

**Key References:**
1 – ATP 1-05.03
2 – FM 1-05
3 – FM 6-0
Manage the Emergency Operations Center
Chaplain Cell

**Summary:** This class will lay out the responsibilities of a Garrison Chaplain Office when the need arises to man the EOC.

Begin by posing a situation of an active shooter or natural disaster. Discuss the actions the RST should take in that situation, and what information the EOC might need to gather in that situation. Remember to keep focused upon Religious Support.

**Essential Steps/Content:**
Define the purpose of the EOC.
Define the types of disasters in which the EOC Chaplain cell might be activated
Describe the functions of the EOC
Discuss how to best man the EOC
Recognize Force Protection Condition (FPCON) levels
Identify FPCON measures

**Key References:**
1 – AR 165-1
2 – ATP 1-05.01
3 – ATP 1-05.03
4 – FM 6-0

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Summary: This class will provide information on Defense Support of Civil Authorities (DSCA) missions and how the Garrison Chaplain Office may provide support during those missions.

Begin by discussing any kind of huge natural disaster. It can be from a movie or an actual event. Discuss what the implications to Religious Support might look like in that situation. How would RS units coordinate? Who would be a priority for receiving RS?

Essential Steps/Content:
Define DSCA
Identify current RS doctrine for RS during DSCA missions
Define the Area of Operations during DSCA
Explain the Doctrinal Language of DSCA
Define Command and Control divisions of FEMA
Define Posse Comitatus and its role in DSCA
Discuss RS implications during DSCA missions

Key References:
1 – ADP 3-28
2 – ADRP 3-28
3 – AR 165-1
4 – FM 1-05
6 – JP 1-05
Manage Religious Support Operations at a JTF/JFLCC Headquarters

**Summary:** This class will define joint, combined and coalition operations and discover how religious support can be integrated these environments.

Begin by asking what students think a JTF or JFLCC is, and why they are different from our normal Army echelons. What difficulties might we find in integrating RS in a situation where several countries are combined for the mission?

**Essential Steps/Content:**
Define Joint, Combined and Coalition Operations
Define Religious Ministry Support
Define the three elements used to manage religious support
Apply the major functions in managing Religious Ministry Support

**Key References:**
1 – FM 1-05
2 – ADP 5-0
Understand the Impact of Cultural Factors on Military Operations

**Summary:** This class will discuss the importance of knowing the culture of the people in which we are operating.

Begin by discussing any number of cultural incidents where one culture offended another, whether directly or indirectly. Was the offended country right to be offended? What changes when we learn about the culture of the operating area?

**Essential Steps/Content:**
Define Culture
Discuss what shapes culture
Understand the impact of language and symbols in culture
Determine how world view affects perspectives
Explore the implications of cultural awareness in RS

**Key References:**
1 – AR 165-1
2 – ATP 1-05.03
3 – FM 1-05
4 – JP 1-05

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Summary: This class will show students the importance of mitigating risks during training. Instructs students on the utilization of the risk assessment worksheet.

Begin by discussing a hazardous scenario in which several unnecessary risks are being taken. Discuss what risks are present, why they are dangerous and how could the situation be made safer.

Essential Steps/Content:
Define risk
Describe the risk management process

Key References:
1 – ATP 5-19
Implement Active Listening Techniques

Summary: This class shows the importance of listening in the art of communication. Students learn skills to become an active listener resulting in a stronger communication process.

Begin by discussing an example where there was a large misunderstanding which could have been avoided through the art of active listening. (Think Abbott and Costello’s “Who’s on First” routine).

Essential Steps/Content:
Define Listening
Describe barriers to listening
List bad listening habits
Define active listening requirements
Implement active listening techniques

Key References:
1 – Insert up to three key references from lesson plan.
2 –
3 –
Non-Commissioned Officers Development Program (NCOPD)

**Summary:** This class discusses the importance of the NCOPD program and enables students to improve an existing program or begin a program where none exists.

Begin by discussing the need to develop critical skills within NCOs apart from normal training. Why is there a difference in how we train as NCOs vs as a unit? What skills do you think belong to NCOs that are not shared with lower enlisted? (Note: NCOPDs should be created within the framework of the Contemporary Operational Environment)

**Essential Steps/Content:**
- Identify the NCO vision
- Identify the Leader development process
- Identify unit NCOPD requirements
- Implement the NCOPD program

**Key References:**
1 – AR 350-1
2 – DA PAM 600-25
3 –
Advise Soldiers on the Process of Religious Accommodation

**Summary:** This class will provide students with steps to help accommodate religious practices.

Begin by giving a scenario where a Soldier is requesting accommodation for a religious practice. What questions should be asked as we gather information about the person? Do we need to be familiar with different religions so that we are aware of practices that may interfere with the normal mission?

**Essential Steps/Content:**
Define the Army’s policy on religious accommodation  
Identify four categories of religious practice that may conflict with military operations  
Explain the procedure for requesting religious accommodation  
Discuss Commander and NCO support channel actions on requests for religious accommodation

**Key References:**
1 – AR 165-1  
2 – AR 600-20  
3 – AR 670-1  
4 – DA PAM 670-1

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