



PNC Supervision Manual

Colleagues,

I am delighted to present the first iteration of the Professional Naval Chaplaincy Supervision Manual, a useful tool for the effective development of leaders within our community. Policy delineates three clear and necessary dimensions of a leader's development. Coaching, mentoring, and supervision are all three characterized in policy to aptly demonstrate the necessary and varying connections required in our development as a chaplain or RP. Supervision is perhaps the most unique of the three as it frames the senior-subordinate relationship, a relationship that is energized by a clean sense of accountability.

This manual has great potential for us. Use it to strengthen competency and character through the vital connections we have with one another. Refer to it often as a guide in developing others, creating a culture that invests in someone outside of ourselves. As you employ it in your current assignment keep the balance of focus on both what an individual does and on who the individual is. Both matter.

There is a plaque just inside the entrance to Center House at Marine Barracks Washington which speaks to the role of leaders, the same philosophy undergirding PNC supervision: "The special trust and confidence which is expressly reposed in each officer ... is the distinguishing privilege of the officer corps. It is the policy of the Marine Corps that this privilege be tangible and real; it is the corresponding obligation of the officer corps that it be wholly deserved." The corresponding obligation of every chaplain and RP is that we tend both our character and skills so the special trust and confidence given us is well deserved.

Make the manual better by marking it up with ideas. Note recommended changes for future revisions. Send your input up to your domain leaders and then on to my staff. More importantly, empower the next generation of PNC leaders to serve more honorably, courageously, and intentionally by the serious work of supervising well.

I thank you in advance for modeling what right looks like. Keep pressing ahead!

Brent W. Scott
Chief of Chaplains

Introduction

There are three important dimensions of leadership expressed in Professional Naval Chaplaincy (PNC): coaching, mentoring, and supervision. Each of the three is uniquely communicated in the process of maturing both individuals and our community at large. PNC leaders are expected to develop and expertly coach, mentor, and supervise to the greatest benefit of the people they lead, those who lead them, and the Department of the Navy (DON). All three are anchored in the Navy Leader Development Framework 3.0 and the foundational policies undergirding PNC.

Although this manual is focused on supervision, it is helpful to have a nominal understanding of coaching and mentoring to understand supervision within the total leadership framework.

Coaching. Coaches help individuals identify, prioritize, and develop a formal and structured approach to reach their professional and personal goals. In the context of PNC, coaching communicates insights into the art of Naval Chaplaincy. PNC community members coach one another through guidance grounded in experience, the Chaplain Corps' (CHC) sense of shared identity, culture, and understanding the profession of military religious ministry as it contrasts with civilian ministry. PNC coaching may be delivered by supervisors, mentors, or peers and stresses success in PNC's guiding principles, professional expectations, and professional standards.

Mentoring. A mentor offers up collective knowledge and wisdom to those with less experience. By leveraging strength of influence and reputation, a mentor guides another in the right direction. The mentor-mentee relationship requires the consent of both individuals in order to enter into a trusting relationship. Mentoring is most effective when conducted informally rather than as a part of a formal program. Chaplains should seek mentors from among officers within and outside of the Chaplain Corps. They will also find it important to seek the wisdom and guidance from another of the same faith group. In the context of PNC, mentoring is based on mutual relationship and consent that promotes individual well-being and community expertise in an intentional and professional manner. PNC community members mentor by making time to support the personal and professional development of an individual.

Just as coaching and mentoring are facets of PNC leadership, so too is supervision.

Supervision. A supervisor wisely uses rank or positional authority to communicate and hold personnel accountable to PNC standards of practice. These practices call our community to a higher standard of ethical behavior and conduct, as well as the knowledge, skills, and abilities required in one's field of expertise. DON leaders expect a Chaplain Corps that models exemplary character and competence, functioning at a level that exceeds mere individual compliance with naval regulations or the minimum performance required. Supervisors are critical to encouraging the highest ideals of character and holding those they supervise to PNC and Navy standards. Policy requires all supervisors to manage and assist RMT personnel in developing individual skills, professional knowledge and abilities, as well as challenging individuals to "best ever" performance. Fundamentally, supervision is the art, through relationships, of establishing accountability to a consistent ethos.

The Navy chaplain is in a unique situation in regard to supervision. Most Sailors and Marines find themselves under the supervision of one individual. The Navy chaplain always has three supervisors: their commanding officer (CO), their supervisory chaplain (representing PNC), and their Ecclesiastical Endorsing Agent. Each of these supervisors provide oversight and

accountability of the chaplain in three separate yet generally congruent fields of responsibility. This manual speaks specifically to chaplain supervision as governed by PNC.

PNC Supervision Competencies

Under the auspices of PNC, there are twelve Supervision Competencies. PNC supervisors at all leadership levels (chaplain, supervisory chaplain, and senior supervisory chaplain) employ these competencies. As a chaplain matures in PNC and moves through the leadership levels, their behaviors and the ways in which they employ these competencies, develop from personal and immediate application to communal and enduring application that contribute to the development of PNC community practices. The twelve Supervision Competencies are:

1. **Communication.** Shares information with and receives information from constituencies using effective oral, written, and interpersonal communication skills.
2. **Decision Making.** Makes sound decisions while demonstrating integrity.
3. **Inspirational Leadership.** Inspires others toward a common vision and fosters trust and ethics.
4. **Principles of Community.** Demonstrates respect, equitable behavior, and empathy for a diverse DON and CHC community
5. **Problem Solving.** Identifies problems and seeks best solutions.
6. **Quality Improvement.** Strives for high quality performance and takes initiative to make improvements and deliver results.
7. **Service Focus.** Values and delivers high quality, innovative service to all.
8. **Stewardship and Managing Resources.** Demonstrates accountability, discretion, and sound judgment in managing DON resources.
9. **Strategic Planning.** Uses a holistic approach to align priorities with overarching goals, and measures outcomes of planning efforts.
10. **Teamwork.** Encourages cooperation, collaboration, and partnerships.
11. **Managing People.** Coaches, evaluates and develops people; aligns performance with CHC and DON goals.
12. **Administration.** Manages, organizes, oversees, and develops administrative products and processes that align with CHC and DON goals and practices.

**PROFESSIONAL NAVAL
CHAPLAINCY
Basic Supervision**

BASIC SUPERVISION

Supervision at the basic level involves the supervision of one subordinate chaplain or Religious Ministry Team (RMT) and managing the Command Religious Program (CRP). The Basic Supervision Coaching Tool and PQS is intended to be signed off by the supervising chaplain who provides this basic level of supervision. Basic supervision is a function, not a position or rank. Developing supervisory skills begins with supervising the four core competencies of provision, facilitation, care and advisement to accomplish the goals of the CRP. Definitions of these core competencies are found in SECNAVINST 1730.7E.

SUPERVISING THE COMMAND RELIGIOUS PROGRAM

Commanders meet the religious needs of authorized personnel through CRPs. The Chaplain Corps' competencies are critical to the commander's ability to meet the requirement for the free exercise of religion set forth in the U.S. Constitution successfully. The CRP is the comprehensive program of religious ministry that is planned, programmed, budgeted, and implemented to meet identified religious ministry requirements of the command. Identification of religious needs is accomplished through the administration of a religious needs assessment, current results of which are used to design the CRP. When in pre-deployment preparation, such an assessment is accomplished to identify deployment religious support requirements and establish a baseline for future assessment. The CRP marshals religious support resources to meet identified needs. The CRP includes an assessment of the effectiveness of the command's efforts so that RMT personnel can future efforts accordingly.

SUPERVISING PROVISION

Supervisory chaplains may advise (not direct) subordinate chaplains in the delivery of faith group specific content. Chaplains must maintain the standards of their ROs for the quality of service they provide in accordance with the manner and form of their ROs. These standards exist in RO guidance such as codes of conduct, rules and regulations. Supervisors encourage a mentoring relationship between the Chaplain and the RO to develop the chaplains' ability to provide, and may further advise the chaplain on the effect of their delivery of religious ministry. Provision may include the following tasks:

Public Worship/Sacramental Ministry

Religious Counsel

Faith-based Life Skills Training

Religious Preparation / Education

Faith-based Relationship Enhancement/Marriage Preparation

Command Functions with Religious Element

Outreach (Religion-based)

Public prayer

SUPERVISING FACILITATION

Supervisory chaplains ensure the quality and quantity of facilitation according to the Basic Supervision PQS. Facilitation helps commanders meet diverse religious needs. Accommodation of individual and group religious requirements includes, but is not limited to scheduling, coordinating, budgeting, and contracting, as well as coordination of visiting chaplains, creating liaison with civilian religious professionals, and RMT volunteers and lay leaders. Facilitation happens when a chaplain assists in the religious needs of someone not of the same religious organization. RPs are also specially trained to facilitate. At the basic level, chaplains supervise subordinate RMT members. The facilitate competency includes the following tasks:

References for faith-specific counsel/ministry

Lay Leader Program

Administration of Volunteers

Liaison Work with Civilian Clergy and Religious Leaders

Conduct of the Religious Needs Assessment

SUPERVISING CARE

Chaplains who supervise subordinate chaplains may ensure the quality and quantity of care delivered through subordinate chaplains by working through the Basic Supervision PQS. Supervisory chaplains should have regular, proactive communication with commanders and the RMT members of those they supervise. Supervising chaplains can ensure subordinate chaplains deliver care which includes but is not limited to: deck plate visitation, coaching on military life, crisis prevention and response, memorial observances, and training and education. When delivering care, RMT members will demonstrate a dedication to the dignity of all humans and honor for the dead. If a chaplain is unable to support a specific request due to the teachings of his or her RO, the RMT must offer referral to another chaplain or professional. Such referrals are accomplished respectfully and professionally. Supervising chaplains should ensure a system is in place to initiate any referrals to other religious ministry professionals (RMPs, either chaplains or appropriate civilian ministers).

Categories of Care

The care competency is organized into responsive and preventive/educational/developmental programmatic initiatives. All chaplains and RPs contribute to the responsive program, even when not standing duty, by applying the same standards for care, crisis response, and reporting during the course of their work in the unit. The preventive/educational/developmental programs of the CHC target tone-of-the-force issues. As part of the DON's efforts to address the issues of suicide, sexual assault, domestic violence, substance abuse, combat and operational stress, and resiliency, chaplains may be trained and certified to deliver the standard general military training (GMT) on these topics. In addition, they are prepared to present additional material on each topic describing how religious ministry contributes to addressing the issues. For some programs, the demarcation between prevention and response is less distinct. The categorization is not as important as the recognition that service members and their families are best served by preventive and responsive efforts on these issues.

Responsive Care Tasks

Chaplains offer crisis response in the form of caring intervention in any disruptive event in the lives of command personnel through care for the wounded or dying and personal crises. This includes plans in place to respond to mass casualties, natural disasters, and other command emergencies. It includes participation in

unit/force/regional chaplain and RP duty watch bills. In addition to supporting the victims or those involved in the situation, the chaplain advises the commander and the chain of command on appropriate responses, areas of sensitivity, policies, and procedures. Additional responsive care tasks include:

Casualty Assistance Calls Officer Support

Responsive Family Support

Suicide Prevention and Postvention

Sexual Assault Prevention and Response

Domestic Violence Prevention and Postvention

Substance Abuse Prevention and Postvention

Combat and Operational Stress Prevention and Postvention

Information and Referral

Developmental/Educational/Preventive Life Skills

RMTs support command prevention efforts in areas such as suicide, sexual assault, combat and operational stress control, domestic violence, and substance abuse through delivery of lectures, classes, talks, training, or other forms of communication. Chaplains are prepared to deliver the GMT on these subjects, plus material offered from the perspective of religious ministry. Not as overt, but equally important, are religious ministry efforts emphasizing moral and ethical decision-making, improving interpersonal communications, promoting conflict resolution and mutual respect, and offering information/referral services. All these services indirectly support prevention, as do efforts to support service members as they grow in their faith. Care includes a variety of tasks, which in their execution, contribute to the prevention of personal and interpersonal problems. Some examples of preventative care tasks include:

Deck-Plate Ministry

Family Support

Life Skills Training

Deployment Support

Core Values Education and Training

Partnerships and Collaboration

SUPERVISING ADVISEMENT

Supervisory chaplains supervise the delivery of this competency by discussing how, when, and where a chaplain advises their commander both with the commander of the subordinate chaplain and with the chaplain directly, face to face whenever possible. Advising Commanders is a core competency of all chaplains at every level. Senior supervisory and supervisory chaplains have an obligation to supervise the use and effectiveness of

this skill inside the Commander's decision making cycle. Although a great deal of successful supervision concerning advisement is an art as opposed to a science, employing the following technique will assist supervisory chaplains in the successful supervision of the advisement competency. Senior commanders have both a duty and expectation that their senior chaplains provide leadership to subordinate chaplains. Such an approach to supervising the advisement competency will not only allow for candid discussions with RMTs but also with the beneficiaries of PNC advisement. Such questions can be asked: How often and how does a chaplain advise their Commander? How is the chaplain involved (or not) in the commanders decision-making cycle? Is the advice both useful to and used by the commander? How is the chaplain positively influencing the command? Through these candid discussions, areas of improvement and best practices may be identified that should be developed into case studies and shared for the good of the CHC.

SUPERVISING RELIGIOUS PROGRAM SPECIALISTS

RPs are evaluated on their proficiency both as Sailors and as RPs. As Sailors, they are evaluated by Naval Standards and their contribution to the command's mission. As RPs, they are evaluated according to the RP Occupational Standards.

LEVELS OF EXPERTISE OF THE RELIGIOUS PROGRAM SPECIALIST RATE

There are four levels of expertise of the Religious Program Specialist Rate and three levels of leadership. The levels of expertise are outlined in this manual. The three levels of leadership, as defined in SECNAVINST 1730.7E, are focused on where one serves versus one's current rank. While rank indicates a level of expertise and professional capacity, serving in a Supervisory or Senior Supervisory billet places a greater responsibility on the RP to advise and lead, both up and down the chain of command.

Religious Program Specialist (E1-E4). Junior RPs typically have no supervisory responsibilities. The following are typical functions of junior RPs.

RPs are responsible to:

- (1) Enter and compile CRP-AT data, to support the CRP to meet identified RM requirements.
- (2) Draft correspondence documents, maintain administrative files, draft RM After Action Reports/lessons learned,
- (3) Safeguard written and verbal confidential information.
- (4) Inventory and maintain Learning Media Resource Center (LMRC) materials.
- (5) Maintain chapel facilities, schedules, CRP electronic equipment, religious gear, etc.
- (6) Advise personnel, in consultation with chaplains, on religious observances.
- (7) Screen and triage personnel requiring assistance.
- (8) Prepare CRP budgets to support and advise the unit chaplain on needs of the CRP.

Supervisory RPs (E4-E6). Supervisory RPs are mid-level leaders that set goals and deadlines to meet the CRP's plans and vision. They lead junior RPs in understanding their duties and tasks. Supervisory RPs mentor, coach and supervise junior RPs. The following are just some typical functions of Supervisory RPs.

In addition to the responsibilities of a junior RPs listed above, Supervisory RPs are responsible to:

- (1) Manage RMT personnel to ensure the most effective and efficient delivery of RM.
- (2) Supervise and assist RMT personnel in developing professional knowledge, skills, abilities, experience, and behaviors.
- (3) Supervise junior enlisted RPs. Enhance their professional development. Consult with higher echelon RPs or senior enlisted personnel in the development, evaluation, and mentoring of junior enlisted RPs.
- (4) Train RMTs in accordance with RM policy, doctrine, and mission-specific requirements.
- (5) Assist supervisory chaplains of subordinate units to maintain CRPs in accordance with this instruction.
- (6) Advise subordinate supervisory chaplains/RPs on fitness, evaluation, and other performance reports for RMT personnel.
- (7) Submit reports to their higher echelon senior supervisory chaplains/RPs as required.
- (8) Advise supervisory chaplain on the growth and development of RPs.

Senior Supervisory RPs (E6-E7). Senior supervisory RPs are senior enlisted leaders. At the operational/theater/TYCOM level, senior supervisory RPs will have the additional duties and responsibilities of assisting the Navy component chaplain. They will assist in the provision and facilitation of RM; support the care of service members and their families; advise the chaplain on morale, program planning and execution; support the CRP with data collection, research, and analysis; provide technical expertise on force protection requirements for RMT in expeditionary and combat environments.

The following are just some typical functions of a Senior Supervisory RP. This list is not all-inclusive.

In addition to the responsibilities of junior and supervisory RPs listed above, senior supervisory RPs are responsible to:

- (1) Identify structure concerns and advise senior supervisory chaplains on the requirements for manpower, manning, equipping, training, reporting, mentoring, certification, and inspection of RMTs.
- (2) Assist subordinate RMTs in meeting RM requirements and standards through supervision, coaching, and assist visits to ensure efficiency and effectiveness.
- (3) Plan and coordinate with the senior supervisory chaplain for the delivery of RM, RMT duty, and area-wide RMT training.
- (4) Assist with planning and documentation of RM requirements of all subordinate commands and units and advise subordinate RMT chaplains regarding the execution of the CRP.
- (5) Process and evaluate reports from RMTs of subordinate units as required to supervise the delivery of RM.
- (6) Submit reports to higher echelon.
- (7) Draft, review, and evaluate the execution of contracts, crisis response plans, training, and certifications in support of the CRP.

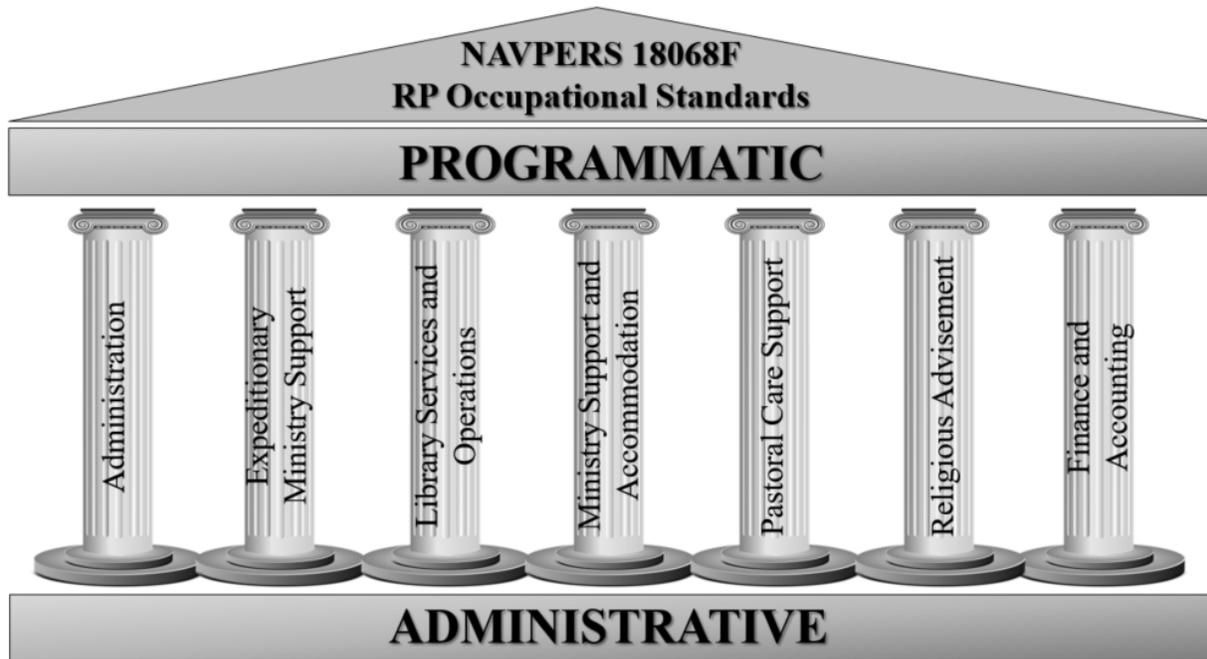
Executive RPs (E8-E9). At the executive level, E-8-E-9 RPs will assist the Navy component chaplain. RPCMs and RPCS, serving at the TYCOM, Fleet, USMC Major Subordinate Command level and above, serve as advisors of PNC to the Chief of Chaplains (CoC), Senior Enlisted Leader to the CoC and senior supervisory chaplains. They implement Navy enterprise goals, policies, and procedures; direct and oversee implementation of the CoC strategic plan; develop long-range plans to achieve mission critical objectives. They advise senior supervisory chaplains based on internal and external factors to minimize risks and formulate plans to achieve long-term CRP goals.

In addition to the responsibilities listed above, Executive RPs are responsible to:

- (1) Communicate RM requirements and standards through supervision, coaching, assist visits, and other appropriate means to ensure efficiency and effectiveness.
- (2) Plan, direct, or coordinate RM activities at the highest level of leadership.
- (3) Review and assess reports from RMTs of subordinate units.
- (4) Assess the CRP and develop goals for improvement.
- (5) Identify current and future resources requirements and prioritize based on organizational goals available resources.
- (6) Effectively communicate policies, procedures and concepts through written and verbal communication.
- (7) Provide high-level administrative support by conducting research, preparing statistical reports, and handling information requests.

Religious Ministry Managers

The two core competencies of every RP at every level are Administrative and Programmatic. These competencies are found throughout the Occupational Standards, and move beyond the ranks of E4-E7 articulated in the standards. RPs focus on delivering the Chaplain Corps four core competencies from an administrative and programmatic perspective. They assist in the management and execution of the CRP and are the primary assistants in the management of other RMT personnel such as lay leaders, volunteers, contract religious providers. As enlisted members of the RMT, the RPs' responsibilities focus on supporting the delivery of religious ministry—including facilitation, provision, care, advisement, logistics, program management, and administration. Chaplains leverage the particular gifts and talents that individual RPs bring, thereby multiplying the strength of the team. RPs organizationally report to the chaplain and receive enlisted leadership and direction from Navy senior enlisted, supervisory RPs, senior supervisory RPs, and Executive RPs.



RMT Force Protection

In accordance with SECNAVINST 1730.7E, and MCO 1730.6E, Navy chaplains are non-combatants and forbidden to carry weapons. As combatants, RPs provide force protection for the religious ministry team in expeditionary and combat environments. The combatant role (force protection) is secondary to how the RP serves the primary role of supporting the delivery of religious ministry.

Chaplain Responsibilities for Oversight

OPNAVINST 3120.32C, The Standard Organization Regulations of the United States Navy (USN), Section 361, identifies the required duties of a division officer, including the maintenance of a division notebook to include the Navy goal card and containing personal data, training data, a space and equipment responsibility log, the watch and battle stations to be manned, and other useful data for the orientation of relieving officer and for ready reference. This information enables annual enlisted performance evaluations for personnel of the division. As division officer, the chaplain, is responsible for maintaining all such records for use in assessing professional performance and writing the evaluation for RPs.

Training, Evaluation, and Advancement

RPs should participate in all GMT opportunities. In addition, RPs should be afforded the opportunity to attend area RP professional training. Chaplains should make sure that RPs are working on rate training manual courses and military requirements courses that are needed to prepare them for advancement to the next higher grade. Requirements for advancement are found in BUPERINST 1430.16F, the Advancement Manual for Enlisted Personnel. The RP's guide to PNC provides valuable information as to what chaplains should expect from their RP at various pay grades. This guide is available from the Chaplain Corps Community in Navy Knowledge Online on the Senior Enlisted Leaders page.

The Enlisted Performance Evaluation Report permits commanding officers to assess the performance of all assigned personnel. The enlisted evaluation is used to determine eligibility for reenlistment and is used by selection boards for advancement. Evaluate fairly; consult with senior chaplains and RPs so that the evaluation

is consistent with those written for other RPs. Information on evaluations can be found in BUPERSINST 1610.10D (series), Navy Performance Evaluation System. Be sure that evaluations are submitted promptly.

Senior RPs are responsible for leading, mentoring, and supervising junior personnel and developing procedures for implementing the CRP. The senior RP must be expert in Navy policies and procedures.

Professional Naval Chaplaincy Basic Supervision

Coaching Tool

Instructions: This coaching tool is designed to evaluate very specific behavioral indicators associated with Professional Naval Chaplaincy at the Basic Level. The coaching tool will be filled out by the supervisory chaplain and the results shared during the coaching session (Print the coaching sheets and place an X in the column that best exemplifies how well the officer is achieving the standard as indicated by their behavior).

1. Communication									
<i>Shares information with and receives information from constituencies using oral, written, and interpersonal communication skills</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at Next Grade	Mostly meets Standard at Next Grade	Fully meets Standard at Next Grade	Exceeds Standard at Next Grade
Behavioral Indicators: Basic	1	2	3	4	5	6	7	8	9
Uses interpersonal skills effectively									
Builds effective working relationships with persons receiving chaplain care									
Receives feedback professionally									
Receives information to understand other perspectives									
Uses mediation skills									
Creates clear written communication									
Presents information using a variety of communication delivery methods (e.g., written, electronic, oral, interpersonal)									
Effectively communicates									
Can communicate the significance of PNC at the tactical level									
Utilizes a variety of communication techniques									
2. Decision Making									
<i>Makes sound decisions while demonstrating integrity</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at Next Grade	Mostly meets Standard at Next Grade	Fully meets Standard at Next Grade	Exceeds Standard at Next Grade
Behavioral Indicators: Basic	1	2	3	4	5	6	7	8	9
Makes effective ethical decisions									

Recognizes relevance of information									
Makes decisions based on appropriate information									
Makes timely decisions									
Makes decisions consistent with understanding of policy									
Makes decisions consistent with the mission of the organization									
Uses good judgment to make clear decisions									
Provides advisement to commanders regarding the impact of religion on military operations									
Makes decisions based on tactical level experience									
Makes decisions appropriate to current assignment									
Operates effectively within the RMT									



3. Leadership	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at Next Grade	Mostly meets Standard at Next Grade	Fully meets Standard at Next Grade	Exceeds Standard at Next Grade
<i>Inspires others toward a common vision and fosters trust and ethics</i>									
Behavioral Indicators: Basic	1	2	3	4	5	6	7	8	9
Generates trust; displays honesty, integrity and ethical behavior									
	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at Next Grade	Mostly meets Standard at Next Grade	Fully meets Standard at Next Grade	Exceeds Standard at Next Grade
Accepts responsibility									
Develops BSO expertise									
Understands PNC									
Recognizes the benefits of PNC and links them to the mission									
Effective teaching skills									
Recognizes achievements of others									
Displays resilience									
Maintains spiritual fitness									
Develops good self-care									
Inspires others									

Works effectively in various environments									
Connected to RO									
Seeks opportunities to lead worship									
Demonstrate leadership in duty chaplain watch-standing									
4. Principles of Community <i>Demonstrates respect, equitable behavior, and empathy for a diverse Navy and CHC community</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at Next Grade	Mostly meets Standard at Next Grade	Fully meets Standard at Next Grade	Exceeds Standard at Next Grade
Behavioral Indicators: Basic	1	2	3	4	5	6	7	8	9
Shows respect for religious diversity									
Recognizes various equities and balances needs of multiple stakeholders									
Able to identify personal biases									
Demonstrates an understanding of the perspectives of others									
Demonstrates respect, fairness and equity									
	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at Next Grade	Mostly meets Standard at Next Grade	Fully meets Standard at Next Grade	Exceeds Standard at Next Grade
Understands the difference between PNC and civilian ministry									
Acknowledges and respects differences in the CHC community									
Can identify various equities and particulars of differing Religious Organizations (RO)									
Seeks opportunities for cooperative ministry									
Attends annual community events									
5. Problem Solving	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at Next Grade	Mostly meets Standard at Next Grade	Fully meets Standard at Next Grade	Exceeds Standard at Next Grade

<i>Identifies problems and seeks best solutions</i>									
Behavioral Indicators: Basic	1	2	3	4	5	6	7	8	9
Demonstrates creative thinking									
Understands group dynamics									
Responds to challenges in a timely manner									
Meets challenges to mitigate negative impacts									
Consults others during problem solving process									
Identifies issues and recognizes problems									
Gathers data related to problems									
Analyzes data to formulate potential solutions									
Engages in PNC assessments									
Able to use data to inform situations									
Able to develop programs to solve problems									

6. Quality Improvement									
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6. Quality Improvement									
<i>Strives for high quality performance and takes initiative to make improvements and deliver results</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at <u>Next</u> Grade	Mostly meets Standard at <u>Next</u> Grade	Fully meets Standard at <u>Next</u> Grade	Exceeds Standard at <u>Next</u> Grade

Behavioral Indicators: Basic	1	2	3	4	5	6	7	8	9
Strives for effective performance									
Focuses on quality improvement									
Sets quality improvement targets									
Delivers results on time									
Meets standards									
Responds to difficult situations to make improvements									
Can recognize the contribution of PNC to outcomes									
Uses PNC metrics to report delivery of religious ministry									

7. Service Focus <i>Values and delivers high quality, innovative service to all</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at <u>Next</u> Grade	Mostly meets Standard at <u>Next</u> Grade	Fully meets Standard at <u>Next</u> Grade	Exceeds Standard at <u>Next</u> Grade
Behavioral Indicators: Basic	1	2	3	4	5	6	7	8	9
Assumes responsibility for improving service delivery									
Seeks ways to improve chaplain care									
Focuses on the needs of persons receiving chaplain care									
Can recommend solutions to persons receiving chaplain care									
Embraces programs to meet organizational and personnel needs									
Developing understanding of CHC organizational needs									
8. Stewardship and Managing Resources <i>Values and delivers high quality, innovative service to all</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at <u>Next</u> Grade	Mostly meets Standard at <u>Next</u> Grade	Fully meets Standard at <u>Next</u> Grade	Exceeds Standard at <u>Next</u> Grade
Behavioral Indicators: Basic	1	2	3	4	5	6	7	8	9
Exercises responsibility in managing resources									
Uses sound judgment									
Understands policies and procedures									
Manages resources under supervision									
Manages risks under supervision									
Adheres to safety guidelines									
Manages budgets under supervision									
9. Planning	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at <u>Next</u> Grade	Mostly meets Standard at <u>Next</u> Grade	Fully meets Standard at <u>Next</u> Grade	Exceeds Standard at <u>Next</u> Grade

<i>Uses a holistic approach to align priorities with overarching goals, and measures outcomes of planning efforts</i>									
Behavioral Indicators: Basic	1	2	3	4	5	6	7	8	9
Understands the Strat documents of the institution and Corps									
Aligns tactical level RM with DON Strategic Plan for RM									
Comprehends connections with other related issues									
Aligns priorities with goals under supervision									
Seeks input from various mentors									
Considers various solutions									
Can identify potential outcomes									
Can implement change under supervision									
Organizes projects and priorities under supervision									

10. Teamwork

10. Teamwork <i>Encourages cooperation, collaboration, and partnerships</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at Next Grade	Mostly meets Standard at Next Grade	Fully meets Standard at Next Grade	Exceeds Standard at Next Grade
Behavioral Indicators: Basic	1	2	3	4	5	6	7	8	9
Cooperates with others									
Works in partnership with other members of the team									
Cooperates across command lines									
Effectively participates in teamwork activities									
Demonstrates accountability									
Is reliable									
Actively participates in team work									
Contributes to the team									

11. Managing People

11. Managing People	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at Next Grade	Mostly meets Standard at Next Grade	Fully meets Standard at Next Grade	Exceeds Standard at Next Grade
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<i>Coaches, evaluates and develops people; aligns performance with CHC/USN goals</i>									
Behavioral Indicators: Basic	1	2	3	4	5	6	7	8	9
Recognizes talent in others									
Supports subordinate development									
Monitors work performance									
Provides behavioral feedback									
Able to hold subordinates accountable with supervision									
Maintains uniform and physical standards									
Manages conflict under supervision									
Receives annual PNC counseling									
Supervises work of others									
Works to retain employees									
Advocates on behalf of subordinate RPs in the chain of command									
12. Administration									
<i>Manages, organizes, oversees, and develops administrative products and processes that align with CHC/USN goals and practices</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at Next Grade	Mostly meets Standard at Next Grade	Fully meets Standard at Next Grade	Exceeds Standard at Next Grade
Behavioral Indicators: Basic	1	2	3	4	5	6	7	8	9
Produces completed staff work									
Effectively supports program management									
Processes paperwork to meet deadlines									
Processes performance evaluations and correspondence as required									
Is familiar with manpower documents									

Professional Naval Chaplaincy Basic Supervision

PQS

Personnel Qualification Standards for PNC Basic Supervision

BASIC COMPETENCIES

Instructions: The Personnel Qualifications Standards (PQS) in this section of the manual represent the professional competencies expected of every chaplain at the Basic level. Based on the references listed below, Chaplains should be proficient in meeting each of the standards upon reporting to their command after PNC Leader Course completion. Supervisory Chaplains will verify the standards are met and indicate by signature and date when the standard has been achieved. (Print the PQS pages for signatures).

References:

- a. SECNAVINST 1730.7 (series), Religious Ministry Within the Department of the Navy (DON)
- b. SECNAVINST 1730.10 (series), Chaplain Advisement and Liaison
- c. SECNAVINST 1730.9 (series), Privileged and Confidential Information
- d. OPNAVINST 1730.1 (series), Religious Ministry in the Navy
- e. SECNAVINST 7010.6 (series), Religious Offering Fund
- f. COMUSFLTFORCOM/COMPACFLTINST 1730.1E (series), Standards and Protocols for Leadership, Supervision, and Mentoring of Members of Religious Ministry Teams

Provide & Facilitate

1. Can articulate the meaning and significance of Title 10 manner and forms protection.

_____ (Signature and Date)

2. Demonstrates knowledge and understanding of Chaplain Corps policies regarding religious ministry in the Navy.

_____ (Signature and Date)

3. CRP reflects a thorough understanding of the core competencies and the tasks associated with them.

_____ (Signature and Date)

4. Regularly conducts divine services according to the manner and forms of his/her RO to the standard required by his/her endorser.

_____ (Signature and Date)

5. Has executed in-call with supervisory and appropriate senior supervisory chaplain(s)

_____ (Signature and Date)

6. Demonstrates an understanding of the role of the RP at each level (Apprentice, Journeymen & Master).

_____ (Signature and Date)

7. Conducts daily, weekly, special, seasonal, appointed, and other divine services.

_____ (Signature and Date)

8. Conducts funerals, faith-specific memorial services and burials, sacramental acts, ordinances.

_____ (Signature and Date)

9. If applicable, demonstrates familiarity with SECNAVINST 7010 series ROF responsibilities.

_____ (Signature and Date)

10. If applicable, maintains the proper administration of a command religious program (CRP) religious offering fund (ROF).

_____ (Signature and Date)

11. Provides opportunities, within the CRP, for religious expression through the collection and disbursement of voluntary monetary donations through the ROF.

_____ (Signature and Date)

12. Conducts rites, dedications, weddings, rituals, other services and spiritual acts according to RO's manner and forms.

_____ (Signature and Date)

13. Offers training based on RO-specific theological understandings from a specific religious perspective (marriage, parenting, relationships, personal and spiritual well-being, ethics, character, and moral development).

_____ (Signature and Date)

14. Delivers RO-specific training that is not mandatory and clearly advertises the religious nature of training content.

_____ (Signature and Date)

15. Serves as Subject Matter Expert on RO and advising colleagues.

_____ (Signature and Date)

16. Organizes and supports the training of religious lay leaders when appropriate.

_____ (Signature and Date)

17. Does due diligence in checking the credentials of prospective religious lay leaders.

_____ (Signature and Date)

18. Properly supervises religious lay leaders in the CRP.

_____ (Signature and Date)

19. Collaborate with chaplains of other faith groups.

_____ (Signature and Date)

20. Can articulate the collaborative limits set by his/her own RO, and has identified ways to effectively delivery religious services within these boundaries, while serving in a pluralistic environment.

_____ (Signature and Date)

21. Demonstrates thorough understanding of the range of options for supporting command functions with religious elements.

_____ (Signature and Date)

22. Conducts RNA consistently.

_____ (Signature and Date)

23. Can show evidence of how analysis of RNA shaped CRP.

_____ (Signature and Date)

24. Thoroughly and accurately publicizes the CRP's divine and religious services.

_____ (Signature and Date)

25. Researches and accurately publicizes local worship opportunities, to include civilian and military options where available.

_____ (Signature and Date)

26. Can identify the extent and availability of other faith community services (education, childcare, youth ministries, adult support, family programs, secondhand clothing, soup kitchens, etc.)

_____ (Signature and Date)

27. Ensures logistical support for services and studies for other faith groups.

_____ (Signature and Date)

28. Knows the identity and contact information for the subject matter experts of each RO (i.e., Jewish rabbi, Orthodox Christian priest, Roman Catholic priest, Muslim imam, etc.)

_____ (Signature and Date)

Care

29. Demonstrates care for all and an understanding that it is required in the pluralistic milieu.

_____ (Signature and Date)

30. Implements plans that develop and enhance basic life skills of personnel within the command and addresses the unique stressors of military service by: strengthening core values; developing character, morals, and personal responsibility; community solidarity; cross-cultural awareness; coping skills; and grief processing.

_____ (Signature and Date)

31. Demonstrates support of command prevention efforts in areas such as suicide, sexual assault, combat and operational stress control, domestic violence, and substance abuse through delivery of lectures, classes, talks, training, or other forms of communication.

_____ (Signature and Date)

32. Has a plan for deck-plate ministry that includes RMT frequent and regular participation in the daily life of the command and executes it regularly, to include visitation to and presence in workspaces, at training evolutions and field exercises, and visitations to barracks, hospitals, confinement facilities, residences, etc.

_____ (Signature and Date)

33. Has an established process for triage of those in need of chaplain assistance.

_____ (Signature and Date)

34. Has developed responsive programs or efforts to prevent identified tone-of-force issues.

_____ (Signature and Date)

35. Maintains ongoing dialogue with local helping agencies, clergy, and civic organizations, as well as Navy helping agencies through awareness of available resources and the accuracy of referral information.

_____ (Signature and Date)

36. Demonstrates positioning or a good warm hand-off as a source of helpful information to the command and bridge-builder between helping agencies.

_____ (Signature and Date)

37. Manages records of regular contact with and knowledge of other helping agencies and the services they provide.

_____ (Signature and Date)

38. Demonstrates collaboration with other local RMTs to enhance CRPs.

_____ (Signature and Date)

39. Executes plans for enhancing unit personnel life skills and addressing the unique stressors of military service by: strengthening core values; developing character, morals, and personal responsibility; community solidarity; cross-cultural awareness; coping skills; and grief processing.

_____ (Signature and Date)

40. Attends Regional PNC Training regularly.

_____ (Signature and Date)

41. Takes the steps to maintain ecclesiastical endorsement.

_____ (Signature and Date)

42. Can demonstrate support for the strengthening of Navy core values in the unit.

_____ (Signature and Date)

43. Has a proactive turnover approach, to include a file/binder, for prospective successor, regardless of how imminent the arrival, to include notes on how to improve the experience for the successor.

_____ (Signature and Date)

44. Has a complete understanding of the chaplain role in CACO support, to include the support of the NOK, the command, and the CACO.

_____ (Signature and Date)

45. Demonstrates familiarity with the CACO Program Guidebook.

_____ (Signature and Date)

Care (Operational)

46. Is prepared to deliver pre-deployment programming that anticipates the challenges of the experience and prepares deploying personnel and their families for the experience.

_____ (Signature and Date)

47. Is prepared to monitor the overall well-being of the crew and advise the chain of command accordingly.

_____ (Signature and Date)

48. Demonstrates participation in cooperative arrangements across command lines to support the families of deployed units.

_____ (Signature and Date)

49. Has an SOP for RMT involvement in COMREL projects while ashore.

_____ (Signature and Date)

50. Has a plan approved by the command for the processing of Red Cross messages and the receipt and delivery of significant news from home.

_____ (Signature and Date)

51. Has a plan for delivering return, reunion, and reintegration programming anticipating the issues often associated with return to homeport.

_____ (Signature and Date)

52. Has a plan for delivering programming or otherwise addressing the issues often related to post-deployment.

_____ (Signature and Date)

Suicide Awareness, Prevention and Response

53. Demonstrates a thorough knowledge of protocols for suicide response, to include ideations, gestures, suicidal actions resulting in death, and postvention.

_____ (Signature and Date)

54. The RMT has a written SOP for suicide response.

_____ (Signature and Date)

Sexual Assault Prevention and Response while adhering to confidential communication

55. Can provide evidence of regular contact with and knowledge of other helping agencies and the services they provide.

_____ (Signature and Date)

56. Demonstrates a knowledge of sexual assault prevention and response policy and local procedures and resources.

_____ (Signature and Date)

57. Demonstrates a working knowledge of restricted and unrestricted reports and the competency to brief the command regarding the distinguishing characteristics of these reports.

_____ (Signature and Date)

58. Understands the role of the chaplain expressly as a counselor and is able to articulate the appropriate policies which prohibit the chaplain from receiving reports of sexual assault.

_____ (Signature and Date)

59. The RMT office has a written SOP or instruction for sexual assault response.

_____ (Signature and Date)

60. Can identify online resources available to victims of sexual assault.

_____ (Signature and Date)

Advice (Staff Acumen)

61. Meets with CO, XO, CMC/SGTMAJ regularly.

_____ (Signature and Date)

62. Ensures the CRP receives the requisite logistical support from the command.
_____ (Signature and Date)
63. Has identified his/her supervisory chaplain and established routine communications.
_____ (Signature and Date)
64. Maintains routine communication with command leadership.
_____ (Signature and Date)
65. Demonstrates a working knowledge of the local command structure.
_____ (Signature and Date)
66. Demonstrates the ability to provide advice to the command regarding requests for conscientious objector status.
_____ (Signature and Date)
67. Demonstrates the ability to properly contribute to a policy waiver request in support of religious accommodation.
_____ (Signature and Date)
68. Demonstrates working knowledge of current Navy and Marine Corps policies regarding religious accommodations matters such as: observances of holy days, dietary observances, immunizations, DNA specimen sampling, and religious apparel in uniform.
_____ (Signature and Date)
69. Can develop, implement and brief an effective command religious program.
_____ (Signature and Date)
70. Ensures RPs performance adheres to the standard as expressed in current policies, doctrine, and occupational standards.
_____ (Signature and Date)
71. Facilitates RPs' professional development.
_____ (Signature and Date)
72. Has consulted with supervisory chaplain and RPC in preparation of RP eval(s).
_____ (Signature and Date)
73. Has SOP for maintaining equipment or facilities.
_____ (Signature and Date)

74. Seeks advice from supervisor regarding unit RMT manning issues.

_____ (Signature and Date)

75. Maintains administrative relationship with endorser, to include submission of required reports, maintenance of records, and other faith group-related administrative requirements.

_____ (Signature and Date)

76. Can explain the process by which the RMT has access to sending and receiving naval messages.

_____ (Signature and Date)

77. Where operationally required, has an active SIPR account.

_____ (Signature and Date)

78. Where available, provides timely input into the CRP Analytics Tool.

_____ (Signature and Date)

79. Where CRP-AT not available, collects data using the process and tools approved by higher authorities.

_____ (Signature and Date)

Advice (Operational)

80. If deploying, demonstrates familiarity with the component commander's expectations for COMREL in the AOR to which the unit is deploying.

_____ (Signature and Date)

81. If deploying, demonstrates familiarity with the CAS site of the senior RMT in the AOR.

_____ (Signature and Date)

82. If deploying, understands ADCON and OPCON and their impact on the CRP regarding movement, reporting, and other variables.

_____ (Signature and Date)

83. Can explain the role the RP has within Confidentiality.

_____ (Signature and Date)

84. Can explain and have a thorough knowledge of the RP LADR and has established a plan to develop professional competencies of assigned RP.

_____ (Signature and Date)

85. Has access and can explain the purpose of FLTMPS and CRP-AT.

_____ (Signature and Date)

86. Have a thorough knowledge and explain the purpose of the RP PQS.

_____ (Signature and Date)

87. Can demonstrate the knowledge and purpose of the RP Non-Resident Training Course

_____ (Signature and Date)

Section Completion Verified by: _____ (Signature and Date)

Professional Naval Chaplaincy Intermediate Supervision

SUPERVISING AT THE INTERMEDIATE LEVEL

Intermediate level supervision involves supervising more than one RMT. As practicable, supervisors maintain ongoing, regular contact with subordinates and their commanding officers regarding Chaplain Corps community requirements. Supervision is active, interactive, and comprehensive. Subordinates comply fully with all reporting requirements and are held accountable to PNC standards found in the Intermediate Coaching Tool and PQS. SECNAVINST 1730.7E articulates the scope of supervisory responsibilities at particular levels.

Supervisory Chaplain Responsibilities

The senior chaplain assigned to a command with more than one chaplain is responsible for supervising RMTs assigned to subordinate commands and has the following responsibilities: (1) They manage RMT personnel to ensure the most effective and efficient delivery of RM; (2) They supervise and assist RMT personnel in developing professional knowledge, skills, abilities, experience, and behaviors. They train RMTs in accordance with RM policy, doctrine, and mission-specific requirements; (3) They assist commanders of subordinate units to establish and maintain CRPs in accordance with policy and doctrine; (4) They advise subordinate commanders on fitness, evaluation, and other performance reports for RMT personnel; and (5) They submit reports to their commanders, higher echelon commanders, and senior supervisory chaplains as required. In addition to these responsibilities, PNC supervisory chaplains are required to demonstrate a deeper understanding of the responsibilities inherent to Professional Naval Chaplaincy. Supervisors use all the tools of leadership, to include the PQS in this manual, to communicate and reinforce PNC standards and maintain accountability for performance in the delivery of RM.

PROFESSIONAL NAVAL CHAPLAINCY STANDARDS

Cooperation

The delivery of religious ministry requires the concerted effort of everyone involved. While every authorized user can expect to have some access to a chaplain, there is no way to ensure that the chaplain will be from the same RO as the authorized user. This means that, in addition to directly providing ministry to the members of his own RO, each chaplain must work with every other chaplain to help facilitate, rather than to provide for, the religious needs of authorized users belonging to ROs other than their own. OPNAVINST 1730.1E articulates the centrality of cooperation in ministry. Chaplains must work with other helping professionals as well as various command representatives to meet the other needs of authorized users. Supervisory chaplains are responsible for setting the expectation for cooperation, holding accountable those who do not adhere to that expectation and rewarding those who do.

Tolerance

In the context of ministry, tolerance fleshes out the respect chaplains have for the rights of others to hold beliefs that differ from their own. Tolerance does not validate the beliefs of others. It does require respectful demeanor and language toward the rights of persons to hold the beliefs they choose. Supervisory chaplains model tolerance, advise commanders as to its meaning and expressions in ministry, and assist commanders in ensuring that all chaplains meet this standard in accordance with DON policy.

Mutual Respect

Mutual respect exceeds tolerance by understanding the religious and personal needs of Sailors. Supervisory chaplains model this behavior and mentor their subordinates in order to develop the same approach in them. These responsibilities are articulated in SECNAVINST 1730.7E. On the rare occasion when a chaplain does not adhere to this standard, it is the supervisory chaplain, in coordination with the commander, who must take action to deliver additional training and re-emphasize community expectations. It is Navy policy to offer support that is respectful and maintains dignity and professionalism in the relationship.

Respect for Diversity

Supervisory chaplains champion diversity. Religion was the first aspect of diversity to be successfully incorporated into Navy life. Chaplains exemplify a wise disposition toward religious diversity and are expected to extend that same wisdom to diversity of gender and ethnicity. SECNAVINST 1730.7E describes the professional basis of such respect. Supervisors constantly reinforce this respect through their own behavior and leadership.

Understanding the Pluralistic Nature of the Environment

Chaplains are forbidden to engage in proselytizing those who request not to be proselytized. The failure of a chaplain to respect such a request may result in disciplinary action. Supervisors advise commanders in enforcing this standard. Because the chaplain's direct provision of religious ministry is expected to be according to the manner and form of his RO, chaplains are exempt from unwelcome unionism or syncretism when leading divine services and providing faith-specific ministry. Supervisors mentor and model the nuances of naval chaplaincy, teaching and training their subordinates and other juniors. Religious programming and publications which are faith-specific (public worship, sacramental ministry) must publish or otherwise state the faith group of the Chaplain.

Understanding Processes and Structures

In order to properly care for and advise the authorized user, the chaplain must have a thorough knowledge of his own command, the workings of the commands immediately above and below his own, and of their relationships to adjacent BSOs. Supervisory chaplains are the primary source of knowledge about how commands and echelons interact.

Responsibilities Inherent in Positions of Leadership

As religious ministry professionals, chaplains already know the risks associated with dealing with people during times of vulnerability. Their basic training teaches them the additional responsibilities associated with the possession of a naval commission. SECNAVINST 1730.7E identifies the professional judgment necessary for proper leadership as an essential element of ministry. The supervisory chaplain uses all the authority and influence available to encourage subordinate chaplains to respect boundaries, fulfilling their unique role with creativity, compassion, discipline, and commitment.

Standards Established for Chaplains by the Department of the Navy

Chaplains are expected to model good behavior as defined by the DON. Supervisory chaplains are responsible for communicating that expectation and eliciting the cooperation and commitment of their subordinates to it. The supervisory chaplain advises the commander in such a way as to assist in the evaluation of each chaplain based on the ability to reconcile the demands and resources of faith with the demands and resources of military life. The chaplain must be seen to comply with DON regulations. RMT personnel are expected to behave professionally in all phases of their professional life. Supervisory chaplains, in cooperation with commanders, foster such compliance by mentoring, communicating with, and training individual chaplains. The goal is compliance beyond even the appearance of impropriety.

Standards Found in Civilian Religious Professional Life

Just as individual chaplains help authorized users grow in their respective faiths, supervisory chaplains and commanders help individual chaplains grow in their respective faiths. They do this through leading, supervising, and mentoring, as well as by enabling them to attend their denominational conferences; by promoting continuing education; by encouraging the development of professional skills; and by encouraging communication between the chaplain and the RO. The commander's role in assisting chaplains with this obligation is found in SECNAVINST 1730.7E.

Mentoring

PNC mentoring is based on mutual relationship and consent, and promotes individual well-being and community expertise in an intentional and professional manner. RMT members mentor by making time to support the personal and professional development of an individual, to include for religious ministry personnel, negotiating the intricacies of the Chaplain Corps and the sea services (MCO 5351.11).

Planning

Supervisory chaplains teach RMTs how to develop religious ministry annexes for operational plans. They assist RMTs in the development of SOPs for the various portions of the CRP. They teach RMTs how to conduct an analysis of religious ministry requirements and develop the appropriate strategies for utilization of resources, coordination of support, and appropriate interface with other CRPs, in order to most effectively and efficiently deliver ministry. They study subordinate CRPs in order to identify and report gaps and seams. They organize cooperative ministry across command lines to meet such needs. They advise subordinate unit commanders on community expectations of RMT personnel and the proper parameters of CRPs.

Supervisory Chaplains' Responsibilities to the Chaplain Corps

PNC supervision entails the use of rank, and/or positional authority to communicate to and hold personnel accountable to PNC standards of practice. Senior RMT members will supervise through professional counseling, inspections, and training of their subordinates.

Accountability

All chaplains are expected to be familiar with and adhere to the standards defined in SECNAVINST 1730.7E and related policy. As part of cooperative ministry, chaplains and RPs are expected to contribute to efforts at process improvement in religious ministry. Supervisory chaplains are expected to brief subordinate chaplains annually on standards and community expectations and to brief commanders annually on standards and expectations. Commanders seek dialogue with supervisory chaplains regarding chaplain community expectations and hold their chaplains accountable to those expectations and the standards articulated in policy.

Reporting

RMTs are expected to comply with all CRP reporting requirements, to include data entry, recordkeeping, CHC database inputs, and routing and filing requirements. Supervisors are responsible for the collection and analysis of data on subordinate units as required, and reporting up the chain of command. Supervisors ensure that subordinate CRPs are reporting compliance data in the appropriate collection systems.

Professional Naval Chaplaincy Intermediate Supervision

Coaching Tool

Coaching Tool for Intermediate PNC Supervision

Instructions: This coaching tool will be applied by the supervisory chaplain and shared with chaplain being supervised for the purpose of coaching and improved performance. (Print the coaching sheets and place an X in the column that best exemplifies how well the officer is achieving the standard as indicated by their behavior).

1. Communication									
<i>Shares information with and receives information from constituencies using oral, written, and interpersonal communication skills</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at <u>Next</u> Grade	Mostly meets Standard at <u>Next</u> Grade	Fully meets Standard at <u>Next</u> Grade	Exceeds Standard at <u>Next</u> Grade
Behavioral Indicators: Intermediate	1	2	3	4	5	6	7	8	9
Uses interpersonal skills to build cooperative relationships									
Builds and maintains effective working relationships with colleague and persons receiving chaplain care									
Receives and learns from feedback									
Receives information to seek and understand differing perspectives									
Uses negotiation and mediation skills									
Creates clear and concise written communication									
Tailors and presents information to diverse audiences using a variety of communication delivery methods (e.g., written, electronic, oral, interpersonal)									
	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at <u>Next</u> Grade	Mostly meets Standard at <u>Next</u> Grade	Fully meets Standard at <u>Next</u> Grade	Exceeds Standard at <u>Next</u> Grade
Effectively communicates									
Can communicate the significance of PNC to leaders at the operational or tactical levels									

Utilizes multiple communication vehicles									
2. Decision Making <i>Makes sound decisions while demonstrating integrity</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at Next Grade	Mostly meets Standard at Next Grade	Fully meets Standard at Next Grade	Exceeds Standard at Next Grade
Behavioral Indicators: Intermediate	1	2	3	4	5	6	7	8	9
Makes ethical decisions grounded in personal integrity									
Distinguishes relevant from irrelevant information									
Makes decisions based on relevant information									
Makes decisions in a timely manner									
Makes decisions consistent with policy									
Makes decisions consistent with the mission and function of the organization									
Uses sound judgment and integrity to make clear, transparent decisions									
Provides expert advisement to commanders regarding the impact of religion on military operations									
Makes decisions based on operational acumen									
Makes sound decisions related to current assignment									
Operates effectively within the organization									
3. Leadership <i>Inspires others toward a common vision and fosters trust and ethics</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at Next Grade	Mostly meets Standard at Next Grade	Fully meets Standard at Next Grade	Exceeds Standard at Next Grade
Behavioral Indicators: Intermediate	1	2	3	4	5	6	7	8	9
Generates trust and credibility; displays honesty, integrity and ethical behavior									

Accepts responsibility for successes and failures									
Proactively develops BSO expertise									
Understands PNC as a component of organizational performance									
Frames the benefits of PNC in understandable terms and links them to the mission									
Adept at teaching BSO training									
Recognizes and acknowledges achievements of others									
Displays resilience and is goal oriented									
Maintains piety and spiritual fitness									
Develops self									
Inspires others to act									
Works effectively in cross-functional environments									
Connected to RO and CHC									
Seeks worship leader opportunities									
Provides supervisor leadership to chaplain duty watch-standers									
4. Principles of Community <i>Demonstrates respect, equitable behavior, and empathy for a diverse Navy and CHC community</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at Next Grade	Mostly meets Standard at Next Grade	Fully meets Standard at Next Grade	Exceeds Standard at Next Grade
Behavioral Indicators: Intermediate	1	2	3	4	5	6	7	8	9
Shows respect for religious and personal diversity									
	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at Next Grade	Mostly meets Standard at Next Grade	Fully meets Standard at Next Grade	Exceeds Standard at Next Grade
Recognizes competing equities within the organization to balance needs of multiple stakeholders									
Seeks to identify personal biases									
Works to understand the perspectives of others and demonstrates empathy									

Works to build mutual respect, fairness and equity									
Articulates the difference between PNC and civilian ministry									
Promotes and sustains a community that acknowledges and celebrates differences									
Considers the equities and particulars of differing Religious Organizations (RO)									
Creates opportunities for inclusion in a variety of settings									
Participates in annual community events									
5. Problem Solving <i>Identifies problems and seeks best solutions</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at Next Grade	Mostly meets Standard at Next Grade	Fully meets Standard at Next Grade	Exceeds Standard at Next Grade
Behavioral Indicators: Intermediate	1	2	3	4	5	6	7	8	9
Demonstrates creative and innovative thinking to find best solutions									
Manages complex group dynamics									
Responds to challenges and problems in a timely manner									
Meets challenges and overcomes obstacles to mitigate negative impacts									
Consults others during various phases of the problem solving process									
	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at Next Grade	Mostly meets Standard at Next Grade	Fully meets Standard at Next Grade	Exceeds Standard at Next Grade
Identifies issues and problems									
Gathers and organizes data related to problems									
Analyzes and synthesizes data to generate potential solutions									
Has analytic knowledge to engage in PNC assessments									

Able to use both qualitative and quantitative data to inform situations and change in the organization									
Leverages innovation, adept in program development to find solutions									
6. Quality Improvement <i>Strives for high quality performance and takes initiative to make improvements and deliver results</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at <u>Next</u> Grade	Mostly meets Standard at <u>Next</u> Grade	Fully meets Standard at <u>Next</u> Grade	Exceeds Standard at <u>Next</u> Grade
Behavioral Indicators: Intermediate	1	2	3	4	5	6	7	8	9
Strives for efficient, effective, high quality performance									
Focuses on quality									
Sets and meets quality improvement targets									
Delivers results by deadlines									
Meets standards									
Responds to difficult situations and takes initiative to make improvements									
Can correlate PNC contribution and outcomes									
Uses PNC metrics to improve quality of delivery of religious ministry									
7. Service Focus <i>Values and delivers high quality, innovative service to all</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at <u>Next</u> Grade	Mostly meets Standard at <u>Next</u> Grade	Fully meets Standard at <u>Next</u> Grade	Exceeds Standard at <u>Next</u> Grade
Behavioral Indicators: Intermediate	1	2	3	4	5	6	7	8	9
Assumes shared accountability for improving service delivery									
Seeks to understand needs of persons receiving chaplain care									

Responds to needs of persons receiving chaplain care									
Recommends solutions to needs of persons receiving chaplain care									
Embraces innovative programs to meet emerging organizational and personnel needs									
Seeks to understand CHC organizational needs									
8. Stewardship and Managing Resources <i>Values and delivers high quality, innovative service to all</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at Next Grade	Mostly meets Standard at Next Grade	Fully meets Standard at Next Grade	Exceeds Standard at Next Grade
Behavioral Indicators: Intermediate	1	2	3	4	5	6	7	8	9
Exercises accountability in managing USN/USMC/USCG resources									
Uses discretion and sound judgment									
Understands and applies USN/USMC/USCG/CHC policies and procedures									
Manages resources									
Manages risks									
Adheres to USN safety guidelines									
Manages budgets									
9. Strategic Planning <i>Uses a holistic approach to align priorities with overarching goals, and measures outcomes of planning efforts</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at Next Grade	Mostly meets Standard at Next Grade	Fully meets Standard at Next Grade	Exceeds Standard at Next Grade
Behavioral Indicators: Intermediate	1	2	3	4	5	6	7	8	9
Understands the “big picture” and vision of the institution and Corps									
Aligns operational RM plan with DON Strategic Plan for RM									

Comprehends connections within complex issues									
Aligns priorities with goals									
Seeks input from a variety of constituencies									
Considers alternative solutions									
Measures outcomes									
Implements change									
Organizes projects and associated time and priorities									

10. Teamwork	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at Next Grade	Mostly meets Standard at Next Grade	Fully meets Standard at Next Grade	Exceeds Standard at Next Grade
<i>Encourages cooperation, collaboration, and partnerships</i>									
Behavioral Indicators: Intermediate	1	2	3	4	5	6	7	8	9
Cooperates and collaborates									
Works in partnership with others									
Coordinates across BSO and command lines									
Organizes effective teams									
Shares accountability									
Is flexible									
Actively participates in working groups and cross functional teams									
Contributes to the team									

11. Managing People	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at Next Grade	Mostly meets Standard at Next Grade	Fully meets Standard at Next Grade	Exceeds Standard at Next Grade
<i>Coaches, evaluates and develops people; aligns performance with CHC/USN goals</i>									
Behavioral Indicators: Intermediate	1	2	3	4	5	6	7	8	9
Recognizes and leverages talent in others									
Creates opportunity for employee development									
Monitors and assesses work performance									

Provides objective behavioral feedback									
Holds subordinates accountable									
Maintains uniform, physical, and health standards									
Manages conflict effectively									
Conducts annual PNC counseling									
Delegates tasks, sets performance expectations, and supervises work of others									
Recruits, selects, and works to retain employees									
Advocates on behalf of subordinate chaplains and RPs to their chain of command									
12. Administration <i>Manages, organizes, oversees, and develops administrative products and processes that align with CHC/USN goals and practices</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at Next Grade	Mostly meets Standard at Next Grade	Fully meets Standard at Next Grade	Exceeds Standard at Next Grade
Behavioral Indicators: Intermediate	1	2	3	4	5	6	7	8	9
Produces completed staff work									
Adept at program management									
Processes paperwork in a timely manner									
	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at Next Grade	Mostly meets Standard at Next Grade	Fully meets Standard at Next Grade	Exceeds Standard at Next Grade
Correctly processes performance evaluations, letters of recommendation, required correspondence, awards, etc.									
Knowledgeable of manpower documents and procedures									

Professional Naval Chaplaincy Intermediate Supervision

PQS

Personnel Qualification Standards for PNC Intermediate Supervision

Instructions: The Personnel Qualifications Standards (PQS) in this section of the manual represent the professional competencies expected of every chaplain at the Intermediate level (Supervisory Chaplain). Based on the references listed below, Supervisory Chaplains should be proficient in meeting each of the standards upon reporting to their command after the NCSC PNC Intermediate Leader Course. Senior Supervisory Chaplains will verify the standards are met and indicate by signature and date when the standard has been achieved. (Print the PQS pages for signatures).

References:

- a. SECNAVINST 1730.7E (series), Religious Ministry Within the Department of the Navy (DON)
- b. SECNAVINST 1730.10 (series), Chaplain Advisement and Liaison
- c. OPNAVINST 1730.1E (series), Religious Ministry in the Navy
- d. COMUSFLTFORCOM/COMPACFLTINST 1730.1E (series), Standards and Protocols for Leadership, Supervision, and Mentoring of Members of Religious Ministry Teams

1. Manages RMT personnel to ensure the most effective and efficient delivery of RM.

_____ (Signature and Date)

2. Supervises and assists RMT personnel in developing professional knowledge, skills, abilities, experience, and behaviors.

_____ (Signature and Date)

3. Trains RMTs in accordance with RM policy, doctrine, and mission-specific requirements.

_____ (Signature and Date)

4. Assists commanders of subordinate units to establish and maintain CRPs in accordance with RM policy.

_____ (Signature and Date)

5. Advises subordinate commanders on fitness reports, evaluations, and other performance reports for RMT personnel.

_____ (Signature and Date)

6. Submits reports to commander, higher echelon commanders, and senior supervisory chaplains as required.

_____ (Signature and Date)

7. Mentors subordinates to grow in decision-making and RM development.

_____ (Signature and Date)

8. Provides professional development guidance to subordinates to promote compliance with PNC standards and expectations.

_____ (Signature and Date)

9. Maintains a situational awareness to meet the needs of commands without a dedicated religious support.

_____ (Signature and Date)

10. Plans and executes coordinated religious ministry operations at the echelon to which they are assigned.

_____ (Signature and Date)

11. Comprehends key concepts of Total Force integration, to include: coordination and employment of Reserve support.

_____ (Signature and Date)

12. Comprehends the officer/enlisted manning procedures and processes necessary to manage RMT personnel and billets.

_____ (Signature and Date)

13. Demonstrates familiarity with orders and directives of higher, adjacent, and subordinate commands.

_____ (Signature and Date)

14. Applies professional writing skills (e.g., policy papers, briefs, etc.) for effective communication.

_____ (Signature and Date)

15. Comprehends foundational policy and doctrine relevant to religious ministry in the Sea Services.

_____ (Signature and Date)

16. Advises Commanders on the effective and efficient delivery of religious ministry within the command.

_____ (Signature and Date)

17. Comprehends the organizational structure, roles and processes of the command and the BSO to which it belongs. Applies this understanding to conduct professional staff actions internally within the command and externally within the BSO.

_____ (Signature and Date)

18. Comprehends the Service and BSO's expectations for religious ministry to reinforce mission accomplishment. Includes programs intended to foster high morale and unit cohesion.

_____ (Signature and Date)

19. Advises commanders and other leaders on the ethics of religious ministry.

_____ (Signature and Date)

20. Supervises and executes completion of RMT-specific portions of command training and certification requirements. Advises Commanders and other stakeholders on RMT training and certification standards.

_____ (Signature and Date)

21. From the perspective of a Service, comprehends joint warfighting at the operational and tactical levels of war and articulates how RM is delivered in those contexts. Typically achieved through completion of JPME I.

_____ (Signature and Date)

22. Personally models the highest levels of pastoral, moral, and ethical character to promote and improve community and leadership across the command.

_____ (Signature and Date)

23. Prioritizes manning shortfalls and minimizes gaps.

_____ (Signature and Date)

24. Is familiar with the Commands' manning documents and TFMMS.

_____ (Signature and Date)

Section Completion Verified by: _____ (Signature and Date)

Professional Naval Chaplaincy Advanced Supervision

SUPERVISORY CHAPLAIN RESPONSIBILITIES AT THE ADVANCED LEVEL

As stated in SECNAVINST 1730.7E, Senior Supervisory Chaplains have seven responsibilities: (1) They advise commanders on the standards for PNC and the delivery of RM including the requirements for manpower, manning, equipping, training, reporting, mentoring, certification, and inspection; (2) They assist subordinate RMTs in meeting RM requirements and standards through supervision, coaching, assist visits, and other appropriate means to ensure efficiency and effectiveness; (3) They plan and coordinate with other senior supervisory chaplains for the delivery of RM, RMT duty, and periodic area- wide RMT training; (4) They plan to meet the identified RM requirements of all subordinate commands and units, including those without permanently assigned RMTs; document the plan to meet these RM requirements; and regularly inform commanders regarding execution of the CRP, to include assessment of the RMTs responsible for their CRPs; (5) They receive reports from RMTs of subordinate units as required to supervise the delivery of RM; (6) They submit required reports to higher echelon chaplains; and (7) They monitor the execution of contracts in support of CRP.

SUPERVISING AT THE ADVANCED LEVEL

The free-spirited approach to ministry practiced by many Navy chaplains is rooted in Navy tradition and culture. While it is fully respectful of chains of command, it rests on the commander's intent that the chaplains seek out and help all those in need, wherever they may be. Proper liaison, communication, and coordination are essential but the spirit of finding a need and filling it is pervasive. It reflects the overarching culture of the Navy, which evolved over the centuries aboard vessels sailing far from home, the crew relying on one another for survival and success. Supervising at the Advanced level will naturally involve supervision of subordinate supervisory Chaplains and subordinate RMTs. All of the competencies required at the Basic and Intermediate levels of supervision still apply, but additional competencies are required at this level. Multiple commands are often involved with layers of chains of commands. Senior Chaplains who supervise at the Advanced level are expected to become experts in the policy and doctrine of PNC and RM. Subordinate teams will need their experience and expertise and commanders will demand they achieve the higher standards that are required of senior officers. Integral to the responsibilities of supervisors at this level is a clear understanding of PNC and RM at all levels of war.

SUPERVISION ISSUES AT THE ADVANCED LEVEL

Three Distinct Levels of Religious Ministry

SECNAVINST 1730.7E identifies chaplain, supervisory chaplain, and senior supervisory chaplain responsibilities. At the unit level, RMTs deliver the tasks associated with the four core competencies to the personnel of their units and cooperatively to those beyond their units based on the tactical situation. Such ministry is somewhat similar across platforms and scalable. The second level is the supervisory level. Examples of the second level (supervisory) are regiments, MSCs, carrier strike groups (CSGs) or amphibious ready groups (ARGs) where the senior chaplain is responsible not only for ministry to the crew of the ship but for the coordination of ministry to several units, as well as advice to the commander about religion in the forward operating area. At the third level (senior supervisory), Echelon II and III chaplains (forces, named fleets, numbered fleets, TYCOMs, MEFs) chaplains advise commanders concerning manpower, training, policy, and future operations.

Responsibilities

Force or type command chaplains advise, assist, and support the force commander in manning, training, and equipping the units of the force for religious ministry. Force commanders maintain administrative control over

force units throughout the Fleet Response Training Plan FRTP and equivalent Marine Corps and Coast Guard plans. Operational control passes to the numbered fleets as the units in-chop. For detailed discussion of the various types of control, see NWP 3-32, Maritime Operations at the Operational Level of War, and NWP 3-56, Composite Warfare Doctrine. They develop for force commander signature force regulations which establish the procedures for identifying force religious requirements, designate religious ministry standards for platforms, lay out training plans, and establish the certification regime. Force chaplains advise the force commander on the unique aspects of ministry in the force, as well as the nature of religious ministry, communicating CHC community performance expectations for RMT personnel. They identify the array of programs from which the commander may choose in order to establish a standard for ministry in the force. Force chaplains develop and execute reporting regimes that encourage accountability and provide meaningful information to the commander. Force RMTs plan and execute inspection regimes to confirm the training and provide the certification of constituent units in alignment with force, DON, and CHC standards. They assist unit commanders in developing delivery models for RM in the TYCOM. They evaluate each unit commander's religious program for certification by the force commander (whether or not there is an embarked chaplain or RMT). Consistent with the force commander's administrative control, force chaplains supervise unit religious ministry throughout the FRTP, to include deployment. Force chaplains interact with unit commanders to communicate CHC expectations and force religious requirements. They collaborate with training fleet, numbered fleet, and fleet chaplains in the alignment of basic and integrated phase training, fleet religious ministry standards, and certification processes.

Cooperative Ministry

Commanders of units with chaplains, as practical, make their chaplains available to provide religious ministry to other units in the vicinity to ensure all deployed personnel have access to chaplain services. Commanders of units without chaplains, as practical, request religious services from units in the vicinity with embarked chaplains. Commands obtain counseling and support services of RMTs, especially for deployed personnel serving in times of crisis, combat, or other acutely stressful situations. Whenever possible, chaplains are made available to minister to human casualties and to assist units sustaining human casualties, especially when loss of life has occurred. Component chaplains coordinate such efforts. OPNAVINST 1730.1E requires, and contains examples of, cooperative ministry.

Managing Scarce Resources for Ministry

Particular consideration is given to personnel who desire to observe significant holy days of their faith in accordance with MILPERSMAN 1731. Joint policy is that the Services' manning, personnel, training, and equipping authorities (in the Navy and the forces) normally retain responsibility for unit religious ministry standards. Supporting emergent requirements, such as a short-notice surge or the unplanned absence of a Jewish, Catholic, Muslim, or Orthodox Christian chaplain during their respective special holy days may require coordination with the numbered fleet. If support is not available from the numbered fleet, the force requests support from USFF or CPF. Forces set the standards for service and identify, plan for, and fund projected holy day chaplain support for deploying units. Numbered fleet chaplains provide coordination for the most effective use of scarce religious ministry resources in the AOR per OPNAVINST 1730.1E. Numbered fleets, when requested, identify projected holy day chaplain support shortfalls for deploying CSGs or ARGs based on force standards of service and either identify locally available resources to share or request support from CPF or USFF. USFF and CPF coordinate with the cognizant numbered fleet for reception and movement.

Reports

In addition to after action reports for COMRELS, component chaplains require AARs for cross-deck ministry activities. They normally provide standard formats for such reports. If Forces require ministry reports, the components often request to be copied on them. They are aware of a report any critical notification requirements concerning Chaplains and RPs to the Office of the Chief of Chaplains. Finally, component chaplains expect after action reports from units as they out-chop and/or complete an operation or exercise.

OPERATIONAL AND ADMINISTRATIVE CONTROL

JP 1, Doctrine for the Armed Forces of the United States, defines four types of command relationships: combatant command (command authority) (COCOM), operational control (OPCON), tactical control (TACON), and support. The specific command relationship (COCOM, OPCON, TACON, and support) defines the level of authority a commander has over assigned or attached forces. Joint doctrine also defines three other types of authority outside those command authorities mentioned above: administrative control (ADCON), coordinating authority, and direct liaison authorized. For a detailed discussion, see NWP 3-32, Maritime Operations at the Operational Level of War. OPCON is inherent in COCOM and is the command authority over assigned or attached forces. OPCON is the authority of a commander to perform those functions over subordinate forces involving organizing and employing commands and forces, assigning tasks, designating objectives, and giving authoritative direction necessary to accomplish the mission. When a vessel or group in-chops to a numbered fleet, the numbered fleet assumes OPCON. ADCON is the direction or exercise of authority over subordinate or other organizations with respect to administration and support, including organization of Service forces, control of resources and equipment, personnel management, unit logistics, individual and unit training, readiness, mobilization, demobilization, discipline, and other matters not included in the operational missions of the subordinate or other organizations. This is the authority necessary to fulfill military department statutory responsibilities for administration and support. Generally, regardless of the fleet into which a vessel or group has in-chopped, ADCOM remains with the force(s) to which the vessel(s) belong. Support is a command authority with four categories: general, mutual, direct, and close. A support relationship is established by a superior commander between subordinate commanders when one organization should aid, protect, complement, or sustain another force. Support may be exercised by commanders at any echelon at or below the level of Combatant Commander. The designation of a support relationship is important as it conveys priorities to commanders and staffs planning or executing joint operations. The support command relationship is a flexible arrangement. The establishing authority is responsible for ensuring that the supported and supporting commanders understand the degree of authority granted the supported commander. An establishing directive is normally issued to specify the purpose of the support relationship, the desired results, and the action to be taken. The supported commander should ensure that the supporting commander understands the assistance required. The supporting commander provides the assistance needed, subject to the supporting commander's existing capabilities and other assigned tasks. When the supporting commander cannot fulfill the needs of the supported commander, the establishing authority is notified by either the supported or supporting commander. The establishing authority is responsible for determining a solution. Because RMTs frequently work in supporting/supported situations, it is important for them to understand the authorities upon which those relationships are based and to realize that support is directed by higher authority.

ADVANCED LEVEL RESPONSIBILITIES

In the steady state, senior chaplains advise commanders on the needs of personnel and the competencies of RMTs. As part of their supervisory responsibilities, chaplains at the regional level participate in regional planning, plan for religious ministry considerations establish and coordinate training plans so that regional and tenant training evolutions include religious ministry elements. Steady state assignment of assets should anticipate emergency response force lay-down. Emergency response plans should include suggested force lay-down for a variety of possible contingencies. Senior chaplains aboard installations participate in installation emergency management working groups per DODI 6055.17, DOD Installation Emergency Management (IEM) Program. In accordance with the same instruction, the military chaplaincies and training commands are responsible for arranging training of new chaplains on mass casualty response and planning. Senior chaplains verify the efficacy of that training in their local certification programs. It is imperative that planning include liaison with other helping agencies (both civilian and military) so that roles, boundaries, capabilities, and responsibilities are clearly understood. Lack of thorough planning and robust dialogue can lead to inappropriate action on the part of well-meaning, but misguided, volunteers and other caregivers. Communications patterns

are established to facilitate mustering and the collection of information from RMTs in the region. As part of that process, RMTs are prepared to report on pre-determined issues designated by regional leadership, to include the status of RMTs and the affected population. Each religious ministry task identified as germane to the particular contingency response by the commander has its associated metrics, reporting mechanisms, and supervisory processes. At the operational level, chaplains advise commanders in the development of religious ministry plans in support of the operation. This includes preparation of a religious ministry portion of the commander's OPLAN/OPORDs. The chaplain identifies religious ministry requirements, including: personnel staffing and augmentation requirements; facilities, equipment, transportation, and communication requirements; and advises the commander accordingly. The chaplain coordinates the use of religious ministry assets to provide comprehensive religious support, to include coordinating religious ministry with subordinate command chaplains and coordinating appropriate training for RMTs. He or she delivers religious ministry to the staff. The chaplain advises as to when religious ministry information is required and how soon can it be obtained. Internal points of coordination include the strategic communications working group; the knowledge and information working group; and other boards, bureaus, centers, cells, elements, groups, offices, and teams as they pertain to planning and operations. External points of coordination include other governmental agencies, NGOs, and subordinate RMTs.

Regional Operations Center and Maritime Operations Center

Ministry is coordinated between the regional operations center (ROC) and maritime operations center (MOC). The ROC and MOC chaplains carry out a robust, continuous, detailed dialogue regarding coordination. The existence of MOUs delineating responsibility for routine emergency response through cooperative religious ministry, as well as SOPs for transition in the event of a major emergency, are essential to effective coordination and advisement of commanders. The ROC chaplain focuses on reporting concerning ministry to families and personnel ashore. The MOC chaplain focuses on ministry to shipboard personnel, and where U.S. Northern Command directs DoD assets in support of civil authorities (DSICA).

Immediate Crisis Response

In the event of a crisis, using methods and protocols identified by the forces and regions or the identified executive agent, individual chaplains and RPs report their status. Information is collected by all RMTs regarding the status of the personnel of their commands and the needs of the affected population. Senior chaplains use the reporting system to develop a meaningful picture of the situation for delivery to the commander. They update their existing periodic briefing regarding available competencies (facilitation/provision of religious services, care for the morale and welfare, and religious expertise) and present an assessment of the applicability of the various tasks to the current contingency. As subject matter experts, senior chaplains assist the commander in determining the focus of religious ministry in response to the contingency.

STRATEGIC LEVEL RESPONSIBILITIES

During steady state operations, CCDRs and ECH I, commanders may include chaplains in their support of theater campaign plans and maritime security plans by employing military-to-military activities and subject matter exchanges that target two strategic objectives: (1) strengthening existing alliances and partnerships while building new partnerships, and (2) assisting in efforts promoting and enhancing regional security. Chaplains produce the appropriate operations order annexes. Senior chaplains on combatant commander staffs ensure that religious advisement and liaison activities are linked with theater strategic objectives and define appropriate supporting lines of activity together with accompanying measurable goals. Additionally, these chaplains may attain a unity of effort by providing strategic level guidance for accomplishing specific theater lines of activity to the service components and assigned JTF religious ministry teams. Strategic religious advisement and liaison

peacetime activities typically emphasize human rights, development of chaplaincies, quality of life issues, religious multi-faith dialogue, advice on religious extremism through knowledge exchanges and training, and by assisting with understanding the security environment and reducing the conditions that lead to war. Engagements with religious leaders may take place at the senior supervisory chaplain level, subject to considerations of noncombatant status, experience and training, and appropriate use.

Professional Naval Chaplaincy Advanced Supervision

Coaching Tool

Coaching Tool for Advanced PNC Supervision

Instructions: This coaching tool is designed to evaluate very specific behavioral indicators associated with Professional Naval Chaplaincy at the Advanced Level. The tool employs a Likert scale with nine values from merely meeting the standard up to exceeding the standard at the next grade level. This tool will be applied by the senior supervisory chaplain to advanced level subordinates and will then be shared for the purposes of coaching and improved performance. (Print the coaching sheets and place an X in the column that best exemplifies how well the officer is achieving the standard as indicated by their behavior).

1. Communication									
<i>Shares information with and receives information from constituencies using oral, written, and interpersonal communication skills</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at <u>Next</u> Grade	Mostly meets Standard at <u>Next</u> Grade	Fully meets Standard at <u>Next</u> Grade	Exceeds Standard at <u>Next</u> Grade
Behavioral Indicators: Advanced	1	2	3	4	5	6	7	8	9
Models interpersonal communication that invites participation and future dialogue and modifies style to suit interpersonal situation									
Leverages working relationships with colleagues, behavioral health partners, and persons receiving chaplain care to build strong connections, cooperation, and collaboration									
Seeks and encourages feedback and uses it as a factor when considering personal and or organizational changes									
Actively seeks perspectives from others to ensure inclusiveness and understanding									
	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at <u>Next</u> Grade	Mostly meets Standard at <u>Next</u> Grade	Fully meets Standard at <u>Next</u> Grade	Exceeds Standard at <u>Next</u> Grade
Facilitates management of differences by addressing them openly and encouraging mutually beneficial resolutions									

Creates impactful written communication; improves others' writing through editing and feedback process									
Tailors and delivers high-level presentations to diverse audiences using a variety of communication delivery methods (e.g., written, electronic, oral, interpersonal)									
Skilled communicator of religious messages that dynamically impact the worshipping community									
Can communicate the significance of PNC to leaders at the strategic, operational, or tactical levels, effectively communicating the business case for PNC									
Builds, navigates, and connects networks, utilizing all communication vehicles									



2. Decision Making	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at <u>Next</u> Grade	Mostly meets Standard at <u>Next</u> Grade	Fully meets Standard at <u>Next</u> Grade	Exceeds Standard at <u>Next</u> Grade
<i>Makes sound decisions while demonstrating integrity</i>									
Behavioral Indicators: Advanced	1	2	3	4	5	6	7	8	9
Makes principle-based decisions with moral courage and personal integrity									
Helps others distinguish relevant from irrelevant information and resolves discrepancies									
Makes independent, critical decisions based on relevant information									
Applies solutions based on decisions in a timely manner									
	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at <u>Next</u> Grade	Mostly meets Standard at <u>Next</u> Grade	Fully meets Standard at <u>Next</u> Grade	Exceeds Standard at <u>Next</u> Grade
Demonstrates particular awareness of policy and institutional equities in decision-making									

Decisions are made and informed by a clear understanding the mission and function of the organization									
Models the use of sound judgment and integrity to make clear, transparent decisions regarding complex and/or sensitive issues or materials									
Has sufficient courage and organizational awareness to provide constructive feedback and advisement to inform and influence decision-making of organizational leaders									
Makes sound decisions based on operational acumen and an understanding of core organizational strategies									
Demonstrates awareness of professional, community, and personal equities in decision-making									
Understands the direct connection between PNC and the mission, effectively informing organizational leaders regarding the strategic role of PNC									
3. Leadership <i>Inspires others toward a common vision and fosters trust and ethics</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at <u>Next</u> Grade	Mostly meets Standard at <u>Next</u> Grade	Fully meets Standard at <u>Next</u> Grade	Exceeds Standard at <u>Next</u> Grade
Behavioral Indicators: Advanced	1	2	3	4	5	6	7	8	9
Exemplifies integrity and expects honest, ethical behavior from others									
	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at <u>Next</u> Grade	Mostly meets Standard at <u>Next</u> Grade	Fully meets Standard at <u>Next</u> Grade	Exceeds Standard at <u>Next</u> Grade
Enables others to accept responsibility for their own work and creates a culture of accountability									
Proactively shares BSO expertise with colleagues in a spirit of humility									

Can build, implement, and/or apply a strategic vision for PNC									
Champion of PNC vision who drives alignment of PNC strategy with the mission throughout the organization									
Possesses the aptitude to teach advanced PNC equities across all levels of career progression									
Recognizes and acknowledges efforts as well as achievements of others									
Consistently resilient and pursues goals with drive and energy, can withstand sustained resistance in leading change									
Inspires others by consistent demonstration of piety and spiritual fitness									
Coaches and develops others									
Inspires others to act and fosters a climate of trustworthiness and motivation									
Builds strategic, operational, or tactical alliances with organizational leaders									
Exemplifies proper balance of personal, CHC, RO, and family responsibilities									
Actively participates in leading worship activities									
Stands chaplain duty regardless of rank or position									
4. Principles of Community <i>Demonstrates respect, equitable behavior, and empathy for a diverse Navy and CHC community</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at <u>Next</u> Grade	Mostly meets Standard at <u>Next</u> Grade	Fully meets Standard at <u>Next</u> Grade	Exceeds Standard at <u>Next</u> Grade
Behavioral Indicators: Advanced	1	2	3	4	5	6	7	8	9
Understands the point of view and emotions of others, in the context of their various backgrounds, holding									

as sacred the beliefs held sacred by others									
Understands and balances community and competing equities to enhance CHC reputation to organizational leaders									
Maintains situational self-awareness, engages in self-management when personal biases are activated or present									
Works to understand the perspectives of others and encourages them to provide their perspectives									
Models and promotes mutual respect, fairness, and equity to foster a sense of belonging									
Models an institutional understanding of religious ministry that helps chaplains embrace the necessity of PNC principles in a pluralistic setting									
Advocates for PNC Principles of Community in all interactions									
Negotiates and facilitates through religious differences, RO conflicts, and tension or misunderstanding between chaplains of various ROs									
Designs and advocates for inclusive practices in all settings									
Actively participates in and supports community life									
5. Problem Solving									
<i>Identifies problems and seeks best solutions</i>									
Behavioral Indicators: Advanced	1	2	3	4	5	6	7	8	9
Models creative and innovative thinking to find best solutions									
Demonstrates understanding and management of complex group dynamics									

Anticipates challenges and problems and responds in a timely manner									
Acknowledges and addresses challenges, obstacles, and possible unfavorable impacts									
Mobilizes others during various phases of the problem solving process									
Communicates in a variety of media, information regarding issues and problems									
Exercises independent judgment in gathering and organizing data related to problems									
Analyzes and synthesizes highly sensitive and complex data to generate potential solutions									
Possesses superlative analytic knowledge to develop and conduct PNC assessments									
Can effectively use both qualitative and quantitative data to interpret situations and change in the organization									
Maintains a high regard for innovation, can develop programs, solutions, and interventions without a roadmap									

6. Quality Improvement <i>Strives for high quality performance and takes initiative to make improvements and deliver results</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at Next Grade	Mostly meets Standard at Next Grade	Fully meets Standard at Next Grade	Exceeds Standard at Next Grade
	1	2	3	4	5	6	7	8	9
Behavioral Indicators: Advanced									
Takes initiative and evaluates trends to improve efficiency and effectiveness resulting in high quality performance in self and in the institution									
Ensures the delivery of high quality results									
Uses benchmarking and reviews best practices to set and meet quality improvement targets									
Manages timeframes and deadlines									

Creates metrics and assessments to inform and predict readiness standards									
Displays resiliency and takes proactive measures to make improvements									
Can calculate and quantify PNC contribution and outcomes to the organization									
Can develop PNC metrics for both impact and accountability purposes to improve quality of delivery of religious ministry									

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7. Service Focus <i>Values and delivers high quality, innovative service to all</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at <u>Next</u> Grade	Mostly meets Standard at <u>Next</u> Grade	Fully meets Standard at <u>Next</u> Grade	Exceeds Standard at <u>Next</u> Grade
Behavioral Indicators: Advanced = 1	1	2	3	4	5	6	7	8	9
Evaluates Member satisfaction and uses the data to improve service delivery									
Identifies and assesses needs of persons receiving chaplain care									
	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at <u>Next</u> Grade	Mostly meets Standard at <u>Next</u> Grade	Fully meets Standard at <u>Next</u> Grade	Exceeds Standard at <u>Next</u> Grade
Models innovative ways to respond to needs of persons receiving chaplain care									
Uses best practices to develop solutions and respond to needs of persons receiving chaplain care									
Anticipates and programs for future organizational and personnel needs									
Identifies and assesses CHC organizational needs									

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8. Stewardship and Managing Resources	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at	Fully Meets Standard at	Somewhat meets Standard at <u>Next</u> Grade	Mostly meets Standard at <u>Next</u> Grade	Fully meets Standard at <u>Next</u> Grade	Exceeds Standard at <u>Next</u> Grade

				Current Grade	Current Grade				
<i>Values and delivers high quality, innovative service to all</i>									
Behavioral Indicators: Advanced	1	2	3	4	5	6	7	8	9
Models accountability in managing USN/USMC/USCG resources in an open, effective manner									
Models the use of discretion and sound judgment									
Establishes and promotes USN/USMC/USCG/CHC policies and procedures									
Displays stewardship when allocating and managing resources									
Raises awareness in others about managing risks									
Models and promotes behavioral safety in accordance with USN safety guidelines									
Oversees budgets									
9. Strategic Planning									
<i>Uses a holistic approach to align priorities with overarching goals, and measures outcomes of planning efforts</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at <u>Next</u> Grade	Mostly meets Standard at <u>Next</u> Grade	Fully meets Standard at <u>Next</u> Grade	Exceeds Standard at <u>Next</u> Grade
Behavioral Indicators: Advanced	1	2	3	4	5	6	7	8	9
Champions institution and Corps visions									
Understands the synthesis of CNO strategic plan with DON Strategic Plan for RM									
Encourages others to appreciate connections within complex issues									
Establishes priorities and ensures their alignment with goals									
Seeks input from a variety of constituencies and uses the feedback to redirect efforts as needed									
Seeks, evaluates, and implements alternative solutions									

Establishes methodology for measuring outcomes; communicates results									
Manages change									
Oversees project management and implements strategies									
10. Teamwork <i>Encourages cooperation, collaboration, and partnerships</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at <u>Next</u> Grade	Mostly meets Standard at <u>Next</u> Grade	Fully meets Standard at <u>Next</u> Grade	Exceeds Standard at <u>Next</u> Grade
Behavioral Indicators: Advanced	1	2	3	4	5	6	7	8	9
Fosters cooperation and collaboration in others through trust-building and relationships									
Fosters partnerships towards a shared vision									
Models coordination across BSO and command lines and with higher headquarters									
	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at <u>Next</u> Grade	Mostly meets Standard at <u>Next</u> Grade	Fully meets Standard at <u>Next</u> Grade	Exceeds Standard at <u>Next</u> Grade
Builds effective teams across CHC levels, inside and outside own BSO									
Creates a culture of accountability									
Encourages and enables flexibility									
Entrusts others with delegated work and values the contributions of diverse groups									
Facilitates and models teamwork across the CHC									
11. Managing People <i>Coaches, evaluates and develops people; aligns performance with CHC/USN goals</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at <u>Next</u> Grade	Mostly meets Standard at <u>Next</u> Grade	Fully meets Standard at <u>Next</u> Grade	Exceeds Standard at <u>Next</u> Grade
Behavioral Indicators: Advanced	1	2	3	4	5	6	7	8	9
Consistently practices talent management to develop and leverage diverse gifts of others									

Champions employee development for career growth and mobility									
Coaches and mentors to maximize achievement of performance expectations									
Models objective behavioral feedback									
Practices mutual accountability in professional and personal relationships									
Holds personnel accountable to maintain uniform, physical, and health standards									
Anticipates personnel tensions and initiates measures to ameliorate conflict									
Provides ongoing PNC coaching to help individuals mature toward PNC standards and consistently corrects errors in practice or behavior									
	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at <u>Next</u> Grade	Mostly meets Standard at <u>Next</u> Grade	Fully meets Standard at <u>Next</u> Grade	Exceeds Standard at <u>Next</u> Grade
Delegates assigned tasks in alignment with operational goals									
Facilitates the recruitment, selection and retention of employees									
Engages regularly with subordinate commanders to provide PME regarding chaplain/RP roles and responsibilities									
12. Administration									
<i>Manages, organizes, oversees, and develops administrative products and processes that align with CHC/USN goals and practices</i>	Does not meet Standard	Minimally meets Standard at Current Grade	Somewhat meets Standard at Current Grade	Mostly meets Standard at Current Grade	Fully Meets Standard at Current Grade	Somewhat meets Standard at <u>Next</u> Grade	Mostly meets Standard at <u>Next</u> Grade	Fully meets Standard at <u>Next</u> Grade	Exceeds Standard at <u>Next</u> Grade
Behavioral Indicators: Advanced	1	2	3	4	5	6	7	8	9
Focused attention to a task until all elements of the staff process are complete									
Able to lead new program development through identified DON processes									

Expertise in the use of tasker systems to process staff work in a timely manner across multiple stakeholders									
Actively seeks to create the best possible written products to advance the career of others									
Expertise in the use of staff processes to submit changes to manpower documents with awareness of community and BSO equities									

Professional Naval Chaplaincy Advanced Supervision

PQS

Personnel Qualifications Standards for PNC Advanced Supervision

PNC O-6 COMPETENCIES FOR SUPERVISION

Instructions: The Personnel Qualifications Standards (PQS) in this section of the manual represent the professional competencies expected of every chaplain at the Senior Supervisory Chaplain level. Based on the references listed below, Senior Supervisory Chaplains should be proficient in meeting each of the standards upon reporting to their command after NCSC PNC Senior Leader Course completion.

References:

- a. SECNAVINST 1730.7E (series), Religious Ministry Within the Department of the Navy (DON)
- b. SECNAVINST 1730.10 (series), Chaplain Advisement and Liaison
- c. OPNAVINST 1730.1E (series), Religious Ministry in the Navy
- d. COMUSFLTFORCOM/COMPACFLTINST 1730.1E (series), Standards and Protocols for Leadership, Supervision, and Mentoring of Members of Religious Ministry Teams
- e. MCO 1730.6

1. Advises commanders on the standards for Professional Naval Chaplaincy (PNC) and the delivery of Religious Ministry (RM) regarding the requirements for manpower and manning.

_____ (Signature and Date)

2. Advises commanders on the standards for PNC and the delivery of RM regarding the requirements for equipping and training Religious Ministry Team (RMT) personnel.

_____ (Signature and Date)

3. Advises commanders on the standards for PNC and the delivery of RM regarding required reports on the Command Religious Program (CRP) and the performance of RMT personnel.

_____ (Signature and Date)

4. Advises commanders on the standards for PNC and the delivery of RM regarding the requirements for mentoring, certification and inspection of RMT personnel.

_____ (Signature and Date)

5. Assists subordinate RMTs in meeting RM requirements and standards through supervision, coaching, assist visits, inspections, and other appropriate means to ensure efficiency and effectiveness.

_____ (Signature and Date)

6. Plans and coordinates with other senior supervisory chaplains for the delivery of RM, RMT duty, and periodic area-wide RMT training.

_____ (Signature and Date)

7. Has a plan developed to meet the identified RM requirements of all subordinate commands and units, including those without permanently assigned RMTs.

_____ (Signature and Date)

8. Has documented the plan to meet RM requirements of all subordinated commands and units, including those without permanently assigned RMTs and regularly informs commanders regarding execution of the CRP, to include assessment of the RMTs responsible for their CRPs.

_____ (Signature and Date)

9. Receives reports from RMTs of subordinate units as required to supervise the delivery of RM.

_____ (Signature and Date)

10. Submits required reports to higher echelon chaplains.

_____ (Signature and Date)

11. Monitors the execution of contracts in support of CRP (as applicable).

_____ (Signature and Date)

12. Mentors chaplains to grow in decision-making and RM development.

_____ (Signature and Date)

13. Provides professional development guidance to subordinate command RMTs to promote compliance with PNC standards and expectations.

_____ (Signature and Date)

14. Maintains a situational awareness on the locations of subordinate command RMTs to meet the needs of commands without a dedicated religious support.

_____ (Signature and Date)

15. Plans and executes coordinated religious ministry operations across the area of responsibility in battles, engagements, and activities at the tactical level of war. Demonstrates they know how to request and move RMTs across command and service lines.

_____ (Signature and Date)

16. Attains a working knowledge of the Planning, Programming, Budgeting and Execution system (e.g., “the POM process”) and the procedures for submitting billet or Table of Organization change requests to understand BSO manpower requirements.

_____ (Signature and Date)

17. Comprehends key concepts of Total Force integration, to include: coordination and employment of Reserve support and training for assigned Reserve Component RMTs.

_____ (Signature and Date)

18. Applies a comprehension the officer/enlisted manning procedures and processes necessary to manage RMT personnel and billets. Fully invests in developing the leadership potential of supervised officers/enlisted personnel.

_____ (Signature and Date)

19. Demonstrates familiarity with the processes for policy development in order to align orders and directives with higher, adjacent, and subordinate commands.

_____ (Signature and Date)

20. Applies professional writing skills (e.g., policy papers, briefs, etc.) for effective communication.

_____ (Signature and Date)

21. Comprehends all policy and doctrine relevant to religious ministry in the Sea Services.

_____ (Signature and Date)

22. Advises Commanders on the effective and efficient delivery of religious ministry, or across command lines.

_____ (Signature and Date)

23. Comprehends the organizational structure, roles and processes of the command and the service to which it belongs. Applies this understanding to conduct professional staff actions within and without the command.

_____ (Signature and Date)

24. Comprehends the Service and claimant expectations for religious ministry to reinforce mission accomplishment. Includes programs intended to foster high morale and unit cohesion.

_____ (Signature and Date)

25. Advises commanders and other leaders on the ethics of religious ministry.

_____ (Signature and Date)

26. Supervises and executes completion of RMT-specific portions of command training and certification requirements. Advises Commanders and other stakeholders on RMT training and certification standards.

_____ (Signature and Date)

27. From the perspective of a Service, comprehends joint warfighting at the operational and tactical levels of war and articulates how RM is delivered in those contexts. Typically achieved through JPME I.

_____ (Signature and Date)

28. Personally models the highest levels of pastoral, moral, and ethical character to promote and improve community and leadership across the command.

_____ (Signature and Date)

Section Completion Verified by: _____ (Signature and Date)

SENIOR SUPERVISORY CHAPLAIN COMPETENCIES IN THE GRADE OF CAPTAIN

The following competencies apply to senior supervisory chaplains serving in the grade of Captain. These professional skills should serve as the standard for chaplains who are preparing to serve at the Advanced Level of Supervision in PNC.

1. Supervises and mentors subordinate command chaplains to optimize the delivery of religious ministry (RM) across the BSO.

_____ (Signature and Date)

2. Maintains healthy relationships characterized by mutual respect and trust with subordinate command chaplains and RPs. This is especially important when supervising senior chaplains, and may be assessed through 360-degree evaluation process.

_____ (Signature and Date)

3. Guides chaplains of subordinate units without impinging on their primary role of overseeing religious ministry to the command to which they are assigned.

_____ (Signature and Date)

4. Guides planning and execution of RM at subordinate levels to ensure professional competency at flag level commands.

_____ (Signature and Date)

5. Develops, delivers, and oversees RMT training, certification, and development, to include community requirements that support the Chaplain Corps/RP rating, and Service or command requirements that support the mission.

_____ (Signature and Date)

6. Develops, validates, and integrates RM requirements into command training and certification cycles and programs. Advises commanders and other stakeholders on RMT training and certification standards.

_____ (Signature and Date)

7. Personally models the highest levels pastoral, moral, and ethical authority to promote and improve RM across the command, BSO, and Chaplain Corps.

_____ (Signature and Date)

8. Identifies Chaplains and RPs with the potential for future CHC and BSO leadership in order to further PNC and better serve the institution.

_____ (Signature and Date)

9. Demonstrates investment in enlisted leadership, understanding that CHC success relies on the RMT teamwork. Models this behavior for subordinate units and fully utilize enlisted leadership.

_____ (Signature and Date)

10. Advises the Chief of Chaplains/Deputy Chief of Chaplains with regard to religious ministry under their supervision. This includes, but is not limited to: operational requirements for RMTs within their respective BSO; RMT detailing; and application of the Chief of Chaplain's planning guidance to ministry plans and programs.

_____ (Signature and Date)

11. Comprehends and operates within established doctrine, operations, and procedures to advise senior leadership and optimize RM support and integration in an operational environment.

_____ (Signature and Date)

12. Comprehends the sources of the command's operational requirements from doctrine, policy, and theater and Service-specific planning guidance. Analyzes these requirements to integrate RM into operations and to develop training requirements and programs that prepare RMTs to support assigned mission sets.

_____ (Signature and Date)

13. Applies the appropriate Operational Planning Process to plan large-scale religious ministry operations that support unity of effort in a distributed campaign environment, typically at the operational level of war.

_____ (Signature and Date)

14. Guides planning and coordination to meet religious requirements. Articulate and communicate RM and PNC requirements throughout the entire theater afloat and ashore.

_____ (Signature and Date)

15. Plans and synchronizes coordinated large-scale religious ministry operations to achieve unity of effort in a distributed campaign environment, typically at the operational level of war. Demonstrates they articulate and communicate RM and PNC requirements in the entire theater informing their commanders planning process.

_____ (Signature and Date)

16. Integrates RM plans and procedures into joint/combined plans and orders (e.g., operation orders (OPORD), fragmentary order (FRAGORD), and concept plans (CONPLAN)) to facilitate centralized planning and decentralized execution of ministry in an operational environment.

_____ (Signature and Date)

17. Aligns RM plans with higher and adjacent commands in combined or joint warfighting environments. Guides downward planning of RM, to include synchronization/deconfliction of subordinate and adjacent command religious support plans and monitoring overall execution.

_____ (Signature and Date)

18. Coordinates RM with joint and combined partners.

_____ (Signature and Date)

19. Comprehends the general politico-military factors that impact coalition partner nations, provides relevant religious advisement on coalition religious matters to senior Commanders and other leaders, and competently engages foreign religious leaders (civilian and military) in conjunction with U.S. security cooperation/security force assistance goals.

_____ (Signature and Date)

20. Understands command and control constructs, including use of classified information systems to advise and effectively integrate RM in operational settings.

_____ (Signature and Date)

21. Develops joint and Service operational expertise and warfighting skills via comprehension of the instruments of national power, the strategic security environment, and the effects those instruments have on strategy formation, implementation, and campaigning. Typically achieved through completion of JPME II.

_____ (Signature and Date)

22. Develops and implements reporting regimes to encourage visibility, accountability and effectiveness in meeting the commander's priorities for RM.

_____ (Signature and Date)

23. Applies knowledge of technical staff tasks (i.e. acquisitions, contracting, etc.) to provide professional advice to senior leadership and subordinate chaplains.

_____ (Signature and Date)

24. Applies manpower management (requirements, resources, distribution and acquisition) to advocate for chaplain/RP billet and structural change requests and to optimize RMT manning within the BSO.

_____ (Signature and Date)

25. Represents BSO requirements for chaplain and RP assignments with Placement Officers, Detailers, and Chaplain Corps leadership.

_____ (Signature and Date)

26. Oversees and manages the employment of Reserve RMT personnel to meet operational requirements within a BSO.

_____ (Signature and Date)

27. Cultivates trusting relationships with principal staff members to fully integrate RM into the operations and functions of the command.

_____ (Signature and Date)

28. Collaborates with other supporting agencies at the Echelon II level, including Fleet and Family Service Center, Marine and Family Programs, medical, and destructive behavior program managers to provide the full spectrum of support to service personnel and their families within a BSO.

_____ (Signature and Date)

29. Cultivates relationships with Flag/General Officers at subordinate commands in order to facilitate RM within the BSO.

_____ (Signature and Date)

30. Drafts RM program and resourcing priorities that align with the Commander's guidance, advises leaders, and guides execution of RM plans, programs, and initiatives by subordinate RMTs to address priority religious needs.

_____ (Signature and Date)

31. Helps subordinate commanders understand the necessary and beneficial PNC "take" on their RMTs time and output.

_____ (Signature and Date)

Section Completion Verified by: _____ (Signature and Date)

Appendix A

Professional Naval Chaplaincy Policy Index

DOD	1215.06	UNIFORM RESERVE, TRAINING, AND RETIREMENT CATEGORIES	
DOD	1300.17	ACCOMODATION OF RELIGIOUS PRACTICES WITHIN THE MILITARY SERVICES	01/22/2014
DOD	1304.19	APPOINTMENT OF CHAPLAINS FOR THE MILITARY DEPARTMENTS	04/23/2007
DOD	1304.28	GUIDANCE FOR APPOINTMENT OF CHAPLAINS FOR MILITARY DEPARTMENTS	03/20/2014
DOD	5120.08	ARMED FORCES CHAPLAINS BOARD	08/20/2007
SECNAV	1730.7E	RELIGIOUS MINISTRY SUPPORT IN THE DEPARTMENT OF THE NAVY	03/11/2019
SECNAV	1730.10A	CHAPLAIN ADVISEMENT AND LIAISON	01/23/2009
SECNAV	1730.8B CH-1	ACCOMMODATION OF RELIGIOUS PRACTICES	10/02/2008
SECNAV	1730.9A	CONFIDENTIAL COMMUNICATIONS TO CHAPLAINS	02/07/2008
SECNAV	1920.6C	ADMINISTRATIVE SEPARATION OF OFFICERS	10/20/2011
SECNAV	5351.1 CH-1	PROFESSIONAL NAVAL CHAPLAINCY	07/02/2015
SECNAV	7010.6B	RELIGIOUS OFFERING FUND	03/22/2018
OPNAV	1001.20C	STANDARDIZED POLICY AND PROCEDURES FOR THE ACTIVE DUTY FOR SPECIAL WORK PROGRAM	
OPNAV	<u>1120.9A</u>	<u>APPOINTMENT OF OFFICERS IN THE CHAPLAIN CORPS OF THE NAVY</u>	12/7/2017
OPNAV	<u>5380.1D</u>	ACCEPTANCE AND USE OF VOLUNTARY SERVICES IN THE NAVY	08/11/2016
OPNAV	<u>1738.1A</u>	CHAPLAINS RELIGIOUS ENRICHMENT DEVELOPMENT OPERATION	05/11/2015

OPNAV	<u>1720.4A</u>	SUICIDE PREVENTION PROGRAM	08/04/2009
OPNAV	<u>1730.1E</u>	RELIGIOUS MINISTRY IN THE NAVY	04/25/2012
MILPERSMAN	<u>1300-500</u>	REASSIGNMENTS FOR HUMANITARIAN REASONS	08/23/2006
MILPERSMAN	<u>1331-040</u>	NAVY CHAPLAIN CORPS (CHC) OFFICER CAREER STATUS	05/17/2014
MILPERSMAN	<u>1900-020</u>	CONVENIENCE OF THE GOVERNMENT SEPARATION BASED ON CONSCIENTIOUS OBJECTION (ENLISTED AND OFFICER)	08/22/2002
MILPERSMAN	<u>1910-100</u>	REASONS FOR SEPARATION	09/20/2011
MILPERSMAN	<u>1910-110</u>	SEPARATION BY REASON OF CONVIENCE OF THE GOVERNMENT-HARDSHIP	05/31/2005
MILPERSMAN	<u>1920-250</u>	ADMINISTRATIVE SEPARATION OF THE NAVY CHAPLAIN CORPS OFFICERS UPON LOSS OF PROFESSIONAL QUALIFICATIONS	11/26/2007
MILPERSMAN	<u>6320-010</u>	IMMUNIZATION WAIVERS	06/30/2012
MCO	1000.12	NAVAL RESERVE PROGRAM NINE PERSONNEL SUPPORT TO THE U.S. MARINE CORPS	
MCO	<u>1730.6F</u>	RELIGIOUS MINISTRY IN THE MARINE CORPS	07/10/2017
MCO	<u>5351.1.1</u>	COMBAT AND OPERATIONAL STRESS CONTROL PROGRAM	02/22/2013
BUPERS	1001.39F	ADMINISTRATIVE PROCEDURES FOR NAVY RESERVISTS	
BUPERS	1610.10	NAVY PERFORMANCE EVALUATION SYSTEM	02/25/2016
BUPERS	1730.11	STANDARDS AND PROCEDURES GOVERNING THE ACCOMMODATION OF RELIGIOUS PRACTICES	11/13/2018
CNRF	1001.5F	ADMINISTRATIVE PROCEDURES FOR DRILLING RESERVE AND PARTICIPATING MEMBERS OF THE INDIVIDUAL READY RESERVE	

CNRF	5420.14	NAVY OPERATIONAL SUPPORT OFFICER DUTY	
CHC	<u>1110.1H</u>	CHAPLAIN APPOINTMENT AND RETENTION ELIGIBILITY ADVISORY GROUP	05/08/2007
CHC	<u>1412.1</u>	CHAPLAIN CORPS COMMAND QUALIFICATION PROGRAM	12/04/2012
CHC	<u>1521.1A</u>	CHAPLAIN CORPS ADVANCED EDUCATION PROGRAMS	01/04/2016
CHC	<u>1650.1</u>	JOHN H. CRAVEN SERVANT LEADERSHIP AWARD	07/13/2012
CHC	<u>1730.3</u>	MANAGEMENT OF ALCOHOL IN COMMAND RELIGIOUS PROGRAMS	11/19/2014
CHC	<u>1730.4</u>	PROFESSIONAL NAVAL CHAPLAINCY EXECUTIVE BOARD CHARTER	08/15/2018
CHC	<u>5351.2</u>	PROFESSIONAL NAVAL CHAPLAINCY LEADER DEVELOPMENT	08/02/2019
CHC	<u>5380.1</u>	CIVILIAN VOLUNTEER WORSHIP PROVIDERS	04/24/2017
CHC	TBD	PROHIBITION ON RELIGIOUS MINISTRY TEAM MEMBERS SERVING AS UNIT VICTIM ADVOCATES	12/12/2016
NWP	1-05	RELIGIOUS MINISTRY IN THE FLEET	09/2012
NTTP	1-05.1M	RELIGIOUS LAY LEADER	05/2016
NTTP	1-05.1.2	COOPERATIVE RELIGIOUS MINISTRY	09/2011
COMDTINST	1730.4C	RELIGIOUS MINISTRY SUPPORT IN THE COAST GUARD	03/09/2012
COMUSFLTFORC OM/COMPACFLT INST	1730.1E	RELIGIOUS MINISTRY IN US FLEET FORCES AND US PACIFIC FLEET COMMANDS	11/03/2019
COMFLTFORCOM/ COMPACFLTINST	1730.4D	SURFACE FORCES PROFESSIONAL NAVAL CHAPLAINCY TRAINING	02/07/2017
CNICINST	5351.1	PROFESSIONAL STANDARDS FOR RELIGIOUS MINISTRY	03/27/2017
BUMEDINST	1730.1	MEDICAL TREATMENT FACILITY PLAN FOR RELIGIOUS MINISTRIES AND PASTORAL CARE SERVICES	05/30/2007

Appendix B

Professional Behaviors vs. Destructive Behaviors

	Professional Behaviors	PNC Roles	Destructive Behaviors
1	Working in a pluralistic environment	Steward	Playing one side of the collar off against the other
2	Collaborating with peers		Badmouthing what a peer is doing
3	Encouraging collaboration among subordinates	Supervisor	Using position to advantage sycophants
4	Encouraging cooperation among subordinates		Using position to punish the disfavored
5	Meeting standards	Mentor	Thinking yourself above policy and the law
6	Articulating the standards		Acting as if one's word is law
7	Holding subordinates accountable	Example	Lording it over subordinates
8	Holding each other accountable		Gossiping
9	Working in a transparent manner	Leader	Hoarding information
10	Participating in dialogue		Suppressing change
11	Expecting mutual respect	Colleague	Being ruled by resentment
12	Protecting the vulnerable		Taking revenge
13	Identifying potential	Manager	Creating a personal empire
14	Correcting those in error		Ridiculing subordinates
15	Redirecting those not suited for ministry in PNC	Custodian	Minimalism
16	Encouraging individuals		Catering to your own feelings exclusively
17	Encouraging the team	Coach	Holding grudges
18	Protecting confidentiality		Revealing what is expedient
19	Protecting non-combatant status	Professional	Participating in targeting and IO
20	Participating in community life		Ridiculing peers
21	Standing RMT Duty	Advisor	Hiding from additional responsibilities
22	Developing in PNC expertise		Pursuing advancement at all costs
23	Developing in denominational expertise	Minister	Pursuing perks
24	Conducting SECNAVINST 5351.1 counseling		Ignoring guidance from higher
25	Writing accurate fitness reports and evaluations	Captain	Padding the fitrep narrative above all else
26	Giving realistic advice on career		Perpetuating the myth that all will make rank
27	Developing BSO expertise	Peer	Helping friends get jobs, qualified or not
28	Advising and collaborating with the detailer		Lobbying for your follow-on assignment incessantly
29	Aligning with the commander's priorities	Subordinate	Thinking only of pleasing your commander
30	Aligning your efforts with the Chief's priorities		Thinking only of pleasing the Chief
31	Maturing PNC	Follower	Leveraging your position for personal gain
32	Relating to RPs as program managers		Treating RPs as personal servitors
33	Letting the Corps know your career plans	Teammate	Springing your retirement plans on the Corps
34	Doing your best to meet the needs of the Navy		Refusing to execute orders to where needed
35	Graciously receiving coaching and advice	Counselor	Feeling entitled
36	Cooperating with peers		Plotting advancement at others' expense
37	Rewarding merit	Administrator	Rewarding cronies

Appendix C

Professional Naval Chaplaincy Approaches and Outlooks

Approaches and Outlooks		
	PNC	Anti-PNC
1	Professionalism	Careerism
2	Cooperation	Competition
3	Focus on the Team	Focus on the Self
4	The product religious ministry (RM)	One's own standing
5	Service is an end in itself	Service is a means to an end (promotion, good duty stations)
6	We lead, supervise, coach, and mentor subordinates for the future health of the CHC	We control, suppress, or ignore subordinates for the sake of convenience, protection, and influence
7	We network to facilitate service	We network to expand our influence
8	We share best practices to improve RM	We hoard good ideas to preserve our edge and claim credit
9	We organize communities of interest to develop RM competencies for the Navy	We collect allies and sycophants for the enhancement of personal power
10	We develop our skills and expertise and seek assignments in order to best serve where assigned	We check boxes in order to position ourselves to be selected to the next rank
11	We assign personnel in order to develop their expertise, so they can better serve the organization	We assign personnel to fill billets with bodies, take care of friends and others
12	We seek out opportunities to minister, overcoming institutional boundaries	We leverage institutional boundaries to minimize our work load

Appendix D

DON Strategic Plan for Religious Ministry, Version 1.1

Goal 1: Operationalize Religious Ministry

1.1 Develop the Operational Mindset: Focus on skills & toughness required to transition seamlessly to a war-footing. Assume an agile posture, ready for rapid deployment & support of combat operations. Be prepared to operate independently, & in conjunction with other RMTs, or in joint/combined/coalition environments, for extended periods of ministry in expeditionary & afloat environments.

1.2 Improve Agility of RM Delivery: Organize for ministry “at and from the sea.” Make necessary adjustments to RM delivery models, working with BSOs and Resource Sponsors to position RMTs. Establish authorities for RM support of operations in all phases.

1.3 Operationalize Training and Education: Throughout the enterprise, teach and train to the unique ministry activities from sea and shore, and within each phase of war, to include the transition between phases.

1.4 Delineate Scope and Levels of Responsibility: Emphasize operational control, administrative control, and tactical control relationships and responsibilities in various echelons and command and control structures.

Goal 2: Sharpen Core Capabilities

2.1 Demonstrate Consistent Support of Divine Services: Seek personal opportunities to support divine services in a chapel on a regular basis. Draw on religious lessons that can be applied to combat. Chaplains lead in worship by the manner and forms of their religious organization, and look for opportunities to encourage subordinates in that environment.

2.2 Deliver Tailored and Relevant Religious Ministry: Equip and encourage RMTs to be explicit and specific in addressing the circumstances and contexts of their people when providing worship or rendering individual advice.

2.3 Explore the Administrative and Management Functions of RMTs as a Core Capability: Evaluate current capabilities and study how best to capture and standardize processes.

2.4 Identify and Disseminate Ministry Best Practices: Assess the need & options for organized collection, storage, and dissemination of best practices to sharpen delivery of religious ministry. Collect and analyze templates for CRPs ashore and at sea. Create robust, standardized inspection regimes.

2.5 Deepen Professional Understanding and Application of Command Advisement: Articulate the parameters, and develop training, regarding the role of chaplains as advisors to their commanders, particularly at higher echelons.

2.6 Improve the Process for Identifying Religious Requirements: Assess the process, and develop a representative, comprehensive, consistent, standardized religious needs assessment.

Goal 3: Develop Chaplain Corps Leaders with Intentionality

3.1 Assess PNC Structures and Processes: Assess the processes, procedures, and administrative structures of PNC to determine how well they align to each other, to the strategic plan, and to the Navy’s Leader Development Strategy. Structures include: The Chief of Chaplains staff, PNC Executive Board, Senior Leader Symposium, and RP Enlisted Leaders Mess. Processes include: detailing, community management, recruiting, accessions, continuation, promotion plans, milestones, and program authorizations.

3.2 Expand the Circle of Leadership: Expand, organize, and develop the Chaplain Corps leadership team through working groups, councils, Communities of Interest, advisory groups, Professional Development Training Workshops, Professional Development Training Courses, Chaplain Corps anniversary observances, and other mechanisms. Emphasize further development of lieutenant commanders, commanders, first class petty officers and chiefs to enhance their participation in community leadership by offering opportunities to contribute at their present ranks.

3.3 Enhance Skill Development: Further identify and develop necessary technical skills across the Chaplain Corps and RP rating. Identify opportunities for staff skills development. Encourage personal initiative in skills development.

3.4 Increase Continuity in Leader On-the-Job Training: Identify and train to the added responsibilities of rank and the unique requirements of ministry in particular BSOs.

3.5 Utilize Data Analytics: Improve leaders’ understanding and use of metrics. Fully utilize the CRP - Analytics Tool to better understand and address the needs of Sea Service personnel through responsive CRPs. Contribute to the data analytics efforts of DON.

3.6 Strengthen the Individual and Collective Character of the Profession: Supervise, coach, and mentor chaplains and RPs in character development, collaboration, support across command lines, RMT duty and area training. Articulate in policy, doctrine, training, and practice the importance of character in ministry.

Goal 4: Champion the Spiritual Readiness of Sailors and Marines

4.1 Foster Spiritual Toughness and Resilience: Identify, preach, teach, and model the virtues that contribute to motivation, toughness, and resilience.

4.2 Improve the Language of Spiritual Toughness, Readiness, Fitness, and Resilience: Articulate the concept of spiritual fitness in the Services. Develop a lexicon for communicating spiritual fitness. Translate religious language to communicate the relevance of human factors.

4.3 Respond to Cultural Trends: Understand the changing culture out of which Service members come to better communicate how the CRP can serve not only religious members, but also those of no specific religious tradition.

4.4 Communicate the Importance of Religion and Faith in the Lives of Service Members: Use institutional knowledge and experience to advise leaders on the importance of religion and faith.

4.5 Develop Closer Relationships with Religious Organizations and Other Stakeholders: Improve integration of PNC with other services to reflect better the reality that faith and religious practice are not isolated from the rest of one’s life.

Appendix E (NOTE: This section will be updated once STRAT Plan 2.0 is signed)

Strategic Plan Individual Self-Assessment

LOE 1.1 Develop Operational Mindset

- a. Are you personally, professionally and spiritually/religiously ready to deploy tomorrow?
- b. Are those you supervise ready to deploy tomorrow?
- c. How do you know if your RMT is ready to deploy and what systems do you have in place to verify deployment readiness of your RMT?
- d. What are you doing with your RMT or RMTs within your supervision to be ready to deploy tomorrow in terms of family/support networks and the like?
- e. How can operational and shore ministries better posture themselves to support ministry that results from combat at and from the sea or a high op tempo situation?
- f. How do Senior Level RMTs ensure an operational mindset exists among RMTs in their supervision?
- g. What are the systems in place to foster joint/combined/coalition religious ministry efforts and what barriers or hurdles are present?
- h. Do personnel shortages, budget deficiencies or process problems impact ministry at your level?
- i. What steps can you take to mitigate those impacts?
- j. How do we leverage Reserve Component resources to appropriately build KSAEBs in the Reserve Component while supporting the Active Component?
- k. Do you know and understand how a reserve component chaplain/RP can support the active duty command? Do you have any experience with “How Can I Get a Reservist?” document from milBook and do you have any feedback? Have you ever worked to get such support and what did you learn?

LOE 1.2 Improve Agility of Religious Ministry Delivery

- a. Are there real or perceived impediments to RM agility?
- b. How do you communicate up and down the CHC supervisory chain?
- c. What budget or personnel shortfalls are adversely affecting the agility of your RMT and those you supervise?
- d. What are the proper procedures and processes for identifying budget and funding shortfalls and for filling those gaps when they are impacting your ministry efforts, or the efforts of those you supervise?
- e. How can your RMT ensure it has an “agile posture” and what do you think that looks like?
- f. How do you engage the budget process on behalf of your CRP?
- g. How do we raise the situational awareness of RMTs within your cognizance to enhance an agile posture?
- h. In terms of agility, what are one or two key considerations when supervising RMTs who are heading down range or manning a critical shore location?
- i. What does an agile posture look like at Echelons II, III and IV?
- j. What do Echelon II, III, and IV commanders/senior enlisted leaders need to know from Senior Supervisory chaplains and Senior Level RPs with respect to RMT agility?

LOE 1.3 Operationalize Training and Education

- a. What opportunities are available to improve the operational skill sets of chaplains and RPs? (What would you recommend?)
- b. How can the RP “A” school and RP Managers Course be improved?
- c. How can you operationalize training and education for RMTs under your cognizance?
- d. What kinds of noticeable deficiencies in newer chaplains/RPs have you observed or experienced personally that require proactive, positive supervision and active mentoring?
- e. How do you proactively and helpfully engage to address a noticeable deficiency in a newer chaplain/RP?
- f. How would you/did you provide feedback to the Schoolhouse when a newer chaplain/RP is noticeably deficient in the basics?
- g. How can the Basic Course (BLC) be modified to improve the preparedness of graduates to serve in your BSO?
- h. How can the Intermediate Leadership Course (ILC) be altered to contribute more effectively to the preparedness of O-4 chaplains for supervisory responsibilities?

- i. What can we do to train RMTs in place to improve or sharpen competence levels? What are your thoughts and ideas regarding operationalization of training and education?

LOE 1.4 Delineate Scope and Levels of Responsibility

- a. Do you have a clear understanding of your command's ADCON, OPCON, and TACON relationships?
- b. If operational (or when you served in an operational billet) how does/did your command's position in the training cycle impact ADCON, OPCON and TACON?
- c. What are potential administrative and operational issues that must be overcome to maintain good communication with your supervisory RMT?
- d. How can we ensure excellent two-way communication up and down the chaplain chain of supervision to verify/ensure Strategic Plan alignment, execution and engagement?
- e. What has been your experience with two-way communication with your CHC colleagues both within and across BSOs?

LOE 2.1 Demonstrate Consistent Support of Divine Services

- a. What is the value of seeking opportunities to support divine services in chapels on a regular basis? (Can you share a good sea story in that regard?)
- b. How can chaplains and RPs ensure that Provision remains a "TOP PRIORITY" in a dynamic and agile Chaplain Corps?
- c. How can chaplains and RPs ensure that Facilitation is also successful in a dynamic and agile Chaplain Corps?

LOE 2.2 Administrative and Management Functions

- a. How can we build competency in administrative, management and logistical matters?
- b. Is there value in seeing RMT administrative and management tasks as part of fifth core capability?

LOE 2.3 Identify and Disseminate Ministry Best Practices

- a. What resources do you use to learn about ministry best practices?
- b. What kind of ministry best practices have you found to be timely, relevant and helpful to the CRP and RMT efforts at your command?
- c. How can we more effectively capture best practices in administration and management?
- d. How should we disseminate best practices to all RMTs? Have you ever used the Navy's or the Marine Corps' lessons learned systems? Entered information? Reviewed posted information?

LOE 2.4 Command Advisement

- a. Can you share a successful example of properly executed command advisement and can you share a challenging example of Command Advisement, for the purposes of creating a learning environment for all chaplains and RPs present today?
- b. When attempting to advise a Commander, what are one or two potential barriers that appear to be placed between the chaplain and the commander?
- c. Have you ever had to overcome a bias or a predilection when engaging in command advisement?

LOE 2.5 Improve the Process for Identifying Religious Requirements

- a. What input would you like to offer the Religious Needs Assessment (RNA) Working Group?
- b. What are the perceived benefits to actively engaging your chaplains/RPs when developing, executing, collating and interpreting the results/outcome of an RNA?

LOE 3.1 Assess PNC Structures and Processes

- a. How would you reform the PNC structures and processes with which you regularly interact?
- b. What would you like to see emphasized in SLS in coming years?

LOE 3.2 Expand the Circle of Leadership

- a. What are you doing to delegate leadership among those you supervise?
- b. How can we better leverage the ways we conduct our professional gatherings to expand the circle of leadership?

LOE 3.3 *Skill Development*

- a. How can we more effectively develop technical skills in our chaplains and RPs?
- b. What are you doing to develop technical skills in those you supervise?
- c. What are you doing to develop your technical skills?

LOE 3.4 *Increase Continuity in Leader On-the-Job Training*

- a. How do you train those you supervise to both of the added responsibilities of rank and the unique challenges of your BSO?
- b. How can the CHC as a whole systematically contribute to the improvement of those efforts?

LOE 3.5 *Utilize Data Analytics*

- a. Do you have questions or concerns about CRP-AT?
- b. If you are using the CRP-AT in your BSO, how are you using the analytics capability in advisement?
- c. In what ways has the CRP-AT been helpful/useful to your command/commander?

LOE 3.6 *Strengthen the Individual and Collective Character of our Profession*

- a. What specific steps are you taking in your BSO to encourage collaboration and organizing of cooperative ministry?
- b. How are you codifying your efforts in policy and doctrine?
- c. Have you established a working relationship with a mentor? (And how is this best accomplished?)

LOE 4.1 *Foster Spiritual Toughness and Resilience*

- a. What aspects of your CRP intentionally target spiritual toughness and resilience?
- b. How can your CRP more fully support spiritual toughness in the crew and in their families?

LOE 4.2 *Improve the language of Spiritual Toughness, Readiness, Fitness, and Resilience*

- a. How do you discuss spiritual toughness with those who have no religious preference?
- b. How do you discuss spiritual toughness with those who do not espouse a religion?
- c. How do you discuss spiritual toughness with those who are militantly anti-religion?

LOE 4.3 *Respond to Cultural Trends*

- a. How do you keep track of social science and pastoral insights on the generations we serve?
- b. How do you keep up with emerging social and cultural trends?
- c. How do you translate eternal truths into the idiom(s) of those we serve?
- d. How are you and your subordinates analyzing the changing culture out of which Service members come to inform the design of CRPs?

LOE 4.4 *Communicate the Importance of Religion and Faith in the Lives of Service Members*

- a. How are you an advocate to line leadership for the relevance of human factors?
- b. How do you communicate to the command the importance of religion in the lives of Service members?
- c. How do you communicate the importance of the spirit to members with a variety of approaches to the matter?
- d. How do you make the case for how CRPs under your supervision demonstrate the DON's support for religious rights?

LOE 4.5 *Develop Closer Relationships with Religious Organization and Other Stakeholders*

- a. What is the status of your relationship with your RO?
- b. How do you keep a healthy relationship with your RO?
- c. How do you maintain your lines of communication with other caregiving agencies?

Appendix F

Supervisor Lines of Effort

- 1.1.1 An operational mindset at the supervisory level, it takes into consideration long-term objectives and second and third order effects.
- 1.1.2 RMTs will align RM planning to the commander's mission and priorities and, in consultation with their supervisory chaplain, draft an appropriate written plan for RM.
- 1.1.3 Echelon II Chaplains, in collaboration with Echelon III, will revise evaluation, assessment, inspection tools to assess unit level RM alignment to commander's mission and intent.
- 1.1.4 Echelon II and III Chaplains will review current operational plans, annexes, and appendixes of their subordinate units to ensure proper RM integration.
- 1.1.5 Chaplains at Echelon IV and below will demonstrate to their supervisory chaplains, an awareness of and alignment with higher level plans, annexes, and appendixes in the delivery of RM.
- 1.2.1 Echelon II chaplains, in coordination with echelon III chaplains, will develop training materials to contextualize the delivery of RM consistent with higher level policy (NSS, NMS, etc.) and guidance (DPG, CPG, etc.) and operating concepts (DMO, EABO, etc.) using a SME on the topic of operational planning.
- 1.3.2 Echelon II fleet and force chaplains will provide Echelon III and IV RMTs guidance and training materials related to theater Key Leader Engagement and Subject Matter Expert Exchanges.
- 1.3.3 Echelon II and III chaplains will identify the religious ministry requirements to support the DMO/EABO construct and develop religious support plans to meet priorities in changing global contingencies.
- 1.3.4 Fleet and Force Chaplains will prioritize RM requirements (TPFDD, etc.) and Phase 2 force laydown plans, anticipating the movement of RMTs to meet the most critical needs.
- 1.3.5 Supervisory chaplains will meet with their RMTs to discuss movement of RMTs under OPCON and TACON that might result in the movement of an RMT from its parent command.
- 1.3.6 Senior supervisory chaplains will test delivery models by participating in large scale exercises (LSC, Global Series, CPX, etc.) to meet global contingencies and provide senior advisement to the commander's decision process (through participation in: Maritime Operation Center (MOC), Functional and Cross Functional Teams, exercise Working Group, 7-Minute Drills, White Cell, MSEL injects, warfighting strategy, etc.)
- 2.1.2 Every Chaplain will provide an assessment to their supervisor indicating where they provide advisement in the commander's decision-making cycle and in what form.
- 2.1.3 Echelon II chaplains will use the rolled up assessments from every chaplain to publish standards for advisement and liaison products (RNA, Post-Deployment Brief, Letters for Religious Accommodation Requests, use of the CRP-AT, unit readiness assessments, etc.). Supervisory chaplains will assess the quality of products to the standard.
- 2.1.4. Supervisors will require chaplains to provide appropriate advisement products (7 minute drill, decision brief, discussion brief, quad slides, etc.) that demonstrate coordination with each staff section to identify the commander's requirements for advisement and liaison.
- 2.2.4 Supervisory Chaplains will include a discussion of the boundaries between provision and facilitation within their annual PNC counseling.
- 2.3.1 Echelon II chaplains will publish guidance for the professional promotion, planning, and delivery of provision, to PNC standards, which is effective and relevant to the people served. Supervisory chaplains will provide quarterly coaching to this guidance.

- 2.3.2 Supervisory Chaplains will use their existing reporting mechanisms (CRP-AT, monthly reports, etc.) to verify that all chaplains are providing ministry (preaching, worship, devotional study, or prayer, etc.) to authorized personnel at least once a month.
- 3.1.1 Echelon 2 leaders will clearly define the four levels of community expertise (RP, RP Supervisor, RP Senior Supervisor, RP Executive), including the programmatic and administrative competencies belonging at each level.
- 4.1.2 Echelon II Chaplains will develop training and publish guidance to educate chaplains and the warfighter on religious liberty in all phases of war.
- 4.1.3 Echelon III chaplains will educate RMT's on the topic of religious liberty in all phases of war.
- 4.1.4 Supervisors will ensure that all RMTs develop and provide RM resources to service and family members which help integrate faith and daily life throughout the week.
- 4.2.1 All supervisory chaplains will provide annual PNC counseling to evaluate their subordinate chaplains on adherence to PNC standards, involvement with their RO, identification of a mentor, cultivation of their spiritual life, and involvement with a faith community.
- 4.2.2 Supervisory chaplains will provide subordinate RPs annual PNC counseling. Supervisory RPs will coach subordinate RPs on Occupational Standards, self-care practices, career development, etc.
- 4.4.3 Supervisory chaplains will review products and obtain the subordinate commander's evaluation of their effectiveness.