

# Pre-Deployment Resilience Training for Leaders



## PRE-DEPLOYMENT RESILIENCE TRAINING FOR LEADERS

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# WRAIR

Walter Reed Army Institute of Research

*This DCRT module was developed by the Research Transition Office (RTO) of the Walter Reed Army Institute of Research (WRAIR). Comments or suggestions for the improvement of this DCRT module, Pre-Deployment Resilience Training for Leaders, v.3 August 2021 should be made to WRAIR at:*

[usarmy.detrick.medcom-wrair.mbx.resilience-research@health.mil](mailto:usarmy.detrick.medcom-wrair.mbx.resilience-research@health.mil)

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## **Pre-Deployment Resilience Training for Leaders**

### **Intent**

In addition to the demands of the mission, unit leaders are faced with maintaining the resilience and morale of their unit during the entire deployment cycle. Pre-Deployment Resilience Training for Leaders is part of Deployment Cycle Resilience Training and aims to equip leaders with strategies to develop and maintain Soldiers' personal and unit-level resilience throughout the deployment cycle.

Pre-Deployment Resilience Training for Leaders is provided one to six months prior to a deployment. It is intended to be delivered immediately after the leaders' platoon/unit has received the Pre-Deployment Resilience Training for Soldiers module. In accordance with AR 350-53, this is a mandatory module for all deployments 90 days or longer for purposes other than training.

In this module, leaders are challenged to consider self-care. Leaders are taught strategies that will help them tend to their own physical, mental, and emotional needs, so they are capable of developing, leading, and supporting resilient Soldiers and fostering a resilient unit climate. This module highlights the core leader competency "Develop" from ADP 6-22, specifically, to develop yourself, create a positive climate, and develop subordinates.



# Pre-Deployment Resilience Training for Leaders

## Overview and Flow of Module Sections

### Part 1: Lead Yourself

- Discuss the increased leader challenges presented by the deployment.
- Establish that self-care and leading by example are pre-requisites for effectively leading others.

### Part 2: Foster a Resilient Climate

- Discuss common responses to stress, including the cost of anger, especially if anger is a predominant reaction from a leader.
- Review a comprehensive approach to fostering a resilient climate by addressing five components of resilience: spiritual, social, physical, psychological, and organizational (e.g., climate).
- Cover effective strategies for leaders to support their Soldiers during the deployment cycle, such as establishing a baseline for each Soldier.

### Part 3: Create a Resilience Plan








- Engage leaders in an interactive exercise designed to create a proactive, comprehensive plan that will support and foster unit resilience.
- Determine the strategies that will be implemented within your unit, such as reaching out to professional resources for support.

## Pre-Deployment Resilience Training for Leaders

### SmartGuide Symbols

This SmartGuide for Pre-Deployment Resilience Training for Leaders has been designed to be user-friendly while containing as much information as possible to help you present this training. The following symbols are used throughout.

#### Training Module Symbol Guide

Symbol	Represents	Explanation
	Timing	This symbol indicates the amount of time allotted for a given section of the material.
	Target / Intent	This symbol indicates the main function or rationale for a given slide.
<b>1.</b>	Key Point	Numbers are used to indicate the main points that must be addressed in order to meet a given slide's target / intent.
•	Sample Talking Point	Bullets are potential talking points that a trainer can choose to use to elaborate on key points or to review as context to the key points.
[TEXT]	Note to Trainer	Bracketed text indicates a note to the trainer which is not intended to be read aloud. These provide hints on how to present the material and tips to avoid potential issues that may arise within a given topic.
	Multimedia	This symbol indicates the use of supplementary audio/video files. To avoid down-time or technical difficulties, keep an eye out for these and plan accordingly.
	Handouts	This symbol indicates that the participants will use handouts at a given point in the training. To avoid down-time, keep an eye out for these and plan accordingly.
	Exercise	This symbol indicates the start of an exercise or activity. To avoid down-time, keep an eye out for these and plan accordingly.
	Continue	This symbol indicates that the training material for a given slide continues onto the next page.
	Stop	This symbol indicates that the training material for a given slide ends on this page.



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## DEPLOYMENT CYCLE RESILIENCE TRAINING (DCRT)



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**Pre-Deployment Resilience Training for Leaders:**  
**1 hour**



**Introduce yourself and Deployment Cycle  
Resilience Training (DCRT).**

### 1. Welcome participants to the training and introduce yourself.

- Welcome to Deployment Cycle Resilience Training (DCRT).

*[NOTE: If this module follows immediately after the Soldier module that you conducted, your re-introduction may be skipped. If not, let the participants know who you are and your qualifications to facilitate DCRT (e.g., MRT, DCRT workshop training, deployments).]*

- DCRT is a series of operational resilience training modules designed to prepare Soldiers, leaders, and Soldiers' Circles of Support for the unique challenges of Army life at each stage of the deployment cycle.
- Your Circle of Support includes anyone that you consider to be a priority within your support system, such as a Spouse, significant other, parent, sibling, other Family member, mentor, and friend.

*[NOTE: This is a natural transition to the next slide.]*

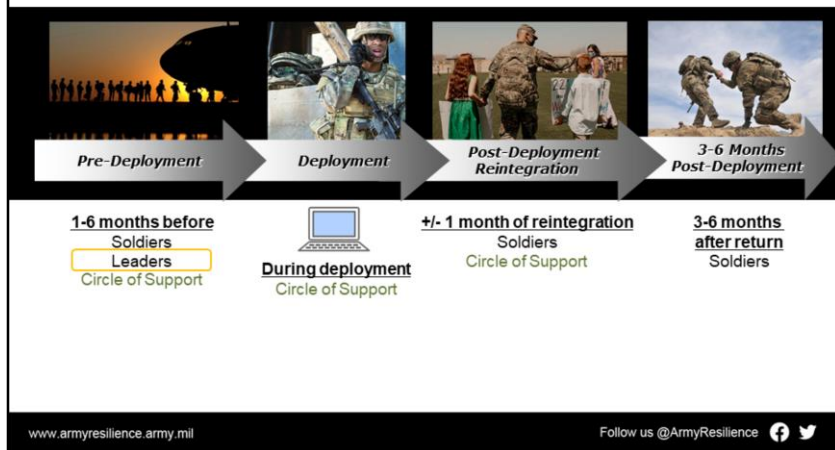
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## DCRT Modules: Timeline



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*[NOTE: If this module is delivered immediately following the Pre-Deployment Resilience Training for Soldiers module, then this slide can be reviewed in less detail.]*



**Briefly introduce the DCRT modules and the respective timeline.**

**1. State that DCRT is mandatory according to AR 350-53.**

- In accordance with AR 350-53, DCRT is mandatory for Soldiers/leaders who are deploying for 90 days or longer for purposes other than training.

**2. Briefly introduce the DCRT modules specifically for Soldiers and leaders.**

- Let's briefly review the DCRT modules and the respective timeline, starting with the mandatory modules for Service members. You likely have received the first DCRT module, Pre-Deployment Resilience Training for Soldiers. This current module, Pre-Deployment Resilience Training for Leaders, is specifically designed to help leaders establish a resilient unit climate.
- Plus or minus one month of redeployment, you and your Soldiers will receive Post-Deployment Resilience Training for Soldiers, also called Reintegration Training.
- The Post-Deployment module focuses on ways to effectively navigate the reintegration phase such as managing your expectations, utilizing personal assets and supporting resources, and adapting to change.





- Later, 3-6 months after your return, you and your Soldiers will receive further training.
- The 3-6 month module is largely a “progress check” to see how your ongoing transition is progressing and provide additional support during the reintegration process.

### 3. Briefly introduce the DCRT modules specifically for Circle of Support.

- In accordance with AR 350-53, the DCRT modules for Circle of Support members must be made available but participation is voluntary.
- The Circle of Support modules are written specifically for them and closely mirror the training that you will receive. Having a common language can help promote a unified effort toward managing deployment cycle challenges and also can provide an opportunity for growth—personally and relationally.
- The first Circle of Support module is offered during the pre-deployment window, which can help prepare your Circle of Support to face the challenges of both pre-deployment and deployment phases with resilience.
- Then, Circle of Support members will have access to online modules to support their resilience during the deployment phase. Circle of Support members can select topics relevant to them and can take the modules on their own time and at their own pace.
- Lastly, plus or minus one month of reintegration, Circle of Support members will be offered another in-person training called Post-Deployment Resilience Training for Circle of Support (Reintegration).

### 4. Provide rationale for Soldiers and Circle of Support members to capitalize on the deployment cycle resilience training available to them.

- Each phase of the deployment cycle has its own unique challenges. Although distinct phases, how well you, your Soldiers, and Circle of Support members cope during each phase will influence the next phase and how the deployment cycle is experienced overall.

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**Introduction: Recommended time is 5 minutes**



**Introduce the module.**

### 1. Introduce the module, Pre-Deployment Resilience Training for Leaders.

- Welcome to the second portion of pre-deployment training, Pre-Deployment Resilience Training for Leaders, which is intended for unit leaders – NCOs, Commissioned Officers, and Warrant Officers.

**[NOTE:** Target audience information should have been provided in advance of training. Ensure you have the target audience present.]

- In the past, the Army has done a good job preparing leaders to make technical and tactical decisions in a deployed environment.
- Recently, the Army recognized the need to also equip leaders with the necessary strategies and skills to maintain the resilience of leaders, Soldiers, and the unit throughout the deployment cycle.

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## Training Purpose



To equip leaders with strategies to develop and maintain personal and unit level resilience throughout the deployment cycle



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### Review the purpose of the training.

#### 1. State the purpose of the module Pre-Deployment Resilience Training for Leaders.

- The purpose of this module is to equip leaders with strategies to develop and maintain personal and unit-level resilience throughout the deployment cycle.
- One of the core leader competencies, as stated in ADP 6-22, is to “Develop”: develop yourself, create a positive climate, and develop subordinates.
- Your full engagement in this training can help to enhance this key leader competency, and ultimately, benefit both your Soldiers and yourself.

#### 2. Transition.

- Let's review the training outline.

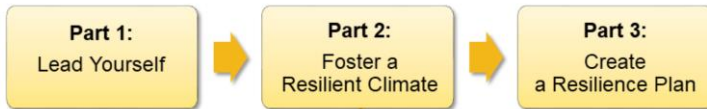
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# Training Outline



A **resilient unit** is one that has the ability to face and **cope** with adversity, **adapt** to change, **recover** and **learn** from setbacks, and **grow** through an experience

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## Review the training outline.

### 1. Briefly review the three main areas that will be covered during the training.

- This module is comprised of three parts.
- In Part 1, Lead Yourself, we will discuss the critical role a leader's personal resilience plays in unit resilience.
- In Part 2, Foster a Resilient Climate, we will review potential factors that can influence unit climate and then discuss a comprehensive approach to enhancing unit resilience during the deployment cycle.
- A resilient unit is one that has the ability to face and cope with adversity, adapt to change, recover and learn from setbacks, and grow through an experience.
- In Part 3, you will work together to Create a Resilience Plan by incorporating the strategies discussed throughout the module.

### 2. Transition.

- Let's get started with Part 1.

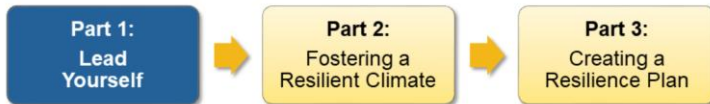
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## Part 1: Lead Yourself



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**Part 1: Recommended time is 10 minutes**



**Introduce Part 1: Lead Yourself.**

1. Discuss the need for leaders to mentally prepare as they and their Soldiers prepare to deploy.
  - In Part 1, Lead Yourself, you will start by acknowledging leadership challenges that come about during the deployment cycle, particularly during the pre-deployment phase.
  - Then, we will discuss the importance of taking care of yourself. Specifically, we will talk about how self-care allows you to give your best to those you lead and be a strong, resilient example for others.

### 2. Transition.

- Let's begin by examining some challenges you face as a leader.

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## Leadership Challenges



What are the demands and additional responsibilities that leaders face during pre-deployment?



- Operational Readiness
- Soldier Readiness
- Personal Readiness

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**Examine leader demands and responsibilities experienced before a deployment.**

**[SLIDE BUILDS]**

1. Discuss the demands and additional responsibilities leaders face during pre-deployment.

- **[ASK]** What are the demands, and additional responsibilities, that leaders face during pre-deployment?

**[NOTE:** Allow for responses.]

2. Connect responses from the discussion with the three categories: operational readiness, Soldier readiness, and personal readiness.

**[CLICK TO ADVANCE]**

**[NOTE:** Connect responses from the discussion with the three categories listed.]

- As a leader, you oversee operational readiness.
- You are responsible for Soldier readiness.
- In addition to their readiness requirements, you naturally take on the stress and challenges that the unit and your individual Soldiers face as you strive to support everyone's needs.



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- You have needs too. You have your own Soldier readiness and personal readiness, such as maintaining connections with your Circle of Support.
- Your Circle of Support includes anyone that you consider to be a priority within your support system such as a Spouse, significant other, parents, siblings, other Family members, mentors, battle buddies, peers, and friends.

3. Acknowledge that it can be a challenge to juggle all the demands and responsibilities as a leader.

- So, you are juggling the unit's operational requirements, your Soldiers' needs, and your own personal and Circle of Support's needs.
- It can be a challenge to tend to it all and to keep all the bowling pins you are juggling up in the air.

**[NOTE:** *This is a natural transition to the next slide.*]

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## Leadership Challenges



**Time**



**Attention**



**Energy**



Be deliberate in how you spend your limited resources

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**Highlight the importance of using limited resources in productive ways.**

### 1. Explain that personal resources are limited.

- What makes this juggling act even more difficult is that your personal resources, your time, attention, and energy are limited.
- You only have 24 hours in the day. You can only focus effectively on one thing at a time. And, with all the extra roles and responsibilities you take on as a leader, specifically during the time of a deployment, these demands can suck your energy dry.
- Having limited resources is a stressor all on its own. As leaders, it is critical you prioritize how you spend these valuable resources.

### 2. Transition.

- You may not be able to control the time you have each day, but by taking control of your energy levels, you can make the most of the time you've got.
- You can take control of your energy levels by prioritizing self-care.

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## Self-Care



Self-care fuels resilience by giving you the physical, mental, and emotional strength necessary to meet the leadership demands



As leaders, what are some examples of self-care?

Consider setting boundaries to prioritize self-care

- Communicate your boundaries and why they exist to others

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### Introduce self-care as a priority of resilient leaders.

1. Make a connection between energy and self-care. Self-care ensures leaders have the energy they need to care for their Soldiers.

- Energy is a limited resource; self-care behaviors protect and restore energy.
- Therefore, self-care helps to fuel resilience by giving you the physical, mental, and emotional strength necessary to meet the leadership demands before you to include taking care of your Soldiers.
- Self-care allows you to give others the best version of yourself.

2. Explain that resilient leaders prioritize self-care. The lack of proper self-care can compromise leader effectiveness.

- **[ASK]** What does a flight attendant say to do if the oxygen masks deploy from the overhead cabin?

**[NOTE:** Wait for response. Response should be

- Put on your own mask before helping others with their masks.]

Record your own notes here:



- **[ASK]** What are the similarities among the oxygen mask example, leader self-care, and resilience?

**[NOTE:** Allow for brief discussion.]

- As a leader, neglecting to meet your personal needs while assisting Soldiers, like neglecting to take in oxygen while assisting other passengers on a plane, can greatly compromise leader effectiveness and undermine the resilience of the unit.

### 3. Discuss ways that leaders practice self-care.

- **[ASK]** As leaders, what are some examples of self-care?

**[NOTE:** Allow for responses. Be prepared to offer some examples from the list below

- *Physical health: daily PT, eat nutritious foods, get adequate sleep;*
- *Commit to work-life boundaries: leave work at a decent time if and when possible;*
- *Make time for relationships/connections with others;*
- *Focus on what they can control (Control the Controllables);*
- *Engage in activities that generate positive emotions: hobbies, recreation, or other fun activities.]*
- There may be times that a leader will have to sacrifice a workout, sleep, or a nutritious meal in order to tend to the needs of the unit or Soldiers.
- However, it is important to resist letting this become a habit as it can slowly erode leader resilience. You might consider setting boundaries in order to prioritize self-care and communicate your boundaries – and why they exist – to others in order to serve as a positive example of resilience.
- Lastly, self-care is not “all-or-nothing”. Something is better than nothing. Just be sure you are doing enough to sustain your energy and maintain your resilience.

### 4. Transition.

- As a leader, you expect your Soldiers to take care of themselves in the ways you have just discussed; therefore, it is critical that you lead by example.

Record your own notes here:





## Lead by Example



Demonstrating resilience in these areas can positively influence resilience in others

- Sleep
- Appropriate emotions
- Self-care
- Preventive medicine
- Coping strategies

What are some of your behaviors that you want your Soldiers to emulate?

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### Discuss the importance of leading by example.

#### 1. Discuss the importance of leading by example.

- Soldiers will follow your example more than your words. And, they will emulate your behavior, resilient or not.
- If you want a resilient unit, you must lead from the front.
- Demonstrating resilience can positively influence resilience in others. Let's look at some examples
  - When leaders make sleep a priority, their Soldiers tend to do the same.
  - When leaders effectively regulate their emotions, their Soldiers tend to make an effort to regulate their emotions too.
  - The same goes for self-care like proper nutrition and preventative medicine like personal hygiene or taking medication. When leaders engage in these behaviors, Soldiers tend to engage in these behaviors as well.
  - When Soldiers see their leaders using effective coping strategies to manage adversity, they are more likely to use effective strategies to maintain resilience themselves.

Record your own notes here:





2. Ask what behaviors the leaders want their Soldiers to emulate.

- **[ASK]** What are some of your behaviors that you want your Soldiers to emulate?

**[NOTE:** Allow for discussion.]

- It may also be worth reflecting on whether there are some behaviors or habits you currently have that you do not want your Soldiers to emulate, and consider making a necessary change.
- In fact, when you put forth effort to reduce undesirable or unhealthy habits, then this too provides a strong example for your Soldiers.

3. Summarize Part 1 of Lead Yourself and demonstrate the connections among leading yourself, leading a resilient unit, and leading your unit to accomplish the mission.

- Before you can effectively lead others, you must first lead yourself.
- As a leader, you carry extra burdens and face significant challenges that can result in heightened stress. This heightened stress can take a toll on you and your unit's resilience if not properly managed.
- Making self-care a priority promotes leader resilience.
- A resilient leader who sets a good example by taking care of themselves mentally and physically helps to foster resilience within the unit.
- A resilient unit enables mission success.

4. Transition.

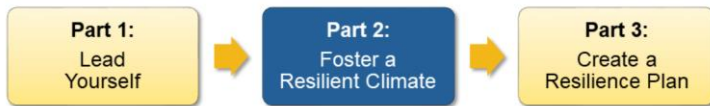
- Let's move on to Part 2, Foster a Resilient Climate.

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## Part 2: Foster a Resilient Unit Climate



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**Part 2: Recommended time is 35 minutes**



**Introduce Part 2: Foster a Resilient Climate.**

1. Explain that this section will cover strategies for leaders to use to develop and maintain unit resilience throughout the deployment cycle.
  - It is critical for leaders to develop strategies to foster the resilience of their unit throughout the deployment cycle, and specifically while downrange.
  - In Part 2, we will first discuss the factors that influence unit climate and the ways Soldiers and leaders respond to stress.
  - Then, we will discuss the strategies for fostering unit resilience, beginning with how to establish a baseline for each Soldier.
  - We will finish off Part 2 by discussing a comprehensive approach to fostering unit resilience. This approach includes practical strategies for targeting the needs of both subordinates and leaders alike.

**[NOTE: This is a natural transition to the next slide.]**

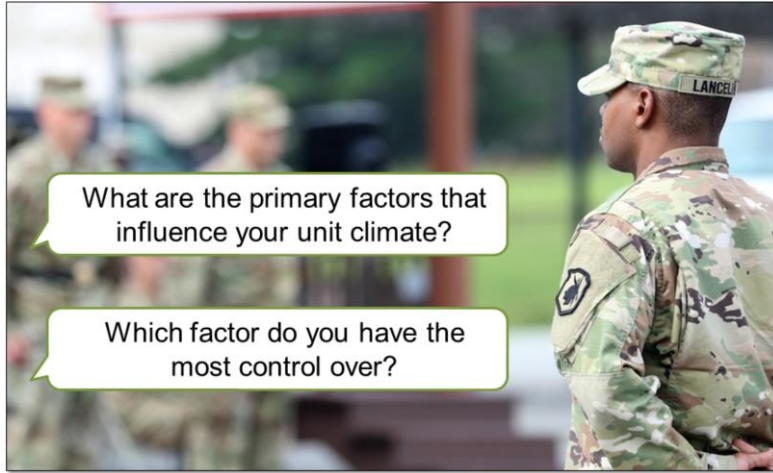
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## Climate



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**Discuss the factors that contribute to unit climate and identify where they have the most control.**

### 1. Provide a brief definition of unit climate and discuss the primary factors that influence unit climate.

- First, let's look at how climate is distinct from culture. Climate changes as Army personnel come and go and is, therefore, a shorter-term experience. Culture, on the other hand, is a longer lasting and more complex set of shared expectations.
- According to ADP 6-22, unit climate reflects how people think and feel about their organization.
- **[ASK]** What are the primary factors that influence unit climate?

**[NOTE:** Allow for responses. Acknowledge the factors below that were not raised in the discussion.]

- Leaders: the leadership style, such as leaders' attitude and behaviors
- Individual Soldiers/subordinates: the perceptions, attitudes, and behaviors of unit members
- Army at large (systemic climate): the standard processes, senior leadership, and/or cultural values and norms



Record your own notes here:

2. Establish that the factor the leader has the greatest control over is themselves and their leadership.

- **[ASK]** Which of these factors do you have the most control over?

**[NOTE:** Allow for responses.]

- The simple answer is ‘yourself’ and ‘your leadership’.
- Whether you mean to or not, you are fostering some sort of unit climate. Therefore, it is your choice whether or not that climate is resilient.
- That is why Part 1 of this training focused on leading oneself. Fostering a resilient climate begins with a leader’s resilience and personal example.
- Although you cannot directly control those in the ranks below you or above you, you can be a positive influence. For example, over time, your attitude and behaviors may influence the echelon above you as well as the Army culture overall.
- Furthermore, here in Part 2, the focus is on how you can influence your unit by fostering an environment that encourages and supports resilience for all.

3. Transition.

- Before discussing practical ways to influence Soldiers’ resilience, you need to assess the situation such as how Soldiers within the unit are responding to the stress of the deployment cycle.

Record your own notes here:





## Responses to Stressors



What are some emotions and reactions that Soldiers have to everyday stressors?



Some emotions and reactions are productive in that they help people deal with deployment stressors; some are unproductive

- What may be helpful in one situation may not be in another
- The intensity of the emotion or reaction may also impact the level of effectiveness

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### Discuss Soldiers' responses to everyday stressors.

#### 1. Discuss common responses to the everyday stressors experienced while on deployment.

- As you covered in the first module, Pre-Deployment Resilience Training for Soldiers, with deployment comes increased personal and professional stress.
- **[ASK]** What are some common ways Soldiers respond to stress during deployment?

**[NOTE:** Allow for some discussion. Expect a range of responses from effective to less effective. Discussion may include the topics listed below

- Anger and aggression;
- Yelling/outbursts;
- Anxiety, irritability;
- Stand-offish, socially isolate;
- Laugh/find humor;
- Exercise, play video games, listen to music or podcast, read a book;
- Connect with people back home;
- Connect with their spirituality (e.g., pray, meditate);
- Vent to one another.]



Record your own notes here:

2.

Highlight which emotions and reactions are productive when coping with stress depends on the situation as well as the intensity of their expression.

- Some emotions and reactions are productive in that they help people deal with deployment stressors. Other emotions and reactions may be less productive. For example, think of a poorly-timed joke.
- The effect of one's emotions and reactions may also depend on the situation. In some situations, an emotion may benefit you, and then in other situations that very same emotion may undermine your resilience and performance.
- The intensity of the emotion being expressed also impacts the emotion's effectiveness in the situation.
- For example, anger, or a form of it, was mentioned as a common response to everyday stressors; however, there are different levels of anger. Anger may indeed be an appropriate response, but the question is whether the intensity level of the anger is appropriate and productive in the given situation.

**[NOTE:** *This is a natural transition to the next slide.*]

Record your own notes here:





## Common Response: Anger



Anger is a common response to stress; it is culturally acceptable

Anger is a commonly reported problem following a deployment

What a Soldier experiences in post-deployment is a continuation of the previous phases of the deployment cycle



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### Transition to the discussion on anger.

#### 1. Highlight anger as a common response to stress because it is deemed culturally acceptable.

- Speaking of anger, anger is a rather common response to stressors particularly in military settings. One reason for this is that anger has been, and maybe even continues to be, culturally acceptable.
- For example, a Soldier expressing anger and aggression is more likely to be perceived as a tough guy whereas a Soldier expressing anxiety and agitation may be perceived as weak.

#### 2. Explain that anger is a prevalent problem within the deployment cycle, particularly during post-deployment.

- Anger is a commonly reported problem for Soldiers following a deployment. But, what a Soldier experiences post-deployment is not an isolated experience. It is greatly impacted by how a Soldier experiences the pre-deployment and deployment phases.
- Because anger is prevalent within the deployment cycle, it is worth spending some time to discuss how it impacts an individual Soldier, you – as a leader, and the unit.

**[NOTE: This is a natural transition to the next slide.]**

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## Anger: Benefits & Costs



How might Soldiers view anger as a productive emotion?

What are some of the costs of anger?



Angry Soldiers are more likely to

- Take risks
- Be violent and harm others
- Have relationship problems
- Be lonely; some are at a higher risk for suicide

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### Discuss the benefits and costs of anger.

#### [SLIDE BUILDS]

#### 1. Discuss potential benefits of anger.

- Let's take a look at potential benefits and costs of anger starting with the perceived benefits.
- **[ASK]** How might Soldiers view anger as a productive emotion?

**[NOTE:** Allow for discussion. Examples may include

- Provides motivation;
- Helps to focus;
- It can be off-putting for others to engage you; therefore, people only talk to you on your terms.]

- The emotion of anger can be a tool. Like a match is a tool to ignite a fire, Soldiers or leaders may use anger as a means to spark energy or dial in their focus.
- There is risk involved, though, with using anger as a tool. Consider the phrase "playing with fire". Once a fire is lit, it can rapidly spread and there is a risk of the fire getting out of hand.
- Anger can come at a cost.

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## 2. Discuss potential costs of anger.

### **[CLICK TO ADVANCE]**

- **[ASK]** What are some of the costs of anger?

**[NOTE:** Allow for discussion. Examples may include

- *Distraction: you become so laser-focused on one thing such as where your anger is directed, that you lose situational awareness or the ability to shift focus;*
- *Closed-off: you become less approachable, this negatively affects one's ability to connect with others and can lead to isolation;*
- *Overreaction;*
- *Impulsive decisions;*
- *Exhaustion.]*

## 3. Share the research findings related to Soldiers, anger, and deployment.

- Anger may benefit you in some situations, at least to a degree. However, there are costly consequences of individuals whose go-to dominant reaction to stressors is anger.

### **[CLICK TO ADVANCE]**

- Let's look at some research related to Soldiers, anger, and deployment. The research shows that angry Soldiers are more likely to
  - Take risks;
  - Be violent and harm others;
  - Have relationship problems;
  - Be lonely, which can put them at higher risk for suicide.
- You might think that anger motivates and focuses you and your Soldiers, but it is important to consider whether the perceived benefits are really worth the cost.
- Perhaps these consequences seem extreme, but the fact is that the risk exists, and the risk can be mitigated by utilizing effective coping strategies to more productively respond to stressors.

## 4. Transition.

- Let's discuss the effects of anger if it is the predominant emotion within a unit.

Record your own notes here:





## Anger: Implications for Leaders



What are the costs if anger is the predominant emotion within the unit?

What effect do these costs have on you, as a leader, and the on overall mission?



How **you** respond to stress matters

- You set the example; your emotions set the emotional tone for the unit

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### Discuss the effects of anger within a group.

**[SLIDE BUILDS]**

#### 1. Discuss the effects of anger within a group.

- Emotions are contagious and this includes anger. Like fire, anger can quickly spread. Think about that in the context of your unit.
- **[ASK]** What are the costs if anger is the predominant emotion within the unit?

**[NOTE:** Allow for discussion. Responses may include

- Soldiers may be more angry, violent, and aggressive;
- Soldiers may have more behavioral issues;
- Soldiers may be exhausted since over-experiencing anger can be emotionally draining. Exhausted Soldiers negatively impact the mission;
- Soldiers may fear failure and be more timid around the leader, which can stunt professional development;
- Unit morale and unit cohesion will be low. If everybody in the unit is angry, then nobody will want to be around each other, which will make building a cohesive unit very difficult.]



Record your own notes here:

2. Discuss how the costs of anger might affect the leader.

- **[ASK]** What effect do these costs have on you, as a leader, and the mission overall?

**[NOTE:** Allow for discussion. Responses may include

- Leaders may have to deal with more behavioral issues from Soldiers and, thus, have less time to devote to other tasks;
- Fatigued Soldiers can lead to safety risks;
- Lower morale can negatively influence Soldier motivation and performance;
- Because teamwork is critical to mission success, a lack of cohesion can put the mission and lives at risk.]

3. Explain the importance of a leader's ability to regulate their emotions and mitigate the risks of defaulting to anger.

**[CLICK TO ADVANCE]**

- As emphasized in the Pre-Deployment Resilience Training for Soldiers module, each person ought to take ownership of how they respond to adversity.
- Nonetheless, as a leader, you are responsible for your Soldiers. You play a role in how they experience and cope with stress.
- For starters, how you respond to stress matters. You set the example and your emotions set the emotional tone for the unit.
- If you recognize that you are an angry leader, you now have the knowledge of how that anger is affecting your unit. It is your responsibility to make a positive change.
- You may be thinking, "If not angry, then what should I be?" The answer is to be emotionally flexible. Anger is okay. There is a time and place where anger is an appropriate and productive emotion.
- However, resilience relies on the ability to experience and express a wide range of emotions in order to most effectively meet the demands of any situation.
- The strategies we will be discussing shortly apply to you just as much as they apply to your Soldiers. Having effective strategies to use when facing stress will diversify your and your Soldiers' responses so you can ensure more productive emotions and reactions.

**[NOTE:** This is a natural transition to the next slide.]

Record your own notes here:





## Strategies



What productive strategies have you used to help you and your Soldiers deal with everyday stressors and maintain resilience?

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### Discuss productive strategies for dealing with stressors and strengthening resilience.

#### 1. Discuss productive strategies used for dealing with stressors.

- Take a look at the image on the slide. Stress will come at you from all different directions and in all shapes and forms. You are the ball at the bottom having to manage all the stress around you and within you.
- Maintaining the balancing act requires a balanced approach, such as utilizing multiple strategies.
- **[ASK]** What productive strategies have you used to help you and your Soldiers deal with everyday stressors and maintain resilience?

**[NOTE:** Allow for discussion. Responses might include

- Unit runs;
- MWR stuff;
- Family organizational events;
- Recommend support from Chaplain, MFLC, or Behavioral Health professional;
- Provide purpose behind tasks;
- Providing structure;
- Communicating expectations;
- Invest time to get to know Soldiers, show them you care, build trust.]



Record your own notes here:

- Some of the strategies we just discussed can be used in a deployed environment in exactly the way we talked about here. Other strategies we discussed, however, might need to be adapted or tweaked in order for the strategies to effectively address situations you find yourself in.
- For instance, planning organizational events to foster social support can be a part of the full deployment cycle, but the execution will be different during the different phases.

## 2. Transition.

- Let's start by discussing a foundational strategy to foster resilience, such as getting to know your Soldiers.

Record your own notes here:





## Baseline



Why is it important to establish a baseline for your Soldiers?

What is some information about your Soldiers that is important to obtain when establishing a baseline?

Outside of counseling, how can you stay current with your Soldiers' comprehensive readiness?



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### Discuss the importance of establishing a baseline for those you lead.

#### 1. Discuss the need to establish a baseline for your Soldiers.

- The Army has systems in place to assess physical, technical, and tactical capabilities of Soldiers, but it is mostly up to you as a leader to maintain awareness of your Soldiers' personal readiness by getting to know them personally. This starts by establishing a baseline.
- **[ASK]** Why is it important to establish a baseline for your Soldiers?

**[NOTE:** Allow for discussion.]

- If a Soldier's baseline has already been established, then it will be easier to detect changes in personality and behavior as the deployment proceeds.
- For example, if someone is always quiet, it is not noteworthy that he or she is quiet. But, if someone who is usually outgoing and loud becomes withdrawn and quiet, then that is worth looking into further. This change could be an indicator that help is needed.
- Yet, not all changes are indicative of a problem. Some changes may be an indicator of growth and development. Growth is valuable information to have awareness of. For example, it can be used to help build connection or provide information for Effective Praise, a skill we will talk about later.



Record your own notes here:



- Furthermore, as a leader you can leverage baseline knowledge to build the trust and cohesion of the unit.

**[NOTE:** *Provide an example of how a leader can leverage the baseline knowledge.*]

## 2. Discuss what information about Soldiers is important to obtain to establish a comprehensive baseline.

- **[ASK]** What is information about your Soldiers that is important to obtain when establishing a baseline?

**[NOTE:** *Allow for responses. Examples include*

- *Personality (extravert / introvert);*
- *Hobbies and interests;*
- *Personal and professional goals;*
- *Cultural background / identity;*
- *Religious preferences, if any;*
- *Relationship status;*
- *Members of their Circle of Support (e.g., significant other, kids, mentors, or other important people in their lives), who they are, information about them (e.g., birthdays), and quality of relationships.]*

- Later, we will be discussing the specific components of resilience, such as spiritual, physical, psychological, and social resilience. Obtaining baseline information for each of these areas will help you assess where the Soldier may need the most support at a given time.

## 3. Discuss how leaders can obtain and maintain awareness of Soldiers' comprehensive readiness.

- Establishing a baseline may occur during the initial counseling or monthly/quarterly counseling. But, it is critical that leaders maintain awareness of what is going on with their Soldiers throughout the deployment cycle.
- **[ASK]** Outside of counseling, how can you stay current with your Soldiers' comprehensive readiness?

**[NOTE:** *Allow for responses. Examples may include being present and having informal interaction with the Soldiers like during meal times, PT, hurry-up-and-wait time, etc.]*

- The methods you take to implement the strategy of establishing a baseline can vary. For example, you may simply make "mental notes" or you may choose to physically record the information. If the latter, ensure that you keep information secure and confidential.

**[NOTE:** *This is a natural transition to the next slide.*]



Record your own notes here:



## Comprehensive Approach



**Spiritual**

**Social**

**Physical**

**Psychological**

**Organizational**

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**Introduce the need for a comprehensive approach to mitigate the impact of everyday stressors and support the Soldiers' comprehensive resilience.**

1. Introduce the need for a comprehensive approach to help mitigate the impact of everyday stressors and support the Soldiers' comprehensive resilience.

- Getting to know your Soldiers is foundational to being an effective leader, but to actively foster resilience in your unit, you also need to be equipped with practical strategies to meet Soldier and unit needs.
- Human beings are complex organisms, so taking a singular approach to developing and maintaining resilience is simply ineffective.
- To best support the Soldier, and promote overall unit resilience, a comprehensive approach is required.
- A comprehensive approach means addressing five components of overall resilience: spiritual, social, physical, psychological, and organizational (e.g., climate).
- All of these areas are important for resilience and well-being; however, the importance of these areas may vary from time to time and even person to person. Think, "right time, right place, right person."

Record your own notes here:



- Yet, if any of these areas are neglected entirely, there can be adverse effects on personal and unit resilience.
- Again, it is important to be aware of your Soldiers' baselines when considering their needs and which component and strategies to target.

2. Foreshadow the upcoming slides and what can be expected as each component of resilience is addressed.

- Next, we will work through each component of resilience by describing what the specific component entails along with discussing how you, as a leader, can leverage it.
- Within each component, we will discuss practical strategies to support your Soldiers' needs.
- Also, keep in mind that this approach does not just apply to your subordinates; it applies to you as a leader and person as well. So, as you work through each component, consider how it applies to you and your personal resilience as well as the example you are modeling to your Soldiers.

3. Transition.

- Let's begin with the component that addresses the innermost part of a person, that is, one's spiritual resilience.

*[NOTE: The five components of resilience are interrelated. Therefore, some strategies that fit within one component may have already been discussed during a previous component. When this overlap arises, acknowledge the multiple benefits of the strategy.]*

Record your own notes here:





## Spiritual Resilience



Being connected to beliefs and values  
that provide a sense of purpose



What can you do to support the  
spiritual resilience of your unit  
during the deployment cycle?

- Afford time for Soldiers to express their spirituality
- Encourage activities known to promote spiritual readiness, such as meditation, self-reflection, or spiritual disciplines of their faith (prayer, worship service)
- Utilize resources (e.g., Chaplain)

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**Describe the spiritual component of resilience and discuss how leaders can support it.**

**[SLIDE BUILDS]**

1. Describe the spiritual component of resilience and discuss how leaders can support it.
  - Spirituality involves the beliefs and values that provide a sense of purpose as well as strength and hope.
  - A sense of purpose is instrumental in helping Soldiers cope with difficult situations like the stressors of deployment.
  - For some, spirituality may be a belief in a higher power, like God, and involve specific religious practices. For others, spirituality is expressed in non-religious ways like adhering to cultural traditions or a set of guiding principles.

Record your own notes here:



2. Discuss ways leaders can support spiritual resilience.

- **[ASK]** As a leader, what can you do to support the spiritual resilience of your unit during the deployment cycle?

*[NOTE: Allow for responses before revealing suggestions.]*

**[CLICK TO ADVANCE]**

*[NOTE: Cover examples not discussed by the group.]*

- Afford time for individual Soldiers and the whole unit to express / participate in their spirituality.
- Encourage activities known to promote spiritual readiness, such as meditation, self-reflection, or spiritual disciplines of their faith (prayer, worship service).
- Consult and utilize spiritual resources.

3. Transition.

- Next, we will look at physical resilience.

Record your own notes here:





## Physical Resilience



The ability to meet the energy demands of the deployment cycle



What can you do to support the physical resilience of your unit during the deployment cycle?

- Lead by example – what you make a priority, your Soldiers and unit are more apt to make a priority
- Ensure physical activity is a daily priority
- Choose nutrient-rich foods, whenever possible, that provide high-quality fuel for your body and brain; encourage Soldiers to do so as well
- Stay hydrated; choose water over high-sugar energy drinks

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**Describe the physical component of resilience and discuss how leaders can support it.**

**[SLIDE BUILDS]**

### 1. Describe the physical component of resilience.

- Physical resilience is the ability to meet the energy demands during the deployment cycle.
- According to the Army's Performance Triad, key components of physical resilience include sleep, daily activity, and nutrition.
- Although the Army generally excels at physical resilience with regard to daily activity and physical training, physical resilience is not something to take advantage of or overlook during deployment or pre-deployment.
- Additionally, it is common for Soldiers to see their nutrition and sleep as uncontrollable factors while on deployment. This may be the case on a given day or week due to 24-hour mission demands and a steady diet of MREs.
- But taking control of nutrition and sleep when and where you can is the key to fueling the physical energy necessary to sustain you and your unit during the deployment cycle.



Record your own notes here:

## 2. Discuss ways leaders can support physical resilience.

- **[ASK]** What can you do to support the physical resilience of your unit during the deployment cycle?

**[NOTE:** Allow for responses before revealing suggestions. Note that sleep will be covered on the next slide.]

### **[CLICK TO ADVANCE]**

- Lead by example – what you make a priority, your Soldiers and unit are more apt to make a priority.
- Ensure physical activity is a daily priority; do PT with your Soldiers.
- Choose nutrient-rich foods, whenever possible, that provide high-quality fuel for your body and brain; encourage Soldiers to do so as well.
- Take caution when consuming caffeine to not interfere with quality sleep.
- Stay hydrated; choose water over high-sugar energy drinks.

## 3. Transition.

- Let's take a look at the research on sleep hygiene and its effects on resilience and performance on deployment.

Record your own notes here:





## Physical Resilience: Sleep Research



7 to 8 hours of sleep per 24-hour period is recommended for deployed Soldiers

Soldiers downrange who **only got 5 hours of sleep** were **twice as likely to make a mission-critical mistake** than those who got 7 hours

A leader who does not get sufficient sleep within a 24-hour period is

- Operating at less than 100% effectiveness
- Negatively impacting mission effectiveness
- Putting themselves and their Soldiers in danger

Set the conditions · Lead by example · Educate · Encourage · Plan & prioritize

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**Discuss the research on sleep hygiene and its effects on Soldier and leader resilience and performance.**

*[NOTE: The slide animates itself.]*

1. State the recommended amount of sleep for deployed Soldiers along with the consequences of insufficient sleep.

- The recommended amount of sleep for deployed military personnel is between 7 to 8 hours per 24-hour period.
- Researchers have found that Soldiers downrange who only got 5 hours of sleep were twice as likely to make a mission-critical mistake than those who got 7 hours.
- Research shows that people are inaccurate at assessing their own performance under conditions of too little sleep—you think you have adjusted, but in reality, you are making errors.
- Furthermore, insufficient sleep has been linked to negative moods and greater physical and emotional stress. Lack of sleep decreases accurate and clear thinking and impairs moral reasoning. It can also impair motivation and performance of physical tasks.
- The research tells us that if you, as a leader, are not getting sufficient sleep within a 24-hour period, then you are operating at a depleted level, which results in you not being 100% effective, negatively impacting mission effectiveness, and putting yourself and your Soldiers in danger.



Record your own notes here:



2. Share the research that supports a leader's influence on the sleep health of their unit and expected outcomes.

- The deployed environment is not always conducive for adequate sleep; however, like other deployment challenges, a leader's role is to assess the situation and plan accordingly. The best leaders focus on what is within their control and find the best possible solution to the problem.
- According to research that examined Service members on both peacekeeping and combat deployments, leaders who were intentional about cultivating a unit that prioritized sleep were more likely to experience positive effects on unit climate, such as better morale and unit cohesion.

3. Provide practical guidance for leaders to promote better sleep hygiene within their unit.

- The acronym **SLEEP**, borrowed from the Behavioral Biology's Sleep Leadership training, can be used to help you prioritize sleep in your unit.
- S is for Set the conditions. As best you can, create an environment conducive for sleep.
- L is for Lead by example. Focus on your own behavior first.
- E is for Educate. Teach your Soldiers and yourself about what helps and hinders sleep.
- E is for Encourage. Hold yourself, your peers, and your subordinates accountable for maintaining good sleep hygiene and following your rest and recovery plan.
- P is for Plan and prioritize. Manage sleep the best you can; control what you can control. Incorporate recovery into your daily or weekly plan.
- **[ASK]** Which of these behaviors do you think is most influential in promoting healthy sleep behaviors of Soldiers within your unit?

***[NOTE:** Allow for discussion. Encourage different opinions and some healthy debate; highlight how each behavior is important for a successful outcome.]*

4. Transition.

- Let's move on to discuss psychological resilience.

Record your own notes here:





# Psychological Resilience



The process of coping with or overcoming exposure to adversity or stress



What are some of the strategies you covered in the first DCRT module that help promote psychological resilience?

- Control the Controllables
- Shift Your Thinking
- Deliberate Breathing
- Hunt the Good Stuff
- Deliberate Communication
- Goal-Setting (WOOP)

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**Describe the psychological component of resilience and recall the strategies from the Pre-Deployment Resilience Training for Soldiers that help promote psychological resilience.**

**[SLIDE BUILDS]**

1. Describe the psychological component of resilience and the individual-level factors that promote it.

- Psychological resilience refers to the process of coping with or overcoming exposure to adversity or stress.
- There are several individual-level factors that promote psychological resilience. These factors, which were the primary focus of the first module, Pre-Deployment Resilience Training for Soldiers, include
  - Positive coping: the process of managing challenging circumstances by seeking to reduce, tolerate, or even embrace stress as well as utilizing effective strategies to cope with adversities;
  - Optimism: having realistic expectations, accepting what is beyond one's control or cannot be changed, and focusing on what one can control;
  - Positive affect: experiencing positive emotion and maintaining optimism, hope, and a sense of humor;
  - Self-regulation: being aware of and shifting one's thinking in order to maximize the occurrence of productive thoughts, regulating emotional and behavioral reactions, regulating behavior to accomplish a goal.



Record your own notes here:

2.

Conduct a check on learning from the Pre-Deployment Resilience Training for Soldiers module by discussing specific strategies that help promote psychological resilience.

**[CLICK TO ADVANCE]**

- **[ASK]** What are some of the specific strategies you recall from the Pre-Deployment Resilience Training for Soldiers module that help to promote these factors of psychological resilience?

**[NOTE:** Allow for responses.]

**[CLICK TO ADVANCE]**

**[NOTE:** Cover any strategies on the list that were not already addressed by the leaders.

- Control the Controllables: accept what you cannot change and take action on what you can control;
  - ATC Model: become more aware of your response to a stressor or Activating Event by identifying your Thoughts and resulting Consequences such as your emotions and reactions;
  - Shift Your Thinking: reframe your Thoughts to drive more productive emotions and reactions;
  - Deliberate Breathing: take a physical, mental, and emotional pause to gain physical and emotional composure and a sense of control;
  - Hunt the Good Stuff (HTGS): focus on the good or positive things that happen and appreciate them;
  - Deliberate Communication: regulate how you communicate so your engagement with others is respectful and effective;
  - Goal Setting: create and follow an intentional plan that promotes productive behavior. Recall the goal-setting framework called WOOP that was presented in Pre-Deployment Resilience Training for Soldiers.]
- Imagine if the Soldiers within your unit were actively employing these strategies on a daily basis. Consider how a unit full of psychologically resilient Soldiers would affect your unit's morale and ability to accomplish the mission.

3. Transition.

- Soldiers' psychological resilience is influenced by unit-level factors. That means you, as a leader, along with the climate you instill in the unit, actively affect the psychological resilience of your Soldiers.

Record your own notes here:





# Psychological Resilience



What can you do to support the psychological resilience of your unit during the deployment cycle?

- Lead by example
- Be an advocate and mentor
- Communicate positive messages



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**Discuss how leaders can support the psychological resilience of the unit during the deployment.**

**[SLIDE BUILDS]**

**1. Discuss how leaders can support the psychological resilience of Soldiers.**

- **[ASK]** As leaders, what can you do to support the psychological resilience of your unit during the deployment cycle?

**[NOTE:** Allow for discussion before revealing suggestions.]

**[CLICK TO ADVANCE]**

- Lead by example: use resilience strategies personally; incorporate them into your leadership. For example, begin PT with HTGS or build Deliberate Breathing into formation, PT, or AARs. Get sufficient sleep.
- Be an advocate of using resilience strategies: openly share how and when you use strategies along with the benefits you experience and mentor Soldiers in their use of resilient strategies.
- Communicate positive messages: generate positive emotions, maintain your sense of humor, and instill hope and meaning in the way you communicate. Use Effective Praise, a strategy we will cover shortly.

**2. Transition.**

- Other factors that influence psychological resilience include feeling connected to and supported by others. Let's take a look at social resilience.

Record your own notes here:

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## Social Resilience



The capacity to foster, engage in, and sustain positive and meaningful relationships

What can you do to support the social resilience of your unit during the deployment cycle?

- Encourage Soldiers to build and maintain connections with their Circle of Support
- Utilize MWR, host unit social events, arrange staff rides
- Recognize accomplishments
- Celebrate special events like birthdays



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**Describe the social component of resilience and discuss how leaders can support it.**

**[SLIDE BUILDS]**

1. Describe the social component of resilience and the consequences of feeling social isolation.

- Social resilience is having the capacity to foster, engage in, and sustain positive and meaningful relationships.
- A perceived lack of meaningful social relationships can result in Soldiers feeling socially isolated and lonely.
- Lonely individuals tend to cope poorly with stress, experience physical ailments like elevated blood pressure, and in extreme cases, be at risk for suicidal ideation and suicide.
- Deployments can put Soldiers at risk for feeling socially isolated or lonely, because Soldiers are distanced from members of their Circle of Support. Furthermore, relationship strain which can result from heightened stress, also puts Soldiers at risk of feeling isolated.
- However, Soldiers who have a strong sense of belonging, who identify with and are committed and loyal to a particular group, tend to feel less isolated.



Record your own notes here:

## 2. Discuss ways leaders can support social resilience.

- That's where you come in.
- **[ASK]** As a leader, what can you do to support social resilience during the deployment cycle?

*[NOTE: Allow for responses before revealing suggestions.]*

### **[CLICK TO ADVANCE]**

*[NOTE: Cover examples that were not previously discussed. Examples may include*

- *Encourage Soldiers to build and maintain connections with their Circle of Support;*
- *Utilize MWR, host unit social events (e.g., bean bag tournament, BBQ), arrange for staff rides;*
- *Recognize accomplishments (e.g., completing a certification / college course, personal records in physical fitness);*
- *Celebrate special events like birthdays (of Soldiers and their Family members) and anniversaries.]*
- Consider individual preferences and needs when using strategies to foster connection; this knowledge comes from knowing your Soldiers and establishing a baseline.
- For example, some Soldiers prefer recognition publicly, while others prefer it done in private. Some Soldiers may not want a big reminder of big events they miss out on at home.

## 3. Transition.

- We have covered spiritual, physical, psychological, and social components of resilience. Now let's look at the last component: organizational resilience.

Record your own notes here:





## Organizational Resilience



The climate the Soldier is operating within such as shared perceptions and attitudes about the unit



Organizational barriers play a greater role than stigma in Soldiers not seeking help when they need it

How can you create and maintain an organization conducive to Soldiers getting the help they need?

- Explicitly communicate your support
- Set up a leadership council
- Find an advocate
- Be a role model
- Allow Soldiers the necessary time

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**Describe organizational resilience and discuss strategies to foster a unit climate supportive of seeking and receiving help.**

**[SLIDE BUILDS]**

### 1. Describe organizational resilience.

- Organizational resilience, here in this module, refers to the climate the Soldier is operating within, to include the shared perceptions and attitudes about the unit's daily functioning, policies, and practices.
- We just covered four areas in which your Soldiers will need your support. You can show your support for Soldiers by investing in their well-being and investing in their growth. When reflecting on the quality of your unit's climate, ask yourself: "Do our Soldiers feel supported?"

### 2. Discuss the picture on the slide.

- **[ASK]** What do you see in this picture?

**[NOTE:** Allow for discussion. Ensure that the point is made that not only is one Soldier offering help, but the other Soldier is also reaching out for help.]

- Soldiers often think they can and should handle most things on their own, but leaning on one's support system could decrease Soldiers' stress.
- Not only that, but sometimes Soldiers also may be in over their head and they simply need outside assistance.
- Fostering a resilient climate involves ensuring your Soldiers know you are ready and willing to offer your hand and that they can reach out for help when needed.



Record your own notes here:



2. Explain how stigma and organizational factors influence Soldiers' decisions to seek help, specifically from a behavioral health (BH) specialist.

**[CLICK TO ADVANCE]**

- Sometimes, the help that a Soldier needs is best provided by a behavioral health (BH) specialist, but stigma is a major barrier to a Soldier's decision to seek BH treatment.
- Even still, a study of Soldiers following deployment revealed that organizational barriers, like the attitudes and behaviors of unit leadership, play a greater role than stigma in Soldiers not getting the help they need.
- Take an honest look at yourself and your leadership attitudes and behaviors. Are you the first barrier preventing Soldiers from reaching out for and getting the help they need? Are your beliefs, your words, and your actions aligned when it comes to Soldiers asking for help?
- According to the research, if Soldiers believe that their unit is supportive of people going to BH, they are more likely to seek the help they need. In fact, Soldiers reporting these positive attitudes to help-seeking were more than twice as likely to seek needed BH treatment.

3. Discuss ways leaders can help create an environment that is conducive to Soldiers getting the help they need.

**[CLICK TO ADVANCE]**

- **[ASK]** How can you create and maintain an environment that encourages Soldiers to get the help they need?

**[NOTE:** Allow for responses before revealing suggestions. Cover examples that were not yet covered by the group.]

**[CLICK TO ADVANCE]**

- Explicitly communicate your support for Soldiers to seek BH. Let Soldiers know what their options are if they are not comfortable coming to you directly.
- Set up a leadership council; have members of different ranks get together regularly to talk about the overall wellbeing of the unit.
- Find an advocate. See if there is someone within the unit who is comfortable sharing their BH experience.
- Be a role model. If you need help dealing with stress or an issue, seek help. Lead from the front.
- Allow Soldier(s) the time to attend BH appointments and remain committed to their treatment plan; follow up with Soldiers after their appointments.

Record your own notes here:



## Organizational Resilience



Your attitudes and actions greatly influence your Soldiers' growth and development

Being involved with and supportive of your Soldiers' goals boosts motivation, increases accountability, demonstrates that you care, and builds trust

What goal you plan to pursue during the upcoming deployment, and what is your plan to achieve it?

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### Discuss how leaders can use goal setting to support the growth and development of their Soldiers.

#### 1. Transition to the leader's role in establishing a climate that fosters growth, development, and overall readiness.

- Your attitudes and actions, and the unit climate you create, greatly influence your Soldiers' growth, development, and overall readiness.
- In the Pre-Deployment Resilience Training for Soldiers module, there was an emphasis on growth as a realistic expectation of deployment. Fostering growth and development of others falls within a leader's responsibility.
- As leaders, you can support Soldiers' growth and development by being involved with and supportive of their goals.

#### 2. Discuss using goal setting as a means to support Soldier growth and development.

- A leader who invests in their Soldiers' goals can boost the Soldiers' motivation and accountability to follow-through with their goal plans. Leaders' investment in Soldiers' goals can also help build trust and a stronger connection over all.

Record your own notes here:



- Some best practices for leaders to effectively utilize goals to foster Soldiers' growth include incorporating goal setting into counseling sessions, talking with Soldiers about their goals in informal settings, revisiting the Soldiers' goals periodically, and providing feedback and offering praise when you observe the Soldier engaged in their goal plan.

### 3. Encourage leaders to consider their own plan for growth by reflecting on their own goals during the deployment.

- As a leader, much time is spent fostering *unit* goals and counseling Soldiers on *their* goals, but let's not forget about your own goals.
- If you want to see your Soldiers grow from deployment, this is another opportunity to lead from the front and practice self-care by tending to your own goals.
- In the Pre-Deployment Resilience Training for Soldiers module, you were asked to set a goal and make a plan, using the WOOP framework.
- **[ASK]** So, what goal do you plan to pursue during the upcoming deployment, and what is your plan to achieve it?

**[NOTE:** Allow for responses.]

- Consider sharing your goal plan with others. Sharing with your subordinates, along with your experiences while pursuing your goal, can serve as an example. Sharing with peers, leaders, or members of your Circle of Support can help foster encouragement and accountability, both of which can increase the likelihood of you achieving the goal.

### 4. Transition.

- We have just discussed an array of strategies that can help foster resilience in your unit. Next, we will discuss the final strategy, Effective Praise, which can be considered a force multiplier as it reinforces the productive behaviors that you see happening within your unit.

Record your own notes here:





## Effective Praise



Taking notice of what is right, good, or beneficial and communicating the **specific strategy, effort, or skill** that contributed to it

You witness a Soldier taking deliberate breaths to recover after a long mission. You might say:

**"I noticed you using Deliberate Breathing to gain composure and get focused. Nicely done."**

**Next level:** After praising the specific behavior, add a brief statement that explains **WHY it matters**

**"Self-control is critical to mission success."**

or

**"How did taking that deliberate breath help you to engage your target?"**

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### Introduce and discuss Effective Praise.

**[SLIDE BUILDS]**

1. Explain that the strategy of Effective Praise is a force multiplier.

- Noticing and pointing out weaknesses and areas for improvement is essential. Doing so not only ensures everyone's physical safety but also promotes growth and development. Yet, neglecting to also point out the Soldiers' strengths and what they are doing right can erode cohesion and resilience over time.
- Effective Praise (EP) is a force multiplier; it can increase the probability of strengthening unit resilience and successfully accomplishing the mission.

2. Explain what the strategy of Effective Praise entails and provide an example.

- EP is taking notice of what is right, good, or beneficial and communicating—to the individual Soldier or to the unit—the specific strategy, effort, or skill that contributed to it.
- Rather than saying "nice work" and leaving it at that, EP is adding an extra sentence or two that names the specific strategy, effort, or skill that you want to reinforce.

Record your own notes here:



- Much like on an NCOER or an award, you don't just stop with, "nice job during a field exercise." You also list quantifiable bullet points.
- For example, let's say you witness a Soldier taking a deliberate breath prior to engaging the target during a stress shoot.
- You might say, "I noticed you using Deliberate Breathing to gain composure and get focused. Nicely done."

2. Explain how leaders can take Effective Praise to the next level by adding a statement that communicates to the Soldier why their behavior was valuable.

**[CLICK TO ADVANCE]**

- To take further advantage of EP as a force multiplier, consider taking your EP to the next level. After praising the specific behavior, add a brief statement that explains why it matters.
- To build on the example, you might add: "Self-control is critical to mission success." Or, you might ask the Soldier to reflect on the impact of their actions: "How did taking that deliberate breath help you to engage your target?"
- Providing the Soldiers with "why it matters", or helping them discover the impact of their behavior, can help instill a sense of purpose by accomplishing something important, a sense of belonging by connecting to something bigger than self, and a boost of confidence by recognizing they did something right.
- This example highlights that employing just this one strategy of EP, when done well, can affect a Soldier's spiritual, social, physical, and psychological resilience.

3. *Optional Practical Exercise: Provide an example scenario and ask the leaders to construct appropriate Effective Praise.*

- *Consider this scenario: You hear about a Soldier taking the time to support a battle buddy who is struggling with some stress from home. You pull that Soldier aside later. Using the strategy of EP, what might you say?*

**[NOTE: Allow for leaders to practice constructing EP.]**

- *"I heard you took the time to offer support to SPC Smith by listening to the stress he's got going on at home. We've got to be there for one another on and off the battle field. Way to be a loyal battle buddy."*

Record your own notes here:





## Effective Praise



What are some things that are worthy of Effective Praise?

- Positive outcomes
- Learning from mistakes
- Progress toward a goal
- Demonstration of a core value
- Behaviors that contribute to Soldier resilience and unit climate

How might using Effective Praise benefit the individual Soldier and the unit as a whole?

- Demonstrates your presence
- Reinforces what "right looks like"
- Leads Soldiers to be more proficient and productive
- Demonstrates you care, which builds trust
- Inspires Soldiers to engage in the behavior more consistently
- Reinforces behaviors that contribute to components of resilience and contribute to a resilient unit climate

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**Highlight examples of behaviors worthy of Effective Praise and how using this strategy can benefit Soldiers and the unit as a whole.**

**[SLIDE BUILDS]**

1. Discuss examples of behaviors that might be worthy of Effective Praise.

- **[ASK]** What are some right, good, or beneficial things that might be worthy of Effective Praise (EP)?

**[NOTE:** Allow for responses. Encourage leaders to think of behaviors that positively contribute to the various components of resilience that were just discussed.]

**[NOTE:** Most of the responses will likely be more specific than the categories listed below / on the slide. Help connect the specific examples to their broader category.]

**[CLICK TO ADVANCE]**

- Here are some broader categories you might consider pulling from to provide EP to your Soldiers and unit
  - A positive outcome like success or achievement;
  - Learning or rebounding from mistakes;
  - Making progress toward a goal;
  - Demonstration of a core value of the unit / Army;
  - Behaviors that contribute to resilience, such as using Deliberate Breathing, making smart nutrition choices, making sleep a priority, or reaching out to others.



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## 2. Briefly discuss when leaders might use Effective Praise.

- **[ASK]** When might you use EP?

**[NOTE:** Allow for responses.]

- Although using EP may seem simple, there might be a learning curve. Most of you are conditioned to simply say “good job” and move on.
- To start, you might use EP strictly when you have time to formulate the feedback. But as your skill advances, you may be more comfortable using it in real-time.
- Additionally, EP fits naturally within the AAR process.

## 3. Discuss the benefits of using Effective Praise.

**[CLICK TO ADVANCE]**

- **[ASK]** How might using EP benefit the individual Soldier and the unit as a whole?

**[NOTE:** Allow for discussion. Encourage leaders to use the list of “what” to effectively praise and consider how each might benefit the Soldier, the leader, and/or the unit.]

**[CLICK TO ADVANCE]**

**[NOTE:** Review talking points that were not already covered in the group discussion, such as

- Demonstrates your presence; leaders were really watching and taking notice; this can build morale;
- Reinforces what “right looks like”, which can help Soldiers better understand the leader’s expectations;
- Identifies specific information that Soldiers can use to be more proficient and productive;
- Effective Praise takes work on part of the leader; taking the time and making the effort to give EP demonstrates you care, which can build trust;
- Inspires Soldiers to engage in the behavior more consistently;
- Reinforces behaviors that contribute to resilience and contribute to a resilient unit climate.]

## 4. Transition.

- We have now completed Part 2 of the module.

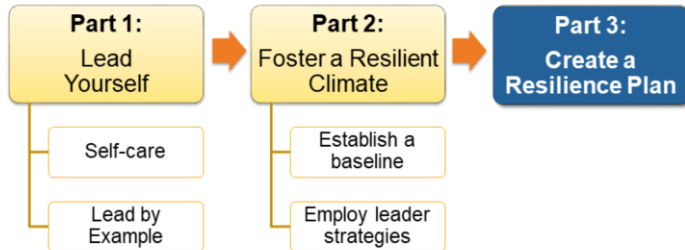
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## Training Review → Part 3



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**Part 3: Recommended time is 10 minutes**



**Provide a brief review of what was covered in Parts 1 and 2 of the module; transition to Part 3.**

**[SLIDE BUILDS]**

1. Provide a brief review of what was covered in Parts 1 and 2 of the module.

- We've covered a lot; let's do a quick review before transitioning to the culminating exercise.
- In Part 1, we discussed Lead Yourself. Leading a resilient unit begins with leading yourself. Self-care is you, as the leader, practicing what you preach. It is you being deliberate in maintaining readiness in each component of resilience, and, thus, leading by example.
- In Part 2, we covered ways to Foster a Resilient Climate. To best care for your Soldiers, you need to get to know them. Establishing a baseline, along with continually monitoring Soldier and unit needs, is the basis of fostering a resilient climate.
- We discussed several leader strategies in relation to the different components of resilience, such as spiritual, physical, psychological, social, and organizational.



Record your own notes here:



- Your leader attitudes and behaviors affect your Soldiers' resilience in each of these areas.

2. Introduce Part 3, Creating a Unit Resilience Plan, and the importance of taking a deliberate approach to fostering unit resilience.

**[CLICK TO ADVANCE]**

- Now it's time to Create a Resilience Plan; it is time for you to decide what you intend to carry forward and implement into your leadership.
- Most of you have heard the saying, "if you fail to plan, you plan to fail."
- Resilience is not accidental, nor is it simply a by-product of tough, realistic training.
- If resilience is a goal, you need to have a plan.
- Implementing a resilience plan, and thus creating a resilient climate, can lead to
  - Greater trust within the unit;
  - Better unit cohesion;
  - Fewer behavioral issues; and,
  - Better performance.

3. Transition.

- So, next you will be given time to draft a resilience plan specific for your unit.

Record your own notes here:





## PE: Creating a Unit Resilience Plan



Unit Resilience relies on

- Leader self-care
- Leading by example
- Strategies to foster resilience
- Establishing a baseline
- Comprehensive approach
  - Spiritual Resilience
  - Physical Resilience
  - Psychological Resilience
  - Social Resilience
  - Organizational Resilience
    - *Leader attitudes and behaviors*

### Reflect

What were the most impactful aspects of today's leader training?

### Action: Lead Yourself

What 1-2 actions are you committed to take in the next week to enhance your personal resilience?

What actions will you incorporate throughout the deployment cycle?

### Action: Leading Others

What 1-2 strategies do you intend to implement in the next week to enhance your unit resilience?

What strategies will you incorporate throughout the deployment cycle?



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## Facilitate the Practical Exercise for leaders to reflect on key take-aways and draft a unit resilience plan.

**[NOTE: This activity is meant to be conducted as a Practical Exercise. Pose the questions and allow leaders time to silently reflect / record responses on paper before asking for examples.]**

### 1. Ask leaders to reflect on key insights from the training.

- Consider the elements we've discussed throughout this module, such as those presented here on the slide.
- **[ASK]** What were the most impactful aspects of today's leader training?

**[NOTE: Allow for silent reflection or for leaders to record their responses. Then, ask for examples and ask why that particular aspect was meaningful to them.]**

- What was most impactful to you may be different than what was most impactful to the leader sitting next to you. Based on your individual needs and the needs of your unit, this is to be expected.

### 2. Guide the leaders in choosing one to two actions they will take to enhance their resilience as a leader.

- Remember, unit resilience starts with you, the leader.
- **[ASK]** What one to two actions are you committed to take in the next week to enhance your personal resilience? What actions will you incorporate throughout the deployment cycle?

**[NOTE: Allow for silent reflection or for leaders to record their responses. Then, ask for examples.]**



Record your own notes here:

**[NOTE: Provide participants with the handout "PE: Create a Unit Resilience Plan" (see Tab I) or encourage participants to record their ideas on a piece of paper, if available. Another option, although it may risk distraction, might be to use the Notes App on a Smart Phone.]**

3. Guide the leaders in choosing one to two strategies they intend to implement to enhance unit resilience.

- You discussed several strategies throughout the module. Different strategies may be useful at different times and with specific Soldiers. Remember, “right time, right place, right person.”
- Yet, many of the strategies can effectively be used to proactively foster resilience.
- **[ASK]** What one to two strategies do you intend to implement in the next week to enhance your unit resilience? What strategies will you incorporate throughout the deployment cycle?

**[NOTE:** Allow for silent reflection or for leaders to record their responses. Then, ask for examples; consider asking a follow-on question about how or when the leader plans to use the strategy.]

4. Provide the “so what” of this exercise by connecting the leaders’ attitude and actions to Soldiers’ growth.

- Recall from the discussion in the Pre-Deployment Resilience Training for Soldiers module that growth is a realistic expectation of the deployment experience.
- **[ASK]** How does the plan you’ve just created help to support your and your Soldiers’ growth?

**[NOTE:** Allow for responses.]

5. Explain the importance of leaders knowing the resources available to them and their unit.

- You do not need to be an expert on resilience or in each component of resilience. You do, however, need to know where to turn for support—for yourself and for your Soldiers.
- Aside from your own Circle of Support, be sure to familiarize yourself with the professional support available to you and your unit. This can include online resources or apps that may provide ongoing support.
- Having your unit’s support system in place (e.g., Chaplain, BH, leadership team, MWR) is especially important in the pre-deployment phase.
- Lastly, the Army Resilience Directorate webpage has materials and videos to support each of the resilience components you have discussed today.

6. Transition.

- Before we conclude, I am going to give you an opportunity to provide the Army Resilience Directorate feedback on this module.

Record your own notes here:





## Survey QR Code



[https://wrair.gov1.qualtrics.com/jfe/form/SV\\_ehuue7DVjio5phl](https://wrair.gov1.qualtrics.com/jfe/form/SV_ehuue7DVjio5phl)

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### Provide information to complete the post-training survey.

#### 1. Provide information to complete the post-training survey.

- As we are wrapping up our time with this module, the Army Resilience Directorate (ARD) has requested that you take a brief survey to continue improving this training for future use.
- Soldiers and members of their Circle of Support provided feedback in 2018-2019 to the previous version of this training. That feedback was instrumental to ARD in revising and updating the training you just received.
- You have the opportunity now to offer your feedback which will then be used to make a difference for the next group of Soldiers and their Circles of Support.
- On the survey, you will be able to rate the usefulness, relevance, and effectiveness of specific topics as well as let them know specific sustains and improves for the next version.

Record your own notes here:



- While completing the survey is optional, I ask that you remain here so we can conclude the training together as a group.
- Please use the QR code on your phone to access the survey.
- There is an information sheet that lets you know about the evaluation and who to contact if you have questions.
- The survey takes approximately 10 minutes.

2. Ask if participants have any questions; prompt those choosing to complete the survey to begin.

- **[ASK]** Does anyone have any questions?

**[NOTE:** Allow for and address questions.]

- If you so choose, please complete the survey now.  
When everyone is done, we will conclude the training.

**[NOTE:** Provide the participants time to take the survey.  
When everyone who wants to complete the survey is finished, pull the class together for the conclusion.]

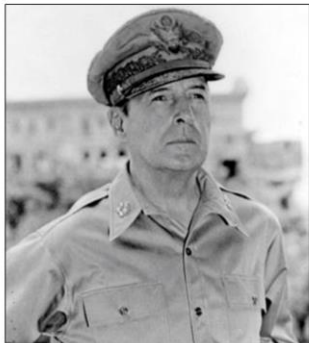
- Let me leave you with some parting thoughts.

Record your own notes here:





## Leadership



“A true leader has the confidence to stand alone, the courage to make tough decisions, and the compassion to listen to the needs of others. He does not set out to be a leader but becomes one by the equality of his actions and the integrity of his intent.”

- GEN Douglas MacArthur

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**Encourage leaders to take responsibility for building and maintaining individual and unit resilience.**

### 1. Read and reflect on the quote by GEN Douglas MacArthur.

*[NOTE: Instruct the leaders to read the quote or ask someone to read it aloud.]*

- Take a quick moment to reflect on General Douglas MacArthur's words.

*[NOTE: Allow a brief moment for personal reflection.]*

- This is where you make your mark as a leader. Some of what was covered today may seem countercultural to the Army and society at large; however, as General MacArthur stated, a true leader has the courage to do what they know is right and what is best for their Soldiers.
- You have been afforded the opportunity to lead the men and women of the United States Army. Your leadership will impact them not only during the months of the deployment, but also for the rest of their lives.
- Everything we have talked about – resilience, connection, trust, cohesion – are what make the difference between being “THE” platoon sergeant and being “THEIR” platoon sergeant.
- This is not only a great responsibility, but also a great gift. What are you going to do with that gift?
- Thank you for all of your thoughts and participation!



Record your own notes here: