

**Resilience Training for Leaders (ALC)  
PSB02002 / Version 1  
22 Apr 2010**

**SECTION I. ADMINISTRATIVE DATA**

**All Courses  
Including This  
Lesson**

<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
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**Task(s)  
Taught(\*) or  
Supported**

<u>Task Number</u>	<u>Task Title</u>
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**Reinforced  
Task(s)**

<u>Task Number</u>	<u>Task Title</u>
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**Academic  
Hours**

The academic hours required to teach this lesson are as follows:

**Resident  
Hours/Methods**

2 hrs / Small Group Instruction (SGI)

Test 0 hrs

Test Review 0 hrs

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Total Hours: 2 hrs

**Test Lesson  
Number**

	<u>Hours</u>	<u>Lesson No.</u>
Testing (to include test review)	_____	N/A _____

**Prerequisite  
Lesson(s)**

<u>Lesson Number</u>	<u>Lesson Title</u>
None	

**Clearance  
Access**

Security Level: Unclassified.  
Requirements: There are no clearance or access requirements for the lesson.

**Foreign  
Disclosure  
Restrictions**

FD5. This product/publication has been reviewed by the product developers in coordination with the USAMEDDC&S foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

**References**

<b>Number</b>	<b>Title</b>	<b>Date</b>	<b>Additional Information</b>
0-7679-1191-1	The Resilience Factor, Karen Reivich, Ph.D and Andrew Shatte, Ph.D; Broadway Books	14 Oct 2003	
FM 3-21.75	The Warrior Ethos and Soldier Combat Skills	28 Jan 2008	
FM 6-22	Army Leadership: Competent, Confident, and Agile	12 Oct 2006	
FM 6-22.5	Combat and Operational Stress Control Manual For Leaders and Soldiers	18 Mar 2009	
OIF 07-09	Mental Health Advisory Team (MHAT) VI, Office of the Surgeon, MNF-I, Office of the Surgeon General, US Army MEDCOM	8 May 2009	

**Student Study Assignments**

Prior to receiving this block of instruction, students are required to log on the website: <http://www.authentic happiness.sas.upenn.edu/Default.aspx>. and complete the VIA Inventory Questionnaire. This activity takes approximately 30-45 minutes to complete. Have students bring the VIA results with them to class.

**Instructor Requirements**

One Instructor Training Course (ITC) qualified instructor per specified group.

**Additional Support Personnel Requirements**

<b>Name</b>	<b>Stu Ratio</b>	<b>Qty</b>	<b>Man Hours</b>
None			

**Equipment Required for Instruction**

<b>Id Name</b>	<b>Stu Ratio</b>	<b>Instr Ratio</b>	<b>Spt</b>	<b>Qty</b>	<b>Exp</b>
COMPUTER-INSTRUCTOR COMPUTER (CPU) WITH KEYBOARD, INSTRUCTOR USE ONLY			No	1	No
MONITOR-INSTRUCTOR COMPUTER MONITOR			No	1	No
PN C7044A#ABA HP LASER JET 1200			Yes	1	No
PROJECTOR-INSTRUCTOR OVERHEAD PROJECTOR WITH COMPUTER INTERFACE	1:16		No		No
SCREEN-INSTRUCTOR SCREEN PROJECTOR, INSTRUCTOR USE	1:16		No		No

7510-01-424-4867  
EASEL, (STAND ALONE) WITH PAPER

No 1 No

\* Before Id indicates a TADSS

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**Materials  
Required**

**Instructor Materials:**

PSB02002/1 Lesson Plan (LP); PSB02002/1 Student Handout (SH); PSB02002/1 PowerPoint Presentation.

**Student Materials:**

PSB02002/1 Student Handout (SH); VIA Results.

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**Classroom,  
Training Area,  
and Range  
Requirements**

ORGANIZATIONAL CLASSROOM

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**Ammunition  
Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
	None				

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**Instructional  
Guidance**

**NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

This training module is designed to be presented in a discussion (*instructor facilitated*) format. The linked PowerPoint slides are intended to structure the discussion and reinforce key points. An easel with butcher block paper has been listed in Section I, Equipment Required for Instruction; however, a blackboard/whiteboard may be substituted for listing participant (student) responses.

All information contained in this lesson plan is found in the student handout excluding slide cues, instructor notes and any information found outside of the outline margins.

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**Proponent  
Lesson Plan  
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Cullens, Dora	GS11	Instructional Systems Specialist	11 Mar 2010

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## SECTION II. INTRODUCTION

Method of Instruction: <u>Small Group Instruction</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>Small Group Instruction</u>

### Motivator

Resilience Training for Leaders (ALC), part of a series of Professional Military Education (PME) resilience training modules, is designed to prepare Soldiers and leaders for the unique demands of military life and the challenge of operating in the extreme environments that comprise combat and operational deployments. These modules focus on building and sustaining individual and organizational resistance to adversity and strengthening mental toughness through resilience skills and leader behaviors that can be learned, mentored and practiced. These training modules strive to enhance mission effectiveness, Soldier well-being and unit cohesion.

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

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

**Show Slide 1 (Resilience Training for Leaders).**

### Terminal Learning Objective

**NOTE:** Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

<b>Action:</b>	Apply the evidence-based, Warrior-oriented leader skills and behaviors to ensure resilience, individual well-being and mental fitness in Soldiers and organizations
<b>Conditions:</b>	In a classroom environment, given Noncommissioned Officers and/or Officers responsible for the training, developing and mentoring of subordinate leaders
<b>Standards:</b>	Applying evidence-based, Warrior-oriented leader skills and behaviors will consist of: - Discussing key principles and identifying leader skills that enhance resilience and mitigate the impact of combat and operational stress reactions - Reviewing behavioral health symptom indicators, referral resources and actions leaders can take to reduce behavioral health related stigma

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**Safety Requirements**

As required, conduct a safety brief prior to training IAW organization and local installation policies.

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**Risk Assessment Level**

Low

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**Environmental Considerations**

**NOTE:** It is the responsibility of all Soldiers and DA civilians to protect the environment from damage.

Based on its commitment to environmental protection, all instruction will be conducted in ways that minimize environmental impacts. Instructors will comply with all environmental laws and regulations. This includes all federal, state, local, and Host Nation laws, some of which are outlined in TC 3-34.489, *The Soldier and the Environment*, 26 Oct 2001, App. B and the environmental risk assessment checklist found in TC 3-24.489, App. A.

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**Evaluation**

Resilience Training for Leaders has multiple, instructor-facilitated activities and concrete examples designed to stimulate discussion, facilitate learning and to identify any areas that may require extra emphasis or review. Space is provided in the student handout for each activity.

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**Instructional Lead-In**

**Show Slide 2 (NCO Creed).**

**INSTRUCTOR NOTE:** Read aloud: “*All Soldiers are entitled to outstanding leadership. I will provide that leadership.*” Ask the students what this quote from the “Noncommissioned Officer’s Creed” means to them.

This creed explicitly states that outstanding leadership is a Soldier’s entitlement. No other Army creed or motto makes this pledge. As a leader, it’s important to realize your impact on and responsibility for your Soldiers’ well-being. Your actions or inactions as a leader affect not only their tactical and technical successes but their health and morale as well. Truly their perceptions of how much you are looking out for their well-being is a key contributor to their resilience and how well they adapt to combat and high-risk military deployment.

**Show Slide 3 (Terminal Learning Objective).**

**INSTRUCTOR NOTE:** Spend a few minutes covering the TLO either by reading the TLO aloud or alternatively, the main teaching points may be stated,

*“As leaders you serve a critical role in supporting and enhancing Soldier and organizational resilience. In this training we will discuss leader behaviors and skills that enhance resilience and mitigate the impact of combat and operational stress reactions; we’ll use a case study of leadership in a unit during post-deployment to illustrate these points. We’ll also discuss indicators of behavioral health symptoms, referral resources and actions leaders can take to reduce behavioral health-related stigma. Finally we’ll talk about how you as a leader can make a difference when events challenge organizational resilience.”*

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### SECTION III. PRESENTATION

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**NOTE:** Inform the students of the Enabling Learning Objective requirements.

#### A. ENABLING LEARNING OBJECTIVE

<b>ACTION:</b>	Discuss the key principles and identify leader skills that enhance resilience and mitigate the impact of combat and operational stress reactions
<b>CONDITIONS:</b>	In a classroom environment, given a group of Noncommissioned Officers and/or Commissioned Officers responsible for the training, developing and mentoring of Soldiers in their organization
<b>STANDARDS:</b>	Discussing these key principles and skills leaders may employ will consist of the concepts and guidelines contained in FM 6-22.5 Combat and Operational Stress Control Manual For Leaders and Soldiers (March 2009) and The Resilience Factor, Karen Reivich, Ph.D and Andrew Shatte, Ph.D (October 2003)

#### 1. Learning Step / Activity 1. Resilience and Effective Leader Behaviors

Method of Instruction: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:16  
Time of Instruction: 15 mins  
Media: Small Group Instruction

#### Show Slide 4 (Leader Behaviors (1 of 3)).

- a. While Soldiers operating on the modern battlefield are facing an extremely chaotic, intense and destructive experience, there are skills and competencies leaders can master and employ to mitigate the potentially toxic effects of stress and to build resilience in their Soldiers and their organization.

We all know what resilience is, but let's do a quick review to make sure we're all operating on the same sheet of music.

**How would you define resilience?**

**What are some words that capture the concept of resilience for you?**

**What does it mean for you to be a resilient leader?**

**ACTIVITY #1:** Have students respond to the question above; wait for a diversity of responses (words synonymous with resilience) on the butcher paper or blackboard/whiteboard. Typical examples of words that are synonymous with resilience include: flexibility, hardiness, resistant, toughness, elastic, etc.

- b. FM 6-22 (Army Leadership: Competent, Confident, and Agile, Oct 2006) defines resilience as "the ability to recover quickly from setbacks, shock, injuries, adversity, and stress." Webster's Dictionary (Revised Edition, 2005) describes it as the "ability to recover readily from illness, depression or adversity."

- (1) Comprehensive Soldier Fitness (CSF) defines resilience as “the ability to grow and thrive in the face of challenges and bounce back from adversity.” Resilience is built through a set of core competencies that enable mental toughness, optimal individual and organizational performance and strong leadership. Resilient Soldiers manage stress well and resilience can also involve personal growth. As a leader it’s important to recognize that resilience is both an individual, collective and leader responsibility.

**Show Slide 5 (Leader Behaviors (2 of 3)).**

- c. Let’s discuss some of the leaders you’ve experienced during your military career, both bad and good.

- (1) Think about a bad leader you’ve known.

**Which specific behaviors made that leader ineffective?**

**ACTIVITY #2:** Have students respond to the question above; list their responses (specific behaviors they believe made for ineffective leaders) on the butcher paper or blackboard/whiteboard. Don’t allow for characterizations (e.g., stereotypes or global descriptions such as “being an idiot”. Encourage specific examples. If students respond with words such as “selfish” or “stupid”, ask for the behaviors that demonstrated these characteristics. At a minimum, address the three negative behaviors listed below.

- (a) Embarrassing subordinates publicly. What are the consequences (to leader and Soldier) when a Soldier is “dressed down” in front of other unit members?

**INSTRUCTOR NOTE:** Discuss the short/long term effects of publicly embarrassing subordinates.

Mutual respect and a genuine sense of caring within an organization creates a culture of trust. Mutual respect solidifies unit cohesion and enhances relationships between leaders and Soldiers. This behavior (embarrassing Soldiers publicly) has the effect of lowering self-worth and productivity. It also risks both leader and Soldier losing the respect of others in the organization. Leaders should always endeavor to balance criticism with effective praise.

- (b) Hiding behind rules and regulations. What happens if you hide behind rules and regulations? What impact does this kind of behavior have on the organization?

**INSTRUCTOR NOTE:** Discuss the consequences in terms of organization members trusting and respecting the leader less.

It’s often more beneficial to follow the “spirit” of the law as opposed to the “letter” of the law and err on the side of interpreting rules and regulations in the Soldier’s favor. When in doubt, leaders should seek guidance if any rule appears ambiguous or unclear; leaders should encourage Soldiers to do the same. Remember to watch out for the appearance of double standards.

Note also that being “dictatorial” is one of the most universally disliked leadership characteristics, although being too “lax” is also one of the easiest ways to lose the respect of your Soldiers. How will you balance these?

- (c) Abusing privileges. Discuss the possible consequences of a leader using their rank or position for their own benefit.

**INSTRUCTOR NOTE:** Discuss the possible consequences of leaders using their rank or position for personal gain.

The perception of inequality of privileges is a common source of conflict between leaders and subordinates. As a leader you should adhere to the same standards you create for your Soldiers. Rank should always be viewed as a responsibility, not a privilege. Effective leaders use their rank and authority to help their Soldiers; poor leaders use their rank and authority for personal gain. Take care of your Soldiers' needs before you address your own – they will respect and appreciate this leader behavior.

**How did that ineffective leader affect the Soldier and the organization?**

**ACTIVITY #2 (cont'd):** Ask students the above question above; wait for a diversity of responses regarding an ineffective leader's effect on the performance, morale, resilience, and behavioral health of the Soldier or organization.

Bad and/or ineffective leadership can have the effect of demoralizing Soldiers and being harmful to mission effectiveness. On the other hand, good and effective leadership has often been critical to mission success and high moral within the organization.

**Show Slide 6 (Leader Behaviors (3 of 3)).**

- (2) Think about a good leader you've known.

**Which specific behaviors made that leader effective?**

**ACTIVITY #3:** Have students respond to the question above; wait for a diversity of responses (specific behaviors they believe made for effective leaders) and write the responses on the butcher paper or blackboard/ whiteboard. At a minimum, address the eight positive behaviors listed below.

- (a) Provides high moral and ethical standards. Have you known leaders who do the proper thing even when their leaders may never know about it?

**INSTRUCTOR NOTE:** Discuss: "What message does it send Soldiers if a leader appears to only really live the Army Values when someone is watching?"

Good leaders set the standard for doing the right thing even though they may be "away from the flagpole". These leaders have the character and integrity to always demonstrate the principles found in the Warrior Ethos and expect the same of their Soldiers. Competence and character go hand in hand however, since leaders need to have high ethical standards and be competent in order to inspire trust and be successful.

- (b) Instills discipline. Have you ever known a leader who set the bar (for you) at a level no one can attain? Have you known a leader who pushed you beyond what you thought yourself capable?

**INSTRUCTOR NOTE:** Discuss: "How do you achieve a balance between instilling discipline and being a tyrant?"

Leaders should not create a level of discipline any sterner than necessary to obtain the best results. Focus on what's important to maintaining discipline and take care where you set the bar.

- (c) Is just and fair. Have you seen a leader use punishment to help develop a Soldier?

**INSTRUCTOR NOTE:** Discuss: “What methods did the leader use? Have you seen a leader consistently praise a Soldier to help develop him or her?”

It’s important to be fair with your Soldiers and ensure they work towards the same objective, assume comparable risks and reap equal rewards. Leaders should use punishment judiciously and consider other factors that may have contributed to behavior(s). Use problem solving techniques and be your own “devil’s advocate” by looking for weaknesses in your decisions. Before assigning any punishment ask yourself “what is the purpose of the punishment and what will it achieve?” A fundamental axiom of leadership is to “punish privately and praise publicly”; report failures and issues up the chain of command but report successes to everyone.

- (d) Communicates and is available. How do good leaders maintain effective communication?

**INSTRUCTOR NOTE:** Discuss: “What are some specific examples? What does it mean to be “available” to Soldiers? Is having an open-door policy really enough?”

It’s important to communicate with your Soldiers and keep them informed as much as possible; they respond best when they know why they have to do something. As most of you already know, when Soldiers don’t know the facts what do they do? They guess and that can fuel rumors. Visit your Soldiers often and communicate as much as possible. This is an easy thing to do and will always reap benefits.

Are you going to be the kind of leader who always has to have the last word? What is the impact of this kind of attitude on unit morale? When communicating it’s important for you to be in “receive” mode as well as “send” mode. Attentive, reflective listening may reveal much about your Soldiers and head off potential problems. Using your chain of command to disseminate information works, but communicating directly to your Soldiers allows you to carry your message to them without third party interpretation. We’ll be discussing some techniques of Assertive Communication later in this module.

- (e) Admits mistakes. Think of leaders you may know who feel they must never be wrong or ever make a mistake.

**INSTRUCTOR NOTE:** Discuss: “How effective are these leaders? Have you known leaders who equate mistakes only with failure?”

When you make a mistake does it undermine your authority or the respect of your Soldiers? If when you’re wrong you publically take responsibility for that mistake, what effect will it have? Why is it so embarrassing for many leaders (and most people) to admit their mistakes? It’s embarrassing and may not fit in with how you view yourself, but acknowledging mistakes demonstrates what your Soldiers should do when they make a mistake and can be far more powerful than just talking about Army values. Mistakes are an opportunity to learn, grow and demonstrate your resilience and mental toughness.

- (f) Underwrites honest mistakes. What does it mean to make an “honest” mistake?

**INSTRUCTOR NOTE:** Discuss: “Should a leader take into consideration a Soldier’s intent (malicious, negligence vs. human error despite best effort) when dealing with mistakes?”

What does it mean to fly “high cover”? Basically it means not letting a subordinate get crushed by higher-ups for making an honest mistake. Leaders must first and foremost accept that Soldiers are human. Organizations and Soldiers improve more when they are allowed to make honest mistakes. If Soldiers are afraid to make a wrong decision, they’ll resort to not making any decisions at all. Leaders who fly “high cover” will have Soldiers who are more likely to maintain a positive attitude, be motivated and show initiative.

- (g) Safeguards Soldiers. Which leader behaviors demonstrate they are watching out for Soldiers – both in terms of physical harm and being overworked/tasked?

**INSTRUCTOR NOTE:** Discuss: “How do you maintain a balance between ensuring mission success and your Soldiers’ welfare?”

Good leaders “provide overwatch” by protecting their subordinates. Leaders should protect Soldiers from assuming undue risks (or any more than they would assume themselves under the same circumstances). Leaders must conduct risk assessments that ensure the benefits always outweigh the risks. Leaders must also protect Soldiers from injustice, abuse or harassment (internal or external). Soldiers should know their leaders are there to help them through the tough times, not just there when things are running smoothly. Soldiers often report their leaders accept taskings from superiors as a means to make themselves look better. Where does this perception come from: a lack of effective communication? Lack of safeguarding? Lack of awareness of the Soldiers’ workload? What can leaders do to alter these perceptions?

- (h) Encourages involvement. How do leaders get their Soldiers involved in the planning process and solving unit problems? Are there leaders who are not open to discussion or never involve the entire team in planning?

**INSTRUCTOR NOTE:** Discuss: “Does having leaders who fail to involve the entire team in planning/problem solving serve to develop young Soldiers?”

Leaders should encourage involvement in recognizing and solving problems. This involvement instills confidence, adaptability and innovation. Leaders should encourage Soldiers to ask clear, concise questions and to offer opinions when appropriate. Leaders should acknowledge and consider constructive feedback from Soldiers when appropriate; this openness to feedback will help mentor future leaders to be confident, adaptable and resilient.

#### **How did that effective leader affect the Soldier and the organization?**

**ACTIVITY #3 (cont’d):** Ask students the question above; wait for a diversity of responses regarding an effective leader’s effect on the performance, morale, resilience, and behavioral health of the Soldier or organization.

- d. Leadership make a significant difference in terms of Soldiers’ mental health and well-being – especially in the groups that experienced higher levels of combat. While this impact is good news, we need to remember that even units with sound, effective leadership will still have some Warriors who will experience behavioral health problems.

**NOTE:** Conduct a check on learning and summarize the learning activity.

A list of possible questions can be found following this Enabling Learning Objective (ELO).

2. Learning Step / Activity 2. Resilience Skills

Method of Instruction: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:16  
Time of Instruction: 30 mins  
Media: Small Group Instruction

**Show Slide 7 (Communication (1 of 4)).**

- a. We've talked about the importance of effective communication for good leadership, but what make communication effective? What's the difference between aggressive, passive and assertive communication?

**Show Slide 8 (Communication (2 of 4)).**

- (1) Aggressive Communication – the goal is to intimidate. Which behaviors are associated with aggressive communication? Typically these are individuals that must have the last word, will talk “over” the other person, have out of control emotions, and are accusatory or denigrating.

Which deeply held, underlying beliefs (icebergs) fuel aggressive communication? Beliefs such as, “The best defense is a strong offense, never back down from a fight or any sign of weakness and you'll be taken advantage of.” Can you think of others?

**INSTRUCTOR NOTE:** Discuss other “icebergs” individuals who engage in aggressive communication may have in common.

**Show Slide 9 (Communication (3 of 4)).**

- (2) Passive Communication – the goal is to appease. Which behaviors are associated with passive communication? Typically these individuals will be quiet, avoid eye contact, are withdrawn, sulking, submissive, etc.

Which icebergs fuel passive communication? Beliefs such as, “No one ever really changes anyway or it's more important that people like me than to be right.” Can you think of others?

**INSTRUCTOR NOTE:** Discuss other icebergs individuals who engage in passive communication may have in common.

**Show Slide 10 (Communication (4 of 4)).**

- (3) Assertive Communication – the goal is to understand the other individual's perspective and move together toward a positive outcome. Which behaviors are associated with assertive communication? These are often individuals who are confident, calm, clear, and controlled.

Which icebergs fuel assertive communication? Beliefs such as, “We can work this out, I trust and respect you and I can express myself clearly and confidently.” Can you think of others?

**INSTRUCTOR NOTE:** Discuss other icebergs individuals who engage in assertive communication may have in common.

**Show Slide 11 (Assertive Communication).**

- b. Assertive Communication is a skill that takes some practice – it is a style of communicating that you need to match to the right situation and individual you are communicating with. We are going to review a technique for assertive communication called the IDEAL model. This approach is used to communicate calmly, confidently, clearly, and in a controlled manner, especially during a conflict or challenge. This skill helps build the ability of leaders to connect with others while moving towards a goal.

The IDEAL model uses an acronym to highlight key steps in ensuring clear and productive communication. It may be useful to leaders when faced with providing clear guidance to a Soldier about his/her behavior. This model is also used throughout the Master Resilience Trainer (MRT) course.

- (1) **I** = Identify and understand the problem. Put it in perspective for the Soldier if necessary. Watch out for “all-or-nothing” thinking (thinking traps), catastrophic thinking and deeply held beliefs (icebergs).
- (2) **D** = Describe the problem objectively and accurately; the specific who, what, when, and where. Focus on a specific and recent event; minimize exaggeration.
- (3) **E** = Express your concerns and how you feel (when appropriate); use “I” rather than “you” when communicating. Again, minimize exaggeration.
- (4) **A** = Ask for the other person’s perspective (use what and how – not why questions). Repeat back what you’ve heard in order to check that you’re hearing them accurately; then ask for a change that’s both reasonable and doable.
- (5) **L** = List the positive, rather than the negative, consequences (outcomes).

**Show Slide 12 (IDEAL Model).**

**INSTRUCTOR NOTE:** This activity may be skipped due to time constraints.

- c. Practice: IDEAL Model.

In a small group, think of a recent scenario from your own experience where one of your Soldiers came to you with a problem or issue. Use the IDEAL model and identify and describe their problem, express your concerns, understand their perspective, and list positive consequences. Be prepared to discuss the scenario your small group came up with.

**ACTIVITY #4:** Have students break up into groups of 3-4 in order to practice Assertive Communication with their breakout group. Have them select a scenario from their own life that depicts a Soldier experiencing a conflict or challenge they had to deal with. Take about five (5) minutes for this activity. Debrief one or two group’s scenarios when they come back together. Break down the scenario using the IDEAL acronym on a sheet of butcher paper or blackboard/whiteboard.

**ACTIVITY #4 (cont’d):** Once all students are reassembled in the main group, take a few minutes to debrief the activity. Questions such as “*What if you use Assertive Communication and you fail to obtain the information you need or the Soldier doesn’t react positively? What do you do now?*” Or, “*Do you think there are personal thinking patterns (thinking traps) or deeply held beliefs (icebergs) that get in the way of this technique being effective?*”

**Show Slide 13 (Signature Strengths (1 of 3)).**

- d. Prior to receiving this block of instruction, you logged onto the appropriate website and complete the VIA (Values in Action) Inventory Questionnaire and brought the results with you today. The VIA is a self-evaluation tool designed to identify your signature strengths.

**What is a Signature Strength? Can we be equally strong in all things?**

**INSTRUCTOR NOTE:** Ask students the questions above; wait for a diversity of responses. At a minimum, the subsequent discussion should address the items below.

We all have top strengths and bottom strengths, and while all strengths are good, we can't have them all as top strengths. Your top strengths are called your "*Signature Strengths*". There are some common characteristics associated with our Signature Strengths:

- (1) You feel "true to yourself" when using the strength.
- (2) You can't help using the strength when given the opportunity.
- (3) You feel energized not exhausted when using your strength – it does not deplete you.
- (4) Motivation comes from within.

Everyone has relative strengths – areas where they are stronger than others. The VIA results are not about comparing yourself to someone else but about figuring out your relative strengths.

**Show Slide 14 (Signature Strengths (2 of 3)).**

- e. Look at these categories of Signature Strengths.

**What were your Signature Strengths?**

**INSTRUCTOR NOTE:** Ask students the question above; canvas the group and determine the top 5 strengths across the class. Discuss the results using the following questions: "*Are the results what you expected? Is this pattern unique to the military? Are there both commonalities and differences? Do you think your top strengths changed over the course of your career?*"

**Show Slide 15 (Signature Strengths (3 of 3)).**

It should be noted that each of these strengths also has a "shadow side" that can lead to trouble or limit you.

**What does it mean when you say these strengths have a shadow side?**

**INSTRUCTOR NOTE:** Ask students the question above; wait for a diversity of responses. At a minimum, the subsequent discussion should address and highlight that strengths can get you in trouble when used too much or when used inappropriately (wrong time and place). For example, can you have too much humor or use humor in the wrong places? Can you be overly "socially intelligent" to the extent that it keeps you from being focused on the mission?

**Which shadow side do you need to be aware of in yourself?**

**INSTRUCTOR NOTE:** Ask students the question above; wait for a diversity of responses. At a minimum, the students should recognize that knowing your strengths is as important as knowing your weaknesses.

**What's the benefit of being aware of the strengths in your team members?**

**INSTRUCTOR NOTE:** Ask students the question above; wait for a diversity of responses. At a minimum, the responses should highlight playing to an individual's strengths, building a team with members who complement each other and knowing the potential shadow side of team members' strengths.

**Show Slide 16 (End of First Hour of this Training Module).**

**INSTRUCTOR NOTE:** If delivering this training module as two, one-hour training modules, thank the students for their attention; if continuing with the remainder of this training module, this slide may be omitted.

**NOTE:** Conduct a check on learning and summarize the learning activity.

The following question(s) may be used to ensure the students have learned the material presented.

- (1) When conducting risk assessments, an effective leader will always ensure the \_\_\_\_\_ always outweighs the risks. *A: benefits.*
- (2) \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ are three good leader behaviors. *A: (select three behaviors) Provides high moral and ethical standards, instills discipline, is just and fair, communicates and is available, underwrites honest mistakes, safeguards Soldiers, encourages involvement.*
- (3) Your top strengths are referred to as your \_\_\_\_\_ Strengths. *A: Signature.*
- (4) Assertive Communication uses the \_\_\_\_\_ model to communicate confidently, clearly and in a controlled manner, especially during a conflict or challenge. *A: IDEAL.*

**B. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Review behavioral health symptom indicators, referral resources and actions leaders can take to reduce behavioral health related stigma
<b>CONDITIONS:</b>	In a classroom environment, given a group of Noncommissioned Officers and/or Commissioned Officers responsible for the training, mentoring and development of Soldiers in their organization
<b>STANDARDS:</b>	Reviewing the behavioral health symptom indicators, referral resources and actions leaders can take to reduce behavioral health related stigma consist of the concepts and guidelines contained in FM 6-22.5 Combat and Operational Stress Control Manual For Leaders and Soldiers, March 2009 and The Resilience Factor, Karen Reivich, Ph.D and Andrew Shatte, Ph.D, October 2003

**INSTRUCTOR NOTE:** If delivering this training module as two, one-hour training modules, welcome students to the second hour of Resilience Training for Leaders (ALC). Remind the students to participate fully in these interactive activities, ask questions and be receptive. Have students read the case study in their student handouts before they come to this second hour of this training (if applicable).

3. Learning Step / Activity 3. Resilience and Leadership

Method of Instruction: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:16  
Time of Instruction: 15 mins  
Media: Small Group Instruction

**Show Slide 17 (Leader Behaviors).**

- a. Let's talk about the indicators that tell us if we're being a good (and effective) leader.

**How are you going to know if you're a good leader?**

**INSTRUCTOR NOTE:** Ask students the question above; wait for a diversity of responses. Lead the discussion on this point and cover the following topics: use of informal assessments (by asking your subordinates, your peers and your leaders) and by checking on behavioral health and performance indicators.

**Show Slide 18 (Leadership Impact).**

The model shows how stressors affect Soldier well-being and readiness/performance.

**Look at this model, what does it tell you about things that influence a Soldier's well-being and performance?**

**INSTRUCTOR NOTE:** Ask students the question above; wait for a diversity of responses. The discussion should cover the following: there are many stressors – situations that require Soldiers to adapt: OPTEMPO of the organization, harsh environmental conditions, combat or operational deployments, death in the Family, etc. The discussion should also cover the range of different outcomes for well-being, as well as readiness and performance.

**What is the role of leadership in affecting stressors and improving Soldier well-being, and performance?**

**INSTRUCTOR NOTE:** Left-click the mouse to advance text box from bottom.

**INSTRUCTOR NOTE:** The model illustrates the role that effective leader behaviors play in moderating the impact of stressors on Soldier well-being and performance.

Leaders play a critical role in influencing the impact of stressors on well-being and mission performance (for better or worse). This model is one way to show how a leader's actions can protect Soldier's from stress and enhance organizational well-being, readiness and performance.

**How can you use this model to figure out if you are doing a good job?**

**INSTRUCTOR NOTE:** Ask students the question above; wait for a diversity of responses. The discussion should emphasize that leaders can look at overall Soldier well-being, readiness and performance indicators to assess how well they are doing.

**But, can you do all the right things and still have Soldiers with problems?**

**INSTRUCTOR NOTE:** Ask students the question above; wait for a diversity of responses. The discussion should begin by answering yes, but effective leader behaviors can influence the degree to which adversity can impact Soldiers.

As we discussed at the beginning of this module, while all Soldiers possess traits and abilities that make them resilient to the potentially damaging effects of combat stress, these traits and abilities will never completely eliminate the stressful effects of modern warfare and the operational environment; however, resilient Soldiers do not let such adversity define them.

As leaders, you can directly influence the degree to which your Soldiers and your organization thrive under difficult circumstances and environments. Studies have shown that although combat and difficult operational deployment experiences affect some organizations negatively in terms of behavioral health problems, there are also organizations that are unaffected or that thrive. The difference is unit climate and effective leadership.

**Show Slide 19 (Challenges to Resilience (1 of 2)).**

- b. There are several potential challenges to resilience that a leader may have to face when preparing his or her organization for operations to include combat. These challenges may include:
  - (1) Soldiers with previous adverse experiences (such as childhood abuse or traumatic experiences from a previous deployment).
  - (2) Multiple deployments.
  - (3) Short dwell time; especially shorter than one year (the 2009 Mental Health Advisory Team (MHAT) report found that the optimal dwell time in terms of behavioral health was 3 years).
  - (4) Combat experiences (number and type).
  - (5) Lack of sleep (sleep deprivation and prolonged sleep restriction/shortage).
  - (6) A negative work environment (unit conflict, bad leaders, strong stigma associated with seeking behavioral health help, etc.).
  - (7) Can you think of other challenges to resilience an organization may face?

**What can you affect as a leader? What can you not affect?**

**INSTRUCTOR NOTE:** Ask students the question above; wait for a diversity of responses. The discussion should address those challenges that may be influenced by a unit leader such as lack of sleep and a negative work environment; as well as those challenges which are not easily influenced by a unit leader such as previous adverse experiences, multiple deployments, short dwell time, and combat experiences.

**Show Slide 20 (Challenges to Resilience (2 of 2)).**

- c. More than a thousand Soldiers deployed to Iraq were asked how many combat experiences they had gone through. The experiences related were things like “seeing a buddy get killed, having killed someone and being ambushed.” Their answers were divided into thirds— low,

medium and high. They were also asked about behavioral health symptoms related to post-traumatic stress disorder (PTSD), depression and anxiety. In this graph (slide 20), Soldiers who reported a lot of symptoms are identified as screening positive for behavioral health problems. What do you see in terms of the relationship between combat experiences and behavioral health problems?

**INSTRUCTOR NOTE:** The more combat experiences in general, the more symptoms Soldiers report. This was true even taking rank and gender into account. Source: MHAT IV report (Castro & McGurk, 2007). This data has been replicated in many different conflicts, including Vietnam, Operation Desert Storm and Kosovo.

Can this relationship between combat experiences and behavioral health problems be moderated by good leadership? Let's look at the chart on the next slide.

**Show Slide 21 (Why Leadership Matters).**

- d. Let's take a look at this chart (slide 21). First, notice that there are two different levels of combat experience – low (light green) on the left and high (dark green) on the right. And there are also two different types of leadership – poor leadership (solid) and good leadership (bricks). What does the data show?

**INSTRUCTOR NOTE:** Ask students the question above. The discussion should address two critical points. First, combat experiences still make a difference. Regardless of leadership style, a high number of combat experiences is associated with reporting behavioral health problems (compare the dark green bars to the light green bars). Second, leadership makes a difference, especially for the Soldiers who are reporting high levels of combat experiences. Compare the solid dark green bar to the dark green bricks and note that those Soldiers reporting high levels of combat experiences and good leadership are significantly less likely to report behavioral health problems. Source: MHAT IV report (Castro & McGurk, 2007).

**Show Slide 22 (Sleep Impact).**

- e. As a leader it's important to recognize the physical and mental impact on your Soldiers when they are not receiving sufficient sleep.

**Have you seen the consequences of not getting enough sleep first hand?**

**INSTRUCTOR NOTE:** Ask students the question above; wait for a diversity of responses from students who have witnessed the effects of insufficient sleep.

- (1) What can leaders do about units not getting enough sleep? Leaders need to actively manage organizational sleep schedules and incorporate these into planning considerations. Leaders must actively manage their own sleep schedules as well. Even if you are ensuring your Soldiers are getting sufficient sleep, are you getting the sleep you require for making critical decisions? Consider sleep as "an item of logistical resupply" just like food and water.

U.S. Army doctrine states that Soldiers should get 7-8 hours of sleep a night. Is this always possible? Can you catch up or store sleep? Actually, research shows that you can do both. You can store sleep by getting more sleep sometime the night before you'll be sleep deprived and you can catch up on your sleep afterwards but it takes longer than you'd think – you can't just catch up in one night.

- (2) Take a look at this chart (slide 22). The graph shows that the more Soldiers report not sleeping well, the more they are likely to "work less carefully" and make a mistake. This data comes from Soldiers surveyed during a deployment to Iraq. So you can see that

sleep problems are more than just being tired, they have implications for the mission and organizational success. (Source: MHAT V report, OIF 06-08).

**NOTE:** Conduct a check on learning and summarize the learning activity.

A list of possible questions can be found following this Enabling Learning Objective (ELO).

2. Learning Step / Activity 2. Case Study

Method of Instruction: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:16  
Time of Instruction: 20 mins  
Media: Small Group Instruction

**Show Slide 23 (Case Study).**

- a. As leaders it's important to realize that resilience is a process rather than an outcome. That, like physical fatigue and stress, the ability to maintain mental fitness in the face of stressful situations depends on a Soldier's level of fitness and training. As we've discussed, leaders are critical in developing and refining resilience in their Soldiers. This is because they set the tone, frame the activating event or combat experience and determine the impact of the stressful event on the individual and the organization.
- b. Let's examine further what we've been discussing using a case study scenario.

**ACTIVITY #5:** If not done previously, have students read the case study in their student handout and be prepared to discuss it in class.

SSG Paul's platoon has been back from deployment for five months and they are preparing for a training exercise in two weeks. There are a bunch of new guys in the unit, and some of the best (veteran) Soldiers have PCSed or ETSed. SSG Paul's tight with the guys he deployed with. They've been through some tough times, and he and SGT Best used to be squad leaders together before SSG Paul got promoted.

They're all glad to be back home but in the past several weeks, he's noticed that there are tensions brewing between SGT Best and one of the new Soldiers, PFC Clark. PFC Clark is a cocky guy who tries to smoke and joke like he's tight with the NCOs. He seems like he's a complainer who doesn't know when to keep his mouth shut. He's been complaining about the fact that they're not certain of the exact day the training exercise will end and there are rumors it'll be extended an extra two weeks. PFC Clark is worried because his girlfriend is coming to town in a few weeks and he wants to make sure he'll be there. His latest complaint has been that his pay got screwed up and he's running up his credit card debt because he can't get finance to fix the problem.

SSG Paul has to get the platoon ready to go on the training exercise and they're all pulling long hours in the motor pool to get their equipment and vehicles ready. It means more time away from Families while all the time the First Sergeant is riding him to meet suspenses.

SSG Paul returns from emergency leave to hear that PFC Clark's room didn't pass the barracks inspection. SSG Paul is also surprised to hear that SGT Best

was involved in some kind of fight at a bar downtown. The platoon is in danger of not meeting its suspenses to prepare the vehicles for transport to the training area according to the hard times published in the OPORD.

**Task #1: Identify the leadership challenges currently facing SSG Paul.**

**Task #2: Identify how you would handle these Soldier's problems at this point. Keep in mind the good leadership behaviors that we've reviewed.**

**ACTIVITY #5 (cont'd):** Have students write their responses in the space provided in their student handout. After allowing a few minutes to write responses to Task 1 and 2, announce, "*Let's continue with the scenario.*"

SSG Paul's first action when he gets back from emergency leave is to meet with the Platoon Leader and lay out the concerns about getting the platoon ready for the training exercise. After meeting with his squad leaders, they all head down to the motor pool where they hold another meeting to identify the problems involved in getting ready for the railhead. They explain why the upcoming training exercise is so important, how it will help them prepare for deployment next year and dispel the rumor about the training exercise getting extended.

SSG Paul tells the platoon that he and the LT informed the Company Commander and First Sergeant about the lack of vehicle replacement parts, a problem affecting the entire Battalion. They ask the squad leaders to make suggestions about fixing the vehicles with a lack of parts, and the squad leaders start brainstorming. SGT Best comes up an idea for scavenging parts from deadlined vehicles in the brigade's motor pool. SSG Paul says "that's the kind of thinking we need" and directs SGT Best to take PFC Clark to assist in taking inventory of the deadlined vehicle parts. SSG Paul knows it's going to be a long day for the two of them so he arranges to stay late that day to catch up on some paperwork, checking in with them several times in the evening. He tells them to take a break to grab some chow together and then has them finish up their inventory.

The next day, when the platoon meets after formation, SSG Paul publically acknowledges what SGT Best and PFC Clark achieved the night before. While the platoon starts making repairs, SSG Paul pulls PFC Clark aside and asks him what's happening with his finance problem. SSG Paul knows from PFC Clark's previous duty station that there's a chance that he's a "screw up" but he also knows that finance and relationship problems can be a huge distraction. SSG Paul thinks no one's probably tried to mentor PFC Clark so he figures he might be able to turn him around.

PFC Clark tells him he's getting pretty worried because he can't get anyone from finance to help and the credit card debt is piling up. SSG Paul tells him to stop by his office later and when he does, he asks him what happened with the room inspection. At first he says that it wasn't a fair inspection, and that he was singled out because he's new to the unit. SSG Paul responds that sometimes it's hard for new guys to join a unit especially when guys have been deployed together and have gotten tight with one another. SSG Paul tells him what it was like several years ago when he was the new guy. He had tried to act tough until his First Sergeant pulled him aside and told him to stop being such a loud mouth – that he didn't need to be intimidated by the guys who had "been there, done that"; he just needed to listen to what they had to say. PFC Clark nods his head thoughtfully.

SSG Paul switches gears and reminds him that regardless of his "new guy" status,

the report indicates that his room still needs to be cleaned up. SSG Paul tells him he's going to inspect his room again in 24 hours and it better be squared away or he'd be pulling extra CQ duty. Before PFC Clark leaves the office, SSG Paul calls finance and sets up an appointment for that afternoon and goes along with him to the appointment.

That evening, SSG Paul and his old deployment buddy SGT Best go to the gym together. SSG Paul wants to ask him about what's going on at home and what happened in the bar, but he doesn't really know how to go about it. SSG Paul decides to be direct and says he heard about some altercation at a bar over the weekend, and he's concerned because that doesn't sound like him. SGT Best tells SSG Paul he's been arguing a lot with his wife, he's having trouble sleeping and he ended up fighting at the bar with some idiot who didn't do anything that bad. SSG Paul encourages him to go see someone and points out that if SGT Best checks out the options at the clinic now, he might be able to get help with his sleep problem which might help him get along better with his wife. SSG Paul reminds SGT Best about how much they've gone through and says "how stupid would it be if the deployment was easier than coming home." SGT Best agrees but SSG Paul isn't sure whether his friend is going to follow through with calling the clinic so he decides to keep an eye on his friend for the next few weeks.

**Task #3: Identify the positive leader behaviors exhibited by SSG Paul.**

**Task #4: Identify any ways you would have handled things differently.**

**ACTIVITY #5 (cont'd):** Have students write their responses in the space provided in their student handout. After allowing a few minutes to write responses to Task 3 and 4, list some of their responses on the butcher paper or blackboard/whiteboard. As a minimum, ask the following questions:

**INSTRUCTOR NOTE:** Left-click the mouse to advance text box.

**Which behavioral health symptoms did SSG Paul notice?**

**Which of SSG Paul's actions were helpful?**

**Which actions were less than helpful? What else could he have done?**

**ACTIVITY #5 (cont'd):** Have students respond to the questions above; list their responses on the butcher paper or blackboard/whiteboard.

**NOTE:** Conduct a check on learning and summarize the learning activity.

A list of possible questions can be found following this Enabling Learning Objective (ELO).

3. Learning Step / Activity 3. Behavioral Health Symptoms and Referral

Method of Instruction: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:16

Time of Instruction: 10 mins

Media: Small Group Instruction

**Show Slide 24 (Behavioral Health Symptoms).**

- a. Let's look back at the case study. In the case of SGT Best and PFC Clark, we identified several signs (things we can see) and symptoms (things the individual can only tell us) that there might be some behavioral health-related problems.

**What other signs/symptoms might a leader become aware of that could be an indicator of a behavioral health problem?**

**ACTIVITY #6:** Have students respond to the question above; wait for a diversity of responses (regarding other signs/symptoms that could be an indicator of a behavioral health problem) on the butcher paper or blackboard/whiteboard.

**INSTRUCTOR NOTE:** Left-click mouse to reveal text (cascade).

- (1) Sleep difficulties.
  - (2) Insubordination.
  - (3) Inappropriate aggression.
  - (4) Discipline problems.
  - (5) Family-related conflict.
  - (6) Alcohol-related problems; or other substance abuse.
  - (7) Agitation/irritation.
  - (8) Social withdrawal.
  - (9) Difficulty concentrating.
  - (10) Difficulty making decisions.
  - (11) Lack of enjoyment (particularly of things/activities previously enjoyed).
  - (12) Changes in eating habits (both eating too little and too much).
- b. Remember even units with good leadership will still have some Soldiers who will experience behavioral health issues. While sound leadership has a significant impact, it will never completely eliminate behavioral health problems, so leaders need to be prepared to recognize when there are behavioral health issues and what to do about them.

**Show Slide 25 (Referring for Assessment)**

- c. Leaders may decide to refer Soldiers for further evaluation. While some of these signs and symptoms that affect Soldiers are natural reactions to pre-deployment, deployment and post-deployment events, there may be times when leaders want to refer a Soldier for assessment by a professional with the clinical skills to help.

**How do leaders decide when to refer?**

**INSTRUCTOR NOTE:** Have students respond to the question above; discussion should include topics related to threat to self or others, problems functioning that affect friends/Family and work, significant emotional distress, problems lasting a while, and problems that appear to be getting worse.

**Think about the case study again. Why did SSG Paul decide to encourage SGT Best to get help?**

**INSTRUCTOR NOTE:** Have students respond to the question above; discussion should include factors related to changes in behavior, problems resulting from behavior at home and during social situations, relationship difficulties, no sign of problems getting better over time, sleep difficulties.

**Show Slide 26 (Referral Options).**

- d. Once you've decided one of your Soldiers would benefit from healthcare or behavioral healthcare, what are some resources you're familiar with or have had the opportunity to utilize in the past (for yourself or your Soldiers)? Where can you refer someone to? What are your options?
- (1) **Chaplain (Unit Ministry Team):** organic to Army units at all levels from battalion and above; responsible to provide direct religious ministry and spiritual support to the command.
  - (2) **Medical Clinic:** the clinic can be a useful place to start for getting help because there may be a medical reason for behavioral health symptoms which can be diagnosed and treated by a healthcare provider. The clinic can also provide a referral to other sources of care as needed.
  - (3) **Behavioral Health Professionals; Combat Stress Control (COSC) teams:** Behavioral health assets can provide additional opportunities for health education and training as well as talk psychotherapy. While downrange, Combat Stress Control (COSC) teams or brigade behavioral health teams are nearby unless you are on a very small Forward Operating Base (FOB).
  - (4) **Military OneSource:** offers an on-line and phone referral network of counselors to provide personal advice and support for Soldiers and their Family members on relationships and mental health issues. These services are confidential and free.
  - (5) **Military Family Life Consultant (MFLC):** provides direct non-medical problem-solving education on deployment-related and other stressors. As with Military OneSource, MFLC services are confidential and free.
  - (6) **Veteran's Administration (VA):** provides a large range of healthcare services to eligible Veterans.

Other referral options include: the American Red Cross, Army Community Services (ACS) and the Army Wounded Warrior (AW2) Program.

**Show Slide 27 (Leadership and Stigma).**

- e. Many Soldiers may be hesitant to ask for help due to a perceived stigma.
- (1) Less than 50 percent of Soldiers with behavioral health problems seek help.  
  
What are some reasons why Soldiers might be reluctant to get help for behavioral health problems?

**INSTRUCTOR NOTE:** Left-click mouse to reveal text (cascade).

- (2) May be concerned that seeking help will be seen as a sign of weakness.

- (3) May worry how leaders and their battle-buddies will see them if they do.
- (4) Fear that seeking help will have a negative impact on their career.

It should be noted that these stigma concerns are double for Soldiers with behavioral health symptoms.

**Show Slide 28 (Supporting Soldiers).**

**f. How can you help your Soldiers access the help they need?**

**INSTRUCTOR NOTE:** Ask students the questions above; wait for a diversity of responses. At a minimum, the subsequent discussion should address the items below.

- (1) Begin by encouraging talking, let them know help is available and ensure barriers to seeking help are reduced (such as time off for medical appointments).
- (2) Know the resources available. If you simply tell a Soldier to go on-line or check the directory, what will that Soldier think? Have the resources listed in your leader's smart book.
- (3) Consider a command-directed referral; self-referral is best, but if there's push back from a Soldier who needs help – do your duty, even if it requires involving the chain of command.
- (4) Listen; let them know you're not simply going to "let this drop".

**INSTRUCTOR NOTE:** Left-click mouse to reveal text.

- (5) **How will your behavior as a leader affect a Soldier's decision to get help? How will your attitude affect your organization's climate regarding stigma?**

**INSTRUCTOR NOTE:** Have students respond to the questions above; discussion should include possible perceptions of a lack of true caring and a lack of true leadership.

Soldiers who feel supported by their leaders and their organization are more likely to go the extra mile for their buddies, the mission and their unit. As Army Leaders you are the first line of defense in helping Soldiers overcome the stigma and barriers to seeking behavioral health care. It's vital to extend your influence throughout the organizational culture where Soldiers understand that caring for their buddies is part of the Warrior identity and the epitome of living the Warrior Ethos.

**NOTE:** Conduct a check on learning and summarize the learning activity.

The following question(s) may be used to ensure the students have learned the material presented.

- (1) U.S. Army doctrine states that Soldiers should get \_\_\_\_\_ hours of sleep a night.  
*A: 7-8 hours.*
- (2) (True or False) Units with good leadership will still have some Soldiers who will experience behavioral health issues. *A: True; While sound leadership has a significant impact, it will never completely eliminate behavioral health problems.*
- (3) When discussing challenges to resilience, we mentioned Soldiers with previous adverse experiences, multiple deployments, short dwell time, combat experiences, lack of sleep, and a

negative work environment. Which of these challenges to resilience can a unit leader affect?  
*A: Lack of sleep and a negative work environment.*

- (4) What are some of the stigma concerns mentioned that may make Soldiers hesitant to ask for help? *A; Concerns seeking help will be seen as a weakness, may worry how leaders and battle-buddies will see them, fear that seeking help will have a negative career impact.*

## SECTION IV. SUMMARY

Method of Instruction: <u>Small Group Instruction</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>Small Group Instruction</u>

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### Check on Learning

Determine if the students have learned the material presented by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.

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### Review / Summarize Lesson

#### **Show Slide 29 (What does it mean to be a resilient leader?).**

At the beginning of this training, you were asked, “*What does it mean to be a resilient leader?*”

Leaders have the responsibility to build and sustain individual Soldier and organizational resilience. To be an effective leader you must know what kinds of behaviors detract from this goal and what kinds of behaviors facilitate resilience. Building resilience in yourself and your organization will not only help you care for your Soldiers – it’s an essential element of being an effective leader.

As Army leaders you are the first line of defense in helping our Soldiers remain resilient and, when resilience falters, overcome the stigma and barriers to ensure they get the help they need and deserve. Sound, effective leadership works to limit the stressors of combat and operational deployments and help prepare our Soldiers physically and mentally for these challenges.

What are your questions regarding this training module?

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**SECTION V. STUDENT EVALUATION**

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**Testing  
Requirements**

**NOTE:** Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

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**Feedback  
Requirements**

**NOTE:** Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

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## Appendix A - Viewgraph Masters

### VIEWGRAPHS FOR LESSON 1: PSB02002 Version 1

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Terminal Learning Objective

Viewgraph, PSB02002/1, Resilience Training for Leaders (ALC), 15 Feb 2010

**Multi Media Attached! [Click here and then press F9 to view.](#)**

**Appendix B - Test(s) and Test Solution(s) (N/A)**

**Appendix C - Practical Exercises and Solutions (N/A)**

## Appendix D - Student Handouts

### HANDOUTS FOR LESSON 1: PSB02002 Version 1

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Terminal Learning Objective

Handout Student PSB02002/1, Resilience Training for Leaders (ALC), 15 Feb 2010

**Multi Media Attached! [Click here and then press F9 to view.](#)**