

# SMARTBOOK

Advanced Leaders Course  
(Feb 18)

U.S. Army Chaplain Center & School  
10100 Lee Road  
Fort Jackson, SC 29207



# Table of Contents



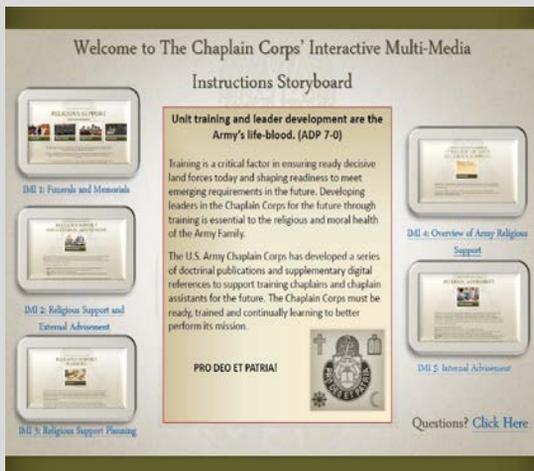
<b>Class Title</b>	<b>#</b>
<a href="#">Introduction &amp; Course Overview</a>	3-4
<a href="#">Military History</a>	5
<a href="#">Leadership within the Army</a>	6
<a href="#">Critical Thinking for Advanced Leaders at the BDE and Beyond</a>	7
<a href="#">Army Problem Solving for Advanced Leaders at the BDE and Beyond</a>	8
<a href="#">Analyze the Impact of Cultural Factors on Mil Ops</a>	9
<a href="#">Religious Area Analysis</a>	10
<a href="#">Conflict Management Styles</a>	11
<a href="#">Counseling and Mentoring</a>	12
<a href="#">Developing Effective Unit Ministry Teams</a>	13
<a href="#">Develop UMT Training</a>	14
<a href="#">Advise Leaders/Soldiers on the Process of Religious Accommodation</a>	15
<a href="#">Administer Staff Assistance Visits to Subordinate Unit Ministry Teams</a>	16
<a href="#">Manage Information Flow at the BDE and Beyond</a>	17
<a href="#">Managing the CMRP at the BDE and Beyond</a>	18
<a href="#">Monitor the Status of Subordinate UMTs</a>	19
<a href="#">Determine Religious Support Activities in a Brigade Area of Operations</a>	20
<a href="#">Maintain Situational Understanding of the Brigade Area of Operations for Religious Support</a>	21
<a href="#">Determine Religious Support Implications of Casualty Volume and Logistics Flow</a>	22
<a href="#">Traumatic Event Management</a>	23
<a href="#">Media Awareness Training</a>	24
<a href="#">Resilience Training for Leaders</a>	25
<a href="#">Leader Development for Advanced Leaders</a>	26

# Introduction



## Welcome to the Advanced Leaders Course Smart book.

**Purpose:** To provide the Operational Force reach-back access to junior NCO religious affairs training.

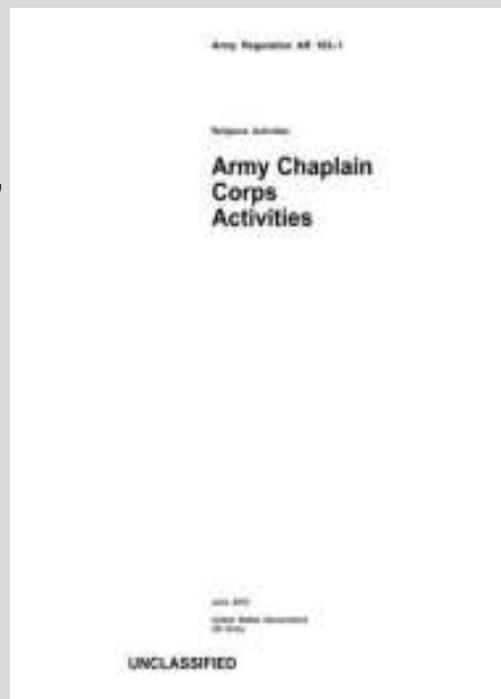


### Digital Resources:

1. [Chaplain Corps IMI Storyboard](#)
2. [Army Publishing Directorate](#)
3. [Army Training Network](#)
4. [USACHCS](#)

### Top Ten Publications:

1. AR 165-1, Army Chaplain Corps Activities
2. FM 1-05, Religious Support
3. ADRP 6-22, Change 1, 10 Sep 2012, Army Leadership
4. ADP 6-22, Army Leadership
5. FM 6-0, Change 002, 22 Apr 2016, Commander and Staff Organization And Operations
6. ATP 1-05.03, Religious Support and External Advisement
7. JP 1-05, Religious Affairs in Joint Operations
8. ADP 3-0, Unified Land Operations
9. AR 600-100, Army Leadership
10. ADP 5-0, The Operations Process



[Return to Contents](#)

## Course Overview



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

# Military History



**Task:** Assess the impact historical events have had on the development of the Religious Affairs Specialist career field.

*Motivator:* Think back to your high school years or perhaps your time in college. Almost everyone can recall a history class they absolutely hated: the subject was boring, it was taught in a painful way, you knew that the class was of absolutely no use. What is more, the person who taught you history might have been one of the worst teachers you ever had. In high school, there's a good chance that your history teacher was the football coach. Well, I'm here to tell you that this is not that class, and I am definitely NOT your high school history teacher.

## Essential Steps/Content:

1. Explain the importance of history to you as a professional NCO.
2. Explore the evolution of the Religious Affairs Specialist career field.
3. Analyze the impact historical events have had on the development 56M MOS during the Chaplain Corps Museum tour.

## Key Reference:

ADP 6-22 Army Leadership

[Return to Contents](#)

# Leadership within the Army



**Task:** Provide guidance on leadership within the Army.

We've all had "leaders" cross our paths, people we want to emulate, people that were the example. Well now you have your chance to be that person. You are a leader and the same things you received from those leaders others are expecting from you.

## **Essential Steps/Content:**

1. Interpret the elements of the Army leadership requirements model.
2. Analyze Army principles of leader development.
3. Analyze leadership styles and methods.

## **Key References:**

- 1 – ADP 7-0 "Training Units and Developing Leaders"
- 2 – ADRP 6-22 (Change 1, 10 Sep 2012) "Army Leadership"

# Critical Thinking for Advanced Leaders at the Brigade and Beyond



**Task:** Implement the Critical Thinking process in decision making.

**Motivator:** There is nothing wrong with assuming but by not proving your assumptions to be valid you can get yourself in trouble. As a Religious Affairs NCO, it's important to have valid assumptions and understand the Critical Thinking process so you are not only able to enhance your own skills but effectively accomplish the mission.

## Essential Steps/Content:

1. Define critical thinking.
2. Analyze situations using critical thinking skills.
3. Evaluate information for relevancy in religious support planning.
4. Evaluate decision or policies utilizing critical thinking skills.

## Key References:

- 1 – ADP 5-0 “The Operations Process”
- 2 – ADRP 5-0 “The Operations Process”
- 3 – ADRP 6-22 (Change 1, 10 Sep 2012) “Army Leadership”

# Army Problem Solving Process for Advanced Leaders at the Brigade and Beyond



Task: Employ the Army Problem Solving process with military problems.

**Motivator:** You've just arrived at your new duty station as the Brigade NCOIC. You have oversight of 4 Battalion Religious Affairs Specialists.

- (1) SGT Wheeler - A single female with three small children.
- (2) SPC (P) Franko -A married male with no children.
- (3) SPC Jones -A married female with five children.
- (4) PV2 Lee - A single male with a temporary running profile.

Your team has been acknowledged for their stellar work performance. However, their PT scores are declining. Also, SPC (P) Franko has failed his last APFT.

**STATE:** How are you going to handle these issues? Before you respond, let's see how the Army Problem Solving process can assist you in making the right decisions for your Soldiers.

## Essential Steps/Content:

1. Define problem solving.
2. Explore the Army problem solving process.
3. Discuss barriers to problem solving.

## Key References:

- 1 – ADRP 6-22
- 2 – ADRP 6-22 (Change 1, 10 Sep 2012) “ Army Leadership”
- 3 – AR 600-100 “Army Leadership”
- 4 – FM 6-0 (Change 002, 22 Apr 2016) “Commander and Staff Organization And Operations”

# Analyze the Impact of Cultural Factors on Military Operations



[805D-56M-3309](#) (hyper-linked to CAR)

**Task:** Analyze the impact of culture on military operations.

**Motivator:** How many of you have seen the picture of Marines urinating on the remains of their Taliban enemies? What produces this kind of behavior?

*INSTRUCTOR NOTE:* Let students come up with reasons they think Soldiers would act that way. These reasons should validate the Soldier actions, and relate to their possible emotions.

*STATE:* The dead men were snipers who killed American Warriors. So what, what's so wrong? What's the impact on Military Operations? Does having this flashed on CNN help or hurt our cause? Are there unintended outcomes we could have predicted and prevented?

## Essential Steps/Content:

1. Define Culture.
2. Analyze culture, languages and symbols.
3. Determine how worldview effects perspectives.
4. Explore culture awareness application for the Religious Affairs NCO.

## Key Reference:

ATP 1-05.03 "Religious Support and External Advisement"

[Return to Contents](#)

# Religious Area Analysis



[805D-56M-3010](#) (hyper-linked to CAR)

**Task:** Develop a Religious Area Analysis defining religious impact on military operations.

**Motivator:** You have 5 minutes to research a location overseas in a hostile area you would likely have to go to in an effort to provide religious support. You will brief me on whatever you believe is “need to know” information. GO!

*Instructor Note:* After 5 minutes call on a few students and have them stand in front of the class and brief what they came up with.

*STATE:* In this experience, you were pressed for time, with really no information and you probably experienced different emotions about it. In this class you will be given all the tools you need to successfully do a religious area analysis and determine the impact for the Commander.

## Essential Steps/Content:

1. Develop a Religious Area Analysis.
2. Create Religious Area Analysis products.
3. Perform Responsibilities Consistent with the Religious Analysis.

## Key References:

- 1 – ADP 5-0 “The Operations Process”
- 2 – ATP 1-05.03 “Religious Support and External Advisement”
- 3 – FM 1-05 “Religious Support
- 4 – FM 6-0 (Change 002, April 22, 2016) “Commander and Staff Organization and Operations”

[Return to Contents](#)

# Conflict Management Styles



**Task:** Mediate a conflict using a conflict management style.

**Motivator:** There will be times as the Brigade Religious Affairs NCOIC when you will have to manage conflict in such a manner that promotes peace and cohesion within the organization. At this time, I would like for you to think about a conflict you had to manage within the organization dealing with a peer, subordinate, Chaplain etc. Jot down on a scratch sheet of paper what the conflict was, how you handled it and what the outcome was. Allow students 5 minutes to do this.

*STATE:* We will use this information later on in the lesson to determine if you handled the situation correctly or if there was a better way you could have handled the situation based off your understanding of the conflict management styles.

## **Essential Steps/Content:**

1. Complete conflict management styles assessment.
2. Explore conflict management styles.
3. Apply the appropriate conflict management style.

## **Key References:**

- 1– ADP 6-22 “Army Leadership”
- 2 – ADRP 6-22 (Change 1, 10 Sep 2012) “ Army Leadership”
- 3 – AR 600-100 “Army Leadership”

# Counseling and Mentoring for Advanced Leaders



**Task:** Develop Subordinate Leaders through Effective Counseling and Mentoring.

**Motivator:** How many of you have ever heard of or seen Johari's Window? Johari's Window is a simple and useful tool for understanding and training self-awareness, personal development, improving communications, interpersonal relationships, group dynamics and team development. All of these things will enhance your ability to be good counselors and mentors. The main piece we want you to take away is to "know" yourself. You cannot help people with their problems or build up their self-esteem if you personally have not dealt with your own issues in those areas. Let's take a look at how the window works.

Area 1, the Open/Free Area are things that people know and can see about you or your personality. Area 2, the Blind Area are things that people know or see about you but you don't know or see these things about yourself. For example, you may get cocky when intimidated by someone. This is something other's may have observed about you but you don't know it about yourself because you are so use to doing it that you think it's natural. However; this could stem from some deeper issue. Area 3, the Hidden Area is your private side. These are things that are known to you but are not known to others.

Lastly, Area 4, the Unknown Area are things that are unknown to you and they are also unknown to others. For example, uncovering hidden talents or feelings that neither you nor others knew existed. The arrows show that you "ask" if there are things you want to know about yourself from others that they may have observed about you and you "tell" others things that may get them to understand you a little better.

## **Essential Steps/Content:**

1. Identify counseling and mentoring techniques.
2. Identify the four stages of counseling and mentoring.
3. Advise Subordinate UMT NCOs on professional development.
4. Complete DA Form 4856.

## **Key Reference:**

ADP 6-22 "Army Leadership"

# Developing Effective Unit Ministry Teams (UMTs)



**Task:** Develop Effective Unit Ministry Teams.

**Motivator:** Divide the class in half so that there are two teams. Pass out SURVIVAL, a Simulation Game. Allow students 10 minutes to come up with their rankings. Tell the students once they have ranked all items each team should list its top 5 choices in order. To award points, look at the ranking numbers on the answer sheet. Award points to each team's top choices according to the numbers listed. For example, the map would earn 12 points, while the steel wool would earn 2 points. Lowest score wins (and survives).

*STATE:* Was anyone identified as the team leader? Did you have anyone that clearly stood out as the leader?

## Essential Steps/Content:

1. Explore aspects of team building.
2. Identify the five dysfunctions of a team.
3. Analyze strategies to strengthen teams.

## Key References:

- 1 – ADP 6-22 “Army Leadership”
- 2 – ADRP 6-22 (Change 1, 10 Sep 2012) “Army Leadership”
- 3 – AR 600-100 “Army Leadership”
- 4 – ATP 6-22.6 “Army Team Building”
- 5 – FM 6-22 “Leader Development”

# Develop Unit Ministry Team (UMT) Training



[805D-56A-7506](#) (hyper-linked to CAR)

**Task:** Develop UMT Training.

**Motivator:** Motivator: Your unit is the 1ST BDE, 52<sup>nd</sup> Infantry Division. This modular HQs is able to C2 up to 6 BCTs and 5 Support Brigades. The 52nd has received a WARNORD to deploy on a Rotational Mission to Glabaq in 180 days. You have 10 minutes to discuss in groups what needs to be done in terms of training / your plan for training.

After students discuss, allow one individual to brief what they came up with. When they are done state: you all came up with some good ideas. In this lesson you will receive information and tools to assist you with this process.

## Essential Steps/Content:

1. Assess training needs.
2. Develop a short training plan IAW FM 1-05 and ADRP 7-0.
3. Manage UMT training plan.

## Key References:

- 1 – ADP 3-0 “Unified Land Operations”
- 2 – ADRP 7-0 “Training Units and Developing Leaders”
- 3 – AR 165-1 “Army Chaplain Corps Activities”
- 4 – FM 1-05 “Religious Support”

[Return to Contents](#)

# Advise Leaders/Soldiers on the Process of Religious Accommodation



[805D-56M-2101](#) (hyper-linked to CAR)

**Task:** Advise Leaders/Soldiers on the Process for Accommodation of Religious Practices.

**Motivator:** Have you ever experienced a situation where a Soldier approaches you and states they were having issues getting exemptions from Staff Duty for Friday's and Saturday's duty, due to the fact they are a practicing Jew? Or a Soldier requesting help getting separate rations during Ramadan, due to the fact they cannot eat at the DFAC during the times the DFAC is open for religious reasons?

What are your thoughts? Are these two Soldiers authorized to receive religious accommodations in these instances?

Part of your job as Brigade Religious Affairs NCOs, is to not only know the answers to such questions as these, but to also teach our Battalion Religious Affairs Specialists to advise their Commanders on the different categories and procedures of Religious Accommodations. Our inability to advise command on these policies will adversely impact military necessity.

## Essential Steps/Content:

1. Define the Army's policy on religious accommodation.
2. Identify four categories of religious practice that may conflict with military operations.
3. Explain the procedures for requesting religious accommodation.
4. Discuss Commanders and NCO Support channel actions.

## Key References:

- 1 – AR 165-1 "Army Chaplain Corps Activities"
- 2 – AR 600-20 "Army Command Policy"
- 3 – AR 670-1 "Wear and Appearance of Army Uniforms and Insignia"

[Return to Contents](#)

# Administer Staff Assistance Visits to Subordinate Unit Ministry Teams



[805D-56M-3205](#) (hyper-linked to CAR)

**Task:** Administer Staff Assistance Visits to Subordinate Unit Ministry Teams.

**Motivator:** The Division is doing a Command Inspection. You prepared for your visit with the Division and it was a success. The Division NCOIC states that he wants to stop and look at your Battalion UMT's areas. While visiting one of the battalions and going through some required documents, he notices that there are somethings missing such as the SOP's and rosters to name a few. He completed the visit with the Battalion UMT and meet with you afterwards at the office. He jumps on you about your subordinates not being up to standard. "It is your job to check on them and ensure that they are prepared for any inspection that comes."

As a Brigade Religious Affairs NCO, you will be responsible for ensuring your Battalion UMTs are mission capable. You will have to ensure that your subordinate UMTs are ready to execute their mission. You will have to check on them and assist them in this preparation. One effective way of doing this is to administer Staff Assistance Visits (SAVs). It is essential that you become proficient in administering SAVs.

## Essential Steps/Content:

1. Administer a Staff Assistance Visit (SAV) read ahead.
2. Define the purposes for administering a SAV.
3. Define the purposes for administering a SAV.
4. Plan a SAV.
5. Develop a checklist for the visit.
6. Conduct a SAV.
7. Perform an Out-Brief/After Action Report (AAR).

## Key References:

- 1 – AR 1-201 "Army Inspection Policy"
- 2 – AR 165-1 "Army Chaplain Corps Activities"
- 3 – AR 20-1 "Inspector General Activities and Procedures"

[Return to Contents](#)

# Manage Information Flow at the Brigade and Beyond



[805D-56M-3308](#) (hyper-linked to CAR)

**Task:** Manage Information Flow for the Brigade Unit Ministry Team.

**Motivator:** *Student Activity (5 minutes):* Place students in small groups of 4.

*Instructor Note:* The purpose of this activity is for the class to see how easy it is to make mistakes in passing on vital information when instructions are not clear. Also, this can be a fun way to see what can happen when information is or is not passed on correctly.

Prior to the activity, select one person and give him/her the directions for the activity without telling the rest of the group. Verbally explain the game and clearly state the rules.

*Rules:*

- (1) One person has to start a storyline and then abruptly stop.
- (2) The next person continues the story where the other person stopped adding to the story.
- (3) The story keeps going around and around until someone says something that makes absolutely no sense with the theme of what's already been said.
- (4) Once you've had to stop due to this factor, start over allowing another person to start with a new storyline.

Allow students about 5 minutes to do this activity. Once they are done, have them return to their seats and share their experiences.

## **Essential Steps/Content:**

1. Identify terms and definitions specific to the UMT.
2. Identify principles for effective supervision.
3. Recognize types of information to report.

## **Key References:**

- 1 – ADP 6-22 “Army Leadership”
- 2 – ADRP 3-0 “Operations”
- 3 – ADRP 4-0 “Sustainment”
- 4 – ADRP 6-22 (Change 1, 10 Sep 2012) “Army Leadership”
- 5 – AR 600-100 “Army Leadership”
- 6 – FM 1-05 “Religious Support”
- 7 – FM 6-99 “U.S. Army Report and Message Formats”

[Return to Contents](#)

# Managing the CMRP at the Brigade and Beyond



[805D-56M-2409](#) (hyper-linked to CAR)

**Task:** Manage the Command Master Religious Plan (CMRP).

**Motivator:** *Small Group Activity (10 minutes):* Discuss and write down things from your pre-assigned reading, things knew and things that you didn't know in reference to the CMRP. Narrow your list down to a top three (3) for both. You have 10 minutes to complete this task.

*Note:* If students have not read the pre-assignment have them pull up DA PAM 165-18 (Rescinded) Chapter 2 in their groups.

*Instructor:* When you notice all students are done, begin. Have each group tell what their top 3 were for both categories.

*STATE:* There are obviously things from your reading that you already knew but there also appears to be things you didn't know. This class may be a refresher for some but we hope to give you a better insight on how to do your job correctly. The bottom line is that you need to know how to request funds for resources.

## **Essential Steps/Content:**

1. Define the CMRP.
2. Identify the four developmental phases of the CMRP.
3. Identify the standard categories.
4. Develop CMRP guidance for subordinate UMTs.

## **Key References:**

- 1 – AR 165-1 “Army Chaplain Corps Activities”
- 2 – DA PAM 165-18 “Chaplaincy Resources Management” (Rescinded)

[Return to Contents](#)

# Monitor the Status of Subordinate Unit Ministry Team



[805D-56M-3418](#) (hyper-linked to CAR)

**Task:** Monitor Status of Subordinate UMT.

**Motivator:** Imagine that your brigade's UMTs are deployed to a new location that no American troops have ever been to. Your brigade UMTs have been in theater now for 9 months and most of your subordinate UMTs have already taken their R&R. When traveling to one of your battalion UMTs you see this battle fatigued Soldier lethargically walking around and talking to himself. You almost did not recognize him; he is one of your BN UMTs. In talking to this Soldier, you find out that his unit has been under constant bombardment from the local militia; wounding 3 to 4 Soldiers a night for the last week. The unit has already lost 2 full squads on the assault into this new location, and he has been providing ministry of presence at the Forward Aid Station (FAS) for each and every one of these Soldiers due to his chaplain being on mid-tour leave. Seeing the dead and the wounded have taken a toll on him.

**Is this religious affairs specialist still mission capable?** Of course not, this Soldier is showing signs of some severe battle fatigue and may even be experiencing some post-traumatic stress (PTS). In his current state, he probably lacks the resiliency to continue as an effective religious affairs specialist in providing the 3 core competencies of Chaplain Corps (Nurture the Living, Care for Wounded, and Honor the Fallen).

**What would you do? What could we have done as leaders to keep this Soldier from reaching this point?** The short answer is we could have been attentive.

## Essential Steps/Content:

1. Plan for potential needs of a subordinate UMT.
2. Monitor the status of subordinate UMT.
3. Prepare communications and tracking systems.

## Key References:

- 1 – ADP 3-0 “Unified Land Operations”
- 2 – ADP 3-07, CHG 1 “Stability (Incl C1)”
- 3 – FM 6-02 “Signal Support to Operations”

[Return to Contents](#)

# Determine Religious Support Activities in a Brigade Area of Operations



[805D-56M-3009](#) (hyper-linked to CAR)

**Task:** Determine Religious Support Activities in a Brigade Area of Operations.

**Motivator:** Imagine that you and your chaplain are attending a staff huddle to conduct the military decision making process on an upcoming mission that may potentially change your brigades Task Organization, location, and operational tempo. You know this will have adverse effects on the current religious support activities in the brigade's area of operation. It is on you to evaluate the brigades current Religious Support Estimate, analyze the effect of each course of action of religious support, and synchronize the religious support mission. Are you prepared to quickly and proactively adjust your brigade religious support assets to ensure you are providing intentional ministry; to provide the right religious support in the right place at the right time. Do not become that brigade UMT that just wings it to simply provide minimal presence and rushed religious services.

## Essential Steps/Content:

1. Establish religious support staff estimates.
2. Analyze religious support needs.
3. Synchronize religious support activities.

## Key References:

- 1 – AR 165-1 “Army Chaplain Corps Activities”
- 2 – ATP 1-05.03 “Religious Support and External Advisement”
- 3 – FM 1-05 “Religious Support”
- 4 – FM 6-0 (Change 002, April 22,2016) “Commander and Staff Organization and Operations”
- 5 – JP 1-05 “Religious Affairs in Joint Operations”

[Return to Contents](#)

# Maintain Situational Understanding of the Brigade Area of Operations for Religious Support



[805D-56M-3309](#) (hyper-linked to CAR)

**Task:** Maintain Situational Understanding of the Brigade Area of Operations for Religious Support.

**Motivator:** Recently, you were promoted to SSG and reassigned to a Brigade Combat Team (BCT). The BCT has been without a Senior Religious Affairs NCO for more than nine months. They are preparing for an upcoming National Training Center (NTC) rotation with the expectation of a follow on mission to Korea due to rising tensions with North Korea. Your new unit is lacking all religious support battle drills and reporting systems. Your incoming Brigade Chaplain is coming straight off a clinical practice rotation and has never deployed. He is relying on your knowledge and expertise to ensure that the Brigade UMT is able to maintain situational understanding of the brigade area of operation for any religious support implications.

## Essential Steps/Content:

1. Establish reporting requirements.
2. Monitor significant activity (SIGACTS).
3. Develop an operational picture.

## Key References:

- 1 – ADP 1-02 “Operational Terms and Military Symbols”
- 2 – ADP 3-0 “Unified Land Operations”
- 3 – ADP 3-90 “Offense and Defense”
- 4 – ADRP 1-02 “Terms and Military Symbols”
- 5 – ADRP 3-0 “Operations”
- 6 – ADRP 3-90 “Offense and Defense”
- 7 – ADRP 6-0 (Change 002, March 28,2014) “Mission Command”
- 8 – AR 165-1 “Army Chaplain Corps Activities”
- 9 – CALL HANDBOOK 08-15 “Battle Staff NCO Handbook”
- 10 – DA FORM 1594 “Daily Staff Journal or Duty Officer’s Log”
- 11 – DODI 3025.21 “Defense Support of Civilian Law Enforcement Agencies”
- 12 – FM 1-05 “Religious Support”
- 13 – FM 100-7 “Decisive Force: The Army in Theater Operations”
- 14 – FM 6-99 “U.S. Army Report and Message Formats”
- 15 – JP 1-05 “Religious Affairs in Joint Operations”
- 16 – JP 3-07 “Stability Operations”

[Return to Contents](#)

# Determine Religious Support Implications of Casualty Volume and Logistics Flow



[805D-56M-3604](#) (hyper-linked to CAR)

**Task:** Determine Religious Support Activities in a Brigade Area of Operations.

**Motivator:** *Play the video “The Golden Hour”*

**INSTRUCTOR NOTE:** The intent of this video clip is to quickly display what casualty flow is and bring to light that the casualties may include local nationals and the dead. You will lead a 5-10 minute discussion on conducting RS to a vast number of casualties coming from different locations. *What was going on in this video and how does this affect the UMT?* This medical unit was continuously taking on casualties and evidently saw over 500 patients during their deployment. Not only were the patients US soldiers, but almost 40 percent were of other nationalities and possibly even enemy combatants. This video also made remarks to the Golden Hour because injuries become irreversible and survivability drastically diminishes after the initial hour after trauma. The time a casualty is at any given level of care is minimal. This shortens our response time to provide RS. *Was this a MASCAL?* No. *What would have made this a MASCAL?* The only time this would have become a MASCAL is if the number of patients began to surpass the number of treatment beds and/or capabilities of the on duty personnel. *So if this was not a MASCAL, then how do we describe what took place with this medical team?* Our 30 level critical task list calls this casualty volume and logistics flow. *What does the phrase casualty volume and logistics flow mean to you?* Casualty volume refers to the sheer number of casualties funneling from multiple units spread across the battle space at different times. *Which (MASCAL or Casualty Volume and Logistics Flow) are we more likely to experience, and why?*

## Essential Steps/Content:

1. Analyze the current operation.
2. Determine additional assets available.
3. Implement the religious support plan.

## Key References:

- 1 – AR 165-1 “Army Chaplain Corps Activities”
- 2 – ATP 1-05.01 “Religious Support and the Operations Process”
- 3 – ATP 1-05.02 “Religious Support to Funerals and Memorial Ceremonies and Services”
- 4 – ATP 1-05.03 “Religious Support and External Advisement”
- 5- ATP 1-05.04 “Religious Support and Internal Advisement”
- 6 – ATP 4-02.5 “Casualty Care”
- 7 – ATP 4-02.55 “Army Health System Support Planning”
- 8 – FM 1-05 “Religious Support”
- 9 – FM 6-0 (Change 002, April 22,2016) “Commander and Staff Organization and Operations”
- 10 – JP 1-05 “Religious Affairs in Joint Operations”
- 11 – TC 16-2 “Religious Support to Casualties, Memorial and Funeral

[Return to Contents](#)

# Traumatic Event Management



[805D-56M-3302](#) (hyper-linked to CAR)

**Task:** Conduct Critical Incident Stress Debriefing (CISD) within Traumatic Event Management (TEM)

**Motivator:** The purpose of TEM is to quickly restore and enhance unit cohesion and effectiveness; reduce short-term emotional and physical distress; prevent long-term distress and burnout; and safeguard future effectiveness and happiness.”

**Essential Steps/Content:** The religious affairs NCO will be able to arrange and set up debriefing sessions for their chaplain and understand the debriefing process IAW MEDCOM Pam 40-17. The students will have met the standards when they have accurately demonstrated the following requirements:

1. Define Traumatic Event Management (TEM)
2. Define critical incident stress de-briefing (CISD)
3. Assess the need for CISD
4. Coordinate CISD

## Key References:

- 1 – AR 165-1 “Army Chaplain Corps Activities”
- 2 – AR 40-501 “Standards of Medical Fitness”
- 3 – ATP 1-05.01 “Religious Support and the Operations Process”
- 4- ATP 4-25.13 “Casualty Evacuation”
- 5 – ATP 6-22.5 “A Leaders Guide to Soldier Health and Fitness”
- 6 – FM 1-05 “Religious Support”
- 7 – MEDCOM Pam 40-17 ”Medical Services, US Army Medical Command Traumatic Event Management Facilitator Guide

[Return to Contents](#)

# Media Awareness Training



**Task:** Prepare Chaplains for media interaction.

**Motivator:** In the current 24-hour news cycle, news is in sync with our fast-paced lifestyles and people are receiving news from numerous sources: TV, radio, print, online and even apps. However, it is important than ever to understand the rules of interacting with the media because a single moment with the media, or a single misspoken word, can last a lifetime. Today, we'll explore the role of the Army Public Affairs Program, discuss media awareness and facilitation guidelines.

**Essential Steps/Content:** Preparation includes:

1. Identify the Religious Affairs NCO in the interview process.
2. Discuss reputation management..

## Key References:

- 1 – AR 360-1 “The Army Public Affairs Program”
- 2 – FM 1-05 “Religious Support”
- 3 – FM 3-61 “Public Affairs, Tactics, Techniques and Procedures”

# Resilience Training for Leaders (ALC)



**Task:** Apply the evidence-based, Warrior-oriented leader skills and behaviors to ensure resilience, individual well-being and mental fitness in Soldiers and organizations .

**Motivator:** Resilience Training for Leaders ALC trains leader principles and skills that enhance Soldier resilience in garrison and during operations.

The module is derived from the “Battlemind” training system first developed by the Walter Reed Army Institute of Research (WRAIR) using data from their Land Combat Study. Lessons learned from Operation Iraqi Freedom (OIF), Operation Enduring Freedom (OEF), and data from the Mental Health Advisory Team (MHAT) reports. Resilience Training for Leaders discusses the principles and concepts of resilience, effective leadership and behavioral health.

Just as physical fitness is an important element of military training, Soldiers must possess skills that make them resilient to the potentially damaging effects of combat and operational stress. While resilience training can help Soldiers overcome obstacles, resilience training will not eliminate all effects of warfare and the operational environment but resilient Soldiers do not let such adversity define them.

**Essential Steps/Content:** Applying evidence-based, Warrior-oriented leader skills and behaviors will consist of:

1. Discussing key principles and identifying leader skills that enhance resilience and mitigate the impact of combat and operational stress reactions
2. Reviewing behavioral health symptom indicators, referral resources and actions leaders can take to reduce behavioral health related stigma

## Key References:

- 1 – 0-7679-1191-1 “The Resilience Factor, Karen Reivich, Ph. D and Andrew Shatte, Ph. D.”
- 2 – ATP 6-22.5 “A Leaders Guide to Soldier Health and Fitness”
- 3 – FM 6-22 “Leader Development”
- 4 – OIF 07-09 “Mental Health Advisory Team (MHAT) VI, Office of the Surgeon, MNF-I, Office of the Surgeon General, US Army MEDCOM, 8 May 2009”
- 5- TC 3-21.75 “The Warrior Ethos and Soldier Combat Skills”

[Return to Contents](#)

# Leader Development for Advanced Leaders



**Task:** Analyze scholarly journals, articles and books on leadership that assist in the preparation of Noncommissioned Officers (NCOs) for future leadership challenges.

**Motivator:** Everything in the Army starts with leadership. Without competent leaders, the Army cannot be successful in facing the challenges of the current security environment. The Nation and the world look to us to define leadership and provide examples of this application to determine who a leader is and what a leader should know and do.

Army leaders today must be agile, adaptive, and multi-skilled at home and around the world. Leaders are a representation of the United States; therefore, they may have to be called on to be an ambassador in the morning and a warrior later that afternoon.

You will be leading others your entire time you are in our Army. The best leaders understand that it is never about them, it is about those whom they lead.

*“The best leaders create environments that allow individuals to grow and trust subordinates” General Odierno*

**Essential Steps/Content:** Participate in a weekly online discussion board forum IAW assessment rubric for the initial and follow-up posts. .

## Key References:

- 1 – ADP 6-22 “Army Leadership”
- 2 – ADRP 6-22 (Change 1, 10 Sep 2012) “Army Leadership”
- 3 – Pam 600-25 “US Army Noncommissioned Officer Professional Development Guide”