



Chaplain Professional Objectives

Proposed Slate of Professional Objectives for FY21 – FY 23

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Professional Development

PURPOSE AND AGENDA



Purpose:

To obtain the Chief of Chaplains' approval for the slate of Chaplain Officer Professional Objectives

Agenda:

- 2 Purpose and Agenda
- 3 Problem Statement and Definition
- 4 Three Learning Areas
- 5 Professionalism across the Grade Plates
- 6-8 Professional Objectives
- 9 Way Ahead



Problem Statement:

What standard does the Chaplain Corps use to assess professional capabilities and developmental needs of Army Chaplains at grade plate?

We need a standard that will support:

- Proponent Learning Strategy – Specifically, Education and Self-Learning
- Chaplain Career Map
- Practical Assessments of Chaplains in the Field
- Talent Management – Utilization of Professionals
- Chaplain Corps to Articulate What we Bring to the Army Community

The **Professional Objectives** are a set of defined professional functions, like personality-building blocks of the professional, that combine to create a whole professional Chaplain fully capable of meeting the Core Competencies: Nurture, Care, and Honor.

Professional Development

THREE LEARNING AREAS



Overall Organization of the Professional Objectives

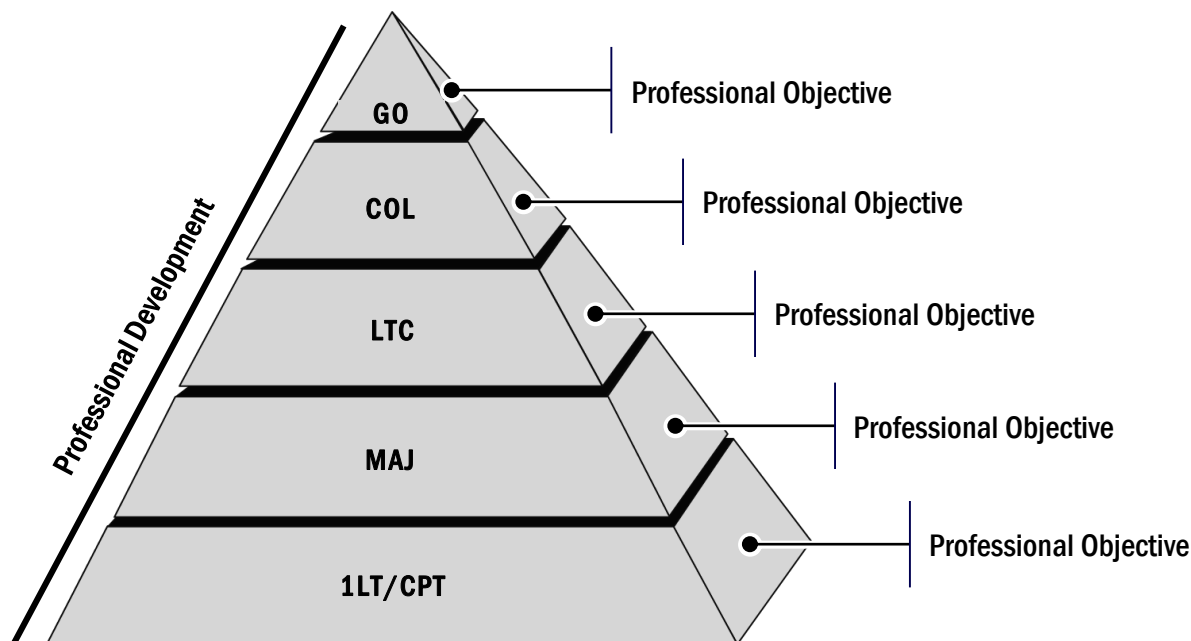
- *Spiritual Integration in Practice* – Professional Objectives related to RS outcomes, specifically how the human factors are **integrated and carried out** in programs, RS operations and organizational considerations (pluralism).
- *RS Professional Development* – Professional Objectives focused on **Self: Spiritual Formation**, and **Professional Development** of RS professionals along the Career Map.
- *RS Leadership* – Professional Objectives focused around **personal leadership and influence capabilities**, including communication skills and collaboration that lead to spiritually healthy communities.

Professional Development

PROFESSIONALISM ACROSS GRADE PLATES



Professional Objectives are further delineated by grade plate, within each *Learning Area*.



Foundational objectives at the junior grades remain foundational throughout the lifecycle. Subsequent objectives build on the basic objectives, ensuring that the expectations of professionalism grow in concert with the requirements of increasing responsibility.

SPIRITUAL INTEGRATION IN PRACTICE

LEARNING AREA



The Learning Area of *Spiritual Integration in Practice* as defined across grade plates.

Grade	Employ RS Systems: Verb & Descriptive Phrase	Provide RS: Verb & Descriptive Phrase	RS Advisement: Verb & Descriptive Phrase
LT/CPT	Empower people in the practice of religious, spiritual, moral and ethical beliefs and rites in a pluralist and diverse Army context.	Apply a range of RS skills that include: effective role-modeling, planning, and implementation of religious, spiritual, moral, and ethical programs for the health of units and organizations.	Advise leaders on matters affecting <i>esprit de corps</i> utilizing professional insights and analysis in support of the free exercise of religion.
MAJ	Supervise RS activities that create space for affective RS operations, including collective training, organization of programs and systems, and assessment.	Provide technical oversight for RS operations in conjunction with commanders, leaders and staff for the sake of ensuring the religious, spiritual, moral, and ethical well-being of their formations.	Integrate insights into the human condition within RS advisement in order to set conditions to maximize human potential.
LTC	Build diverse and comprehensive RS processes that empower people to articulate and utilize personal spiritual conviction in the promotion of healthy people and communities.	Develop organizational programs based on identified religious, spiritual, moral, and ethical requirements and demonstrated capabilities to deliver RS outcomes.	Analyze complex organizational climates for effectiveness, seeking positive outcomes in relation to spiritual health, community, and resiliency.
COL	Design comprehensive systemic solutions that enable people and organizations to provide integrated religious, spiritual, moral, and ethical support to the Army community.	Resource programming for comprehensive RS at echelon in order to support the overall health and readiness of the force.	Shape strategic impact and effectiveness of comprehensive RS systems as they support communities and organizations.

RS PROFESSIONAL DEVELOPMENT

LEARNING AREA



The Learning Area of *Religious Support Professional Development* across grade plates.

Grade	Build Trust: Verb & Descriptive Phrase	Create Positive Environment: Verb & Descriptive Phrase	Prepare Self: Verb & Descriptive Phrase
LT/CPT	Recognize spiritual gifts in oneself and others taking into account diverse backgrounds, cultural and social location, and religious needs.	Create space for others to actualize their spiritual development, articulating the importance of the sacred in consultation with peers and leaders to achieve healthy human function.	Integrate one's faith, beliefs, and praxis in religious support function through seeking mentoring and collegial relationships, choosing positive self-development habits, and developing self awareness and professional identity.
MAJ	Assess personal and subordinate strengths through implementation of critical reflection and conflict resolution to facilitate collaborative effort among diverse parties.	Employ clear and inclusive communication to strengthen team function, utilizing empathy to create consensus, and identifying systemic challenges in order to resolve conflict and enhance mission readiness.	Refine spiritual formation techniques, assessing the efficacy of personal and team self care, and synthesizing organizational and personal goals in order to enhance RS capabilities.
LTC	Facilitate RS competencies in engendering positive transformation through developing, resourcing, and integrating RS operations.	Nurture healthy organizational climate through mature professional communication in order to empower affective RS synergy across organizational lines.	Shape personal and corporate RS professional development environments by assessing the strengths and needs of organizations, creating diverse solutions that enhance the development of communities which set conditions for secure and healthy people.
COL	Develop learning organizations that foster trusting collaborative relationships, improve the profession, and invite diverse participation in RS.	Inspire <i>esprit de corps</i> in pluralistic settings to help organizations attain their highest functioning capacity, providing clarity amidst complexity while remaining approachable.	Model healthy integration of self and vocation that balances competent and well-founded professional function and empathic care for people in social and organizational contexts.

RS LEADERSHIP

LEARNING AREA



The Learning Area of *Religious Support Leadership* as developed through grade plates.

Grade	Organizational Integration: Verb & Descriptive Phrase	RS Community Leadership: Verb & Descriptive Phrase	Diverse Communication: Verb & Descriptive Phrase
LT/CPT	Provide ministerial presence at a tactical level in order to inspire resilient, self-aware Army team members.	Execute Commander's intent for Soldier and Family member spiritual and religious care by nesting Religious Support Plan (RSP) within unit operations as well as integrating and aligning with technical chain.	Communicate diverse Soldier and Family spiritual and religious needs with other helping agencies and chain of command.
MAJ	Invest in self, others, and systems to attain effective religious support operations in order to set conditions for resilient, self-aware Army team members.	Develop leadership of religious communities and RS personnel through effective coaching, mentoring, and training, focusing on conflict resolution and the integration of religious, ethical, and cultural aspects of the decision making processes.	Facilitate diverse personal and religious support needs within a community of practitioners in order to provide for the free exercise of religion.
LTC	Model professional function within organizational systems and processes, for the purpose of organizational process improvement.	Advance religious community and RS personnel growth through the shaping of training, building healthy community, and mission critical skills.	Inspire a diversity of people by managing systems and facilitating collaborative synergy in organizational Religious Support operations.
COL	Influence through visualizing, communicating, and motivating others towards strategic goals.	Mentor religious community leaders and RS personnel for future leadership of the Chaplain Corps.	Translate the Chief of Chaplain's strategic vision into effective Religious Support in pluralistic contexts.



CCH Targeted Education

GSACCPD develops two Training Support Packages (TSPs) for distribution to the field to be used at Camps, Posts, and Stations. The First orients Captains to the POs for the purpose of self-development. The second is for supervisory Chaplains to use in self-assessment and in creating a climate for effective assessment and coaching.

Chaplain Career Map

Along with the Individual Critical Task List (ICTL), Chief of Chaplains' approved Proponent Learning Strategy, and Chief of Chaplains vision, the Professional Objectives will provide standards for professional education and enable development of courses, initiatives and engagements necessary to achieve the desired Chaplain competencies across the lifecycle of Army Chaplains.

Continuing Refinement of Professional Objectives

Professional Objectives Assessment Committee (POAC): Under the Force Modernization authority of the USACHCS Commandant, the GSACCPD conducts annual POACs to review and update as needed 1/3 of the Professional Objectives. Professional Objectives list is updated following approval by the Chief of Chaplains.