

EAGLE TRIBE



COHESION GUIDE

COHESIVE ▪ TRAINED ▪ DISCIPLINED ▪ FIT



FY22: VERSION 1

#PEOPLEFIRST101ST #EAGLETRIBE



“Winning Matters, and people are my number one priority. People are our Soldiers – Regular Army, National Guard and Reserve – their families, civilians, and Soldiers for Life – retirees and veterans. We win through our people, and people will drive success in our readiness, modernization and reform priorities. We must take care of our people...”

General James McConville, 40th Chief of Staff U.S. Army, The Army People Strategy, October 2019

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COMMANDING GENERAL
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DECEMBER 15, 2021

Throughout our history, the 101st Airborne Division (Air Assault) has helped lead the Army in the face of difficult challenges and change. Since 1942, leaders across this great Division have embraced the challenges of their times. No one can choose the challenges of their day, what is critical is how you respond to these challenges. Over many generations, Screaming Eagle Soldiers have demonstrated how to turn challenges into opportunities. Today is no different. Our Army is working hard to adopt a command philosophy of “People First” while still retaining high levels of combat readiness so we will be ready to deploy, fight, and win when our nation needs us.

We at the 101st Airborne Division (Air Assault) define “People First” as the new and ongoing commitment to empowering engaged leaders and Soldiers to build cohesive teams that are lethal on the battlefield, ethically strong, and devoted to one another. The key terms in this definition are important and are defined as follows:

People: Our Soldiers, Civilians, Families, and Retirees

First: Prioritizing our people while we prepare for LSCO

New: Not doing business as usual

Cohesive Teams: Closely united platoons, squads, and families where every person believes they matter to their Tribe and the Tribe matters to them.

Engaged Leaders: Leaders who know their Soldiers and are devoted to their success in every aspect of their lives.

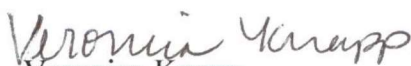
Engaged Soldiers: Soldiers who are passionate about, and actively participating in, the positive development of themselves, their squad, and their families.

Empowered Leaders: Leaders who are provided with the training, resources, and time necessary to be successfully engaged in the lives of their subordinates.




- a. **People First is a bold change**, not a continuation of the status quo. What worked 20 years ago is, in many cases, not effective today. People First requires that we are open to innovative approaches, many of which may come from unexpected sources. Innovation always involves risk, but it also provides us the opportunity to set an example for the rest of the Army to follow.
- b. **People First is most effective when executed by empowered leaders at the lowest level**. Within the 101st, this is at the level of squad leaders, platoon sergeants and platoon leaders. This group of leaders makes People First a reality for the majority of our Soldiers and therefore requires their full commitment to the planning and execution of all future initiatives.
- c. **People First is founded upon engaged leaders who know their Soldiers and demonstrate that they care about them**. Leaders invest in knowing their Soldiers and understand their situation both professionally and personally. Soldiers with engaged leaders believe they matter. Teams where every member believes they matter to the team, and the team matters to them, become Tribes. This is what it means to have a cohesive team and it starts with engaged leadership.
- d. **People First believes that Tribes are both more lethal and more resistant to harmful behaviors**. Success in combat requires Soldiers to put the needs of the unit ahead of their own. Tribes do this instinctively because of their devotion to one another. For Tribes that live the Army Values, this same devotion makes them more resistant to harmful behaviors. Membership in a Tribe is something so special that its members steadfastly refuse to engage in any behavior that would bring dishonor the Tribe or threaten their position within it.
- e. **Sometimes People First means prioritizing long term readiness and retention over short term readiness**. We recognize that sometimes, we will need to prioritize the needs of the Soldier over the needs of the unit. This will ensure that high performing Soldiers have the time for their professional development and ability to work through unique family challenges. This might lead to a short term decrease in performance, but will lead to retention of high quality Soldiers and ensure their ability to contribute to our mission over many years.

Air Assault!


Veronica Knapp

Command Sergeant Major, U.S. Army
Division Command Sergeant Major


J.P. McGee
Major General, U.S. Army
Commanding



OPERATIONALIZING PEOPLE FIRST IN THE 101ST

EAGLE TRIBE TIME (ETT)

ETT is protected time for leaders to focus on improving team cohesion and individual wellness at the platoon and squad level within their formations and families. ETT will occur every Tuesday. 1/101, 3/101, and DIVARTY will conduct ETT on the 1st and 3rd Tuesday of the month. 2/101, CAB, and DSB will conduct ETT on the 2nd and 4th Tuesday of the month. If a unit has a competing training event on their designated Tuesday (i.e. FTX, range), there is no requirement to select an alternate DTG. BDE and BN Commanders can tailor execution dates based on their training calendars, although, it is not a requirement to make-up a specific Tuesday iteration.

Squad/Platoon leaders are responsible for planning the events and Battalion Commanders/Command Sergeant Majors are responsible for approving the training. The squad/platoon leader is free to propose whatever event or activity is most needed to build cohesion and holistic wellness within their squad and/or families at that time. However, to receive approval, the leader must demonstrate how the event supports the development of cohesive teams as it is defined by the CG.

On ETT days, no company or higher events will occur until 1000.

Examples of ETT events include, but are not limited to: having breakfast with your squad or family, taking your children to school, soldier-leader counseling, off-post physical training, squad and family MWR events, veteran speakers/mentors, or squad PT competitions.

Leaders are encouraged to leverage their Master Resiliency Trainers, Master Fitness Trainers, Chaplains, H2F Teams, and resources from across the installation or off-post. For example, leaders can utilize Warrior Adventure Quest, Army Community Service, Outdoor Recreational Activities, or educational classes. Refer to the Eagle Tribe Cohesion Guide for resources and activities to support execution of Eagle Tribe Time, Eagle Day, and Screaming Eagle Family Time.

Example ETT Itinerary

0630-0800	Time returned to Soldier for family or individual resilience activities (e.g. taking children to school, breakfast with family, individual PT, or sleeping in)
0800-0830	Movement to unit are or planned event site
0830-1000	Resiliency Event Event examples: a) Unit Master Resiliency Training Classes b) Emotional Strength: Reason For Living CONOP and TSP c) Small Group Discussion/Class on one of the Five Dimensions of Strength and how each individual Soldier can improve within the Dimension & why it's critical
	Division Focus Area Oriented
	Specified Wellness Action



EAGLE DAY

Eagle Day provides another recurring opportunity for junior leaders to build cohesive teams that are strong in both their ethics and relationships. When achieved, these squads and family units become Tribes. Tribes are resistant, both to suicide and to harmful behaviors. Furthermore, they are more lethal when faced with the adversity of Large Scale Combat Operations. Eagle Day is resourced at the DIV/Installation level and managed by Brigades. The driving force behind the training are the squad and platoon leaders, who best know what their units need in order to become Tribes.

Eagle Day will occur each month. Each Brigade Command team is free to choose the best date to conduct Eagle Day activities. For instance, 1/101 may conduct Eagle Day in January on a Friday, whereas 2/101 may conduct Eagle Day on a Thursday in January. Eagle day activities should be driven at the Squad Leader level and resourced by all higher echelons as required. Examples of such training include, but are not limited to, the following:

People: Our Soldiers and Families

- Family/Soldier counseling
- Family strengthening events
- Strong Bonds/Marriage enrichment
- Communication training
- Ethics/Ethical decision making training
- Financial management training

Cohesive Teams: Closely united platoons, squads, and families where every person believes they matter to their Tribe and the Tribe matters to them.

- Soldier-Leader Counseling
- Squad bonding time/event
- Off-Post Physical Training Event
- Warrior Adventure Quest
- Squad and Family MWR Event
- Protecting the Tribe training
- Veteran speakers/mentors
- Squad PT competitions

Engaged Leaders: Leaders who know their Soldiers and are devoted to their success in every aspect of their lives.

- Counseling resources
- Squad/Family enrichment event
- Suicide prevention/intervention training
- Home/barracks visits
- Hospital visits



Engaged Soldiers: Soldiers who are passionate about, and actively participating in, the positive development of themselves, their squad, and their families.

- Unit History Training
- Career opportunities training
- Cross-training with FCKY units (5th GRP, SOAR, etc.)
- Unique Training (SPIES, FRIES, etc.)
- Continuing education support

Empowered Leaders: Leaders who are provided with the training, resources, and time necessary to be successfully engaged in the lives of their subordinates.

- EBH/MED support
- Chaplain/MFLC support
- R2 support
- H2F support
- SHARP/EO Training

Leaders will protect this time and will not allow training distractors. Leader engagement with Soldiers is imperative for the success of Eagle Day. Priority for installation and division resources will rotate between units on a monthly basis.

Example: Eagle Day Itinerary

0630-0800	Squad athletic competition
0900-1000	Breakfast/Hygiene
1000-1130	MRT: Assertive Communication Class
1130-1200	Training calendar overview
1200-1300	Squad Lunch
1300-1500	Leader Counseling/Wellness Check-ins
1500	Screaming Eagle Family Time



SCREAMING EAGLE FAMILY TIME

Predictable refit time is necessary to maintain a ready and resilient force and must be protected to the maximum extent possible, while maintaining readiness and executing our mission. To provide Soldiers time with their families, the 101st AAD will establish Screaming Eagle Family Time every Friday at 1500 hrs. Screaming Eagle Family Time will not shift to another day (i.e. Thursday) when a Friday is designated a Division Training Holiday/Day of No Scheduled Activity (DONSA).



****COL/O-6 Commanders will approve exceptions to Screaming Eagle Family Time.**

NOTE 1: On-Post Military Troop Schools are exempt from Screaming Eagle Family Time in order to maintain Program of Instruction/Course Schedules

NOTE 2: Installation services will continue past 1500S hours on Fridays so that Soldiers can access them.



EAGLEWERX JUNIOR LEADER COHESION SENSING SESSION

People are our most critical asset. Soldiers and leaders must proactively create a cohesive environment and culture in which all Screaming Eagles have the opportunity to excel, are treated with dignity and respect, and protect each other. In order to create this culture, 101st Soldiers will inform approaches to address the physical, mental, and mental growth of Soldiers and the cohesion of our teams.

Every Soldier must have a voice. Transformation initiatives require collaborative, diverse, bottom-up feedback in order to deliver more comprehensive approaches. The Building Cohesive Teams Design Workshop will use design thinking exercises to structure bottom-up input from diverse demographics, rank, and experience. [Design thinking](#) is an iterative approach to developing creative solutions. Design thinking revolves around understanding people and perspectives through hands-on, collaborative brainstorming and experimentation.

To accomplish this missions, Brigades will designate participants for the Building Cohesive Teams Design Workshop. Participants will represent diverse demographics, rank, and experience to inform and develop bottom-up approaches towards building a cohesive culture of dignity, health, and interconnectedness. Participants will attend the design workshop at the EagleWerx Applied Tactical Innovation Center (ATIC).

The first EAGLEWERX Cohesion Session is already complete. The two takeaways from this session were that Soldier's wanted more time to build cohesion at the squad level and that junior leaders at the company formation wanted more holistic health and fitness training to serve as a local resources for a team member that needs help.

They recognized that over the past year Eagle Day had drifted from the original intent of squad level cohesion training. To address this concern the 101st has reestablished Eagle Day and created a new program called Eagle Tribe Time. Both of these programs create time designated for squad leader driven cohesion and holistic wellness training.

To spread best practices from Eagle Day and Eagle Tribe Time the CG Roundtable was created. Junior leaders who have shown innovation in creating team cohesion will be recognized and have the opportunity to present their best practices to the DIV and Brigade Command Teams.

The People First in the 101st team is currently looking at creating a program to train junior leaders in holistic health and fitness.



Squad PMCS

Wellness Domains

This questionnaire is designed to be administered at the squad/platoon level, to assess your health status in the six wellness domains. Use this to help determine which domains to focus time and resources

<u>Question</u>					<u>Score</u>
Physical Wellness	(1)	(2)	(3)	(4)	(1-4)
1. What is your last ACFT score? Did you pass all the events?	299 or less OR Failed at least one event	300-399	400-499	Over 500	_____
2. Do you have pain and how much is it limiting how you perform at PT and in your daily duties?	Pain limits me in almost all of my daily activities	Pain limits me during some of my daily activities	Pain limits me in higher intensity activities only	I do not have pain or it does not limit me in my activities.	_____
3. How many hours did you sleep on average over the past 4 weeks?	4 hours or less	5 hours	6 hours	7 or more hours	_____
4. I understand the basics of nutrition for health and performance? (ex. How many carbs to consume and when during physical activity)	Strongly Disagree	Disagree	Agree	Strongly Agree	_____
Physical Section Total:					_____
Mental Wellness	(1)	(2)	(3)	(4)	(1-4)
1. What is your average stress level over the past 4 weeks 0 = no stress; 10 = severe stress	Almost no stress	Minimally stressed	Moderately Stressed	Severely Stressed	_____
2. I feel I have considerable control over my life.	Never	Rarely	Sometimes	Often / Always	_____
3. I see challenges and change as an opportunity for growth.	Never	Rarely	Sometimes	Often / Always	_____
4. I enjoy life.	Never	Rarely	Sometimes	Often / Always	_____
Mental Section Total:					_____
Spiritual Wellness	(1)	(2)	(3)	(4)	(1-4)
1. When I get frustrated, my spiritual beliefs and values give me direction.	Strongly Disagree	Disagree	Agree	Strongly Agree	_____
2. Life is meaningful to me and I feel a purpose in life.	Strongly Disagree	Disagree	Agree	Strongly Agree	_____
3. I have a strong sense of hope and optimism in my life.	Strongly Disagree	Disagree	Agree	Strongly Agree	_____
4. Personal reflection through prayer, meditation, etc. is important in my life.	Strongly Disagree	Disagree	Agree	Strongly Agree	_____
Spiritual Section Total					_____



<i>Financial Wellness</i>	(1)	(2)	(3)	(4)	(1-4)
1. Finances are a significant source of stress for me.	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	_____
2. How frequently do you save money from you paycheck?	<i>Never, I live paycheck to paycheck</i>	<i>Once or twice a year</i>	<i>Every few months</i>	<i>Monthly or more</i>	_____
3. Do you know and understand your credit score?	<i>I do not know what a credit score is</i>	<i>I have checked my credit score once or twice in the past year</i>	<i>I'm currently aware of my credit score but don't know how it is calculated</i>	<i>I'm aware of and understand what goes into my credit score</i>	_____
4. How have your finances changed over the past year?	<i>I had a major setback in the past year.</i>	<i>My finances are worsening.</i>	<i>My finances are staying the same</i>	<i>My finances are getting better.</i>	_____
<i>Finance Section Total</i>					_____
<i>Social Wellness</i>	(1)	(2)	(3)	(4)	(1-4)
1. I have a network of close friends and/or family?	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	_____
2. I have someone to go to for advice on how to deal with problems?	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	_____
3. I feel I matter to my work team, friends, and family?	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	_____
4. I am able to balance my own needs with the needs of others.	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	_____
<i>Social Section Total</i>					_____
<i>Relationship/Family Wellness</i>	(1)	(2)	(3)	(4)	(1-4)
1. I am satisfied with my relationship with my spouse/significant other/kids or extended family?	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	_____
2. I have a healthy work/life balance.	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	_____
3. I feel optimistic about the future of my relationship(s)?	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	_____
4. I am confident that my relationship(s) can survive difficult times?	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	_____
<i>Relationship/Family Wellness Total</i>					_____
<i>Overall Wellness</i>					
1. I feel my health and wellness matter to the 101 st Airborne (Air Assault)?	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	_____
Total Wellness Score					_____



Squad PMCS

Team Cohesion Assessment

This questionnaire is designed to be administered at the squad/platoon level, to assess the level of cohesion amongst team members. Use this to help determine where to focus time and resources

<u>Question</u>					<u>Score</u>
Team Cohesion	(1)	(2)	(3)	(4)	(1-4)
1. I understand the mission of my squad/unit	Strongly Disagree	Disagree	Agree	Strongly Agree	_____
2. I clearly understand what is expected of me	Strongly Disagree	Disagree	Agree	Strongly Agree	_____
3. I feel I matter to the team	Strongly Disagree	Disagree	Agree	Strongly Agree	_____
4. I have a chance to use my strengths at work everyday	Strongly Disagree	Disagree	Agree	Strongly Agree	_____
5. My teammates have my back and I have theirs	Strongly Disagree	Disagree	Agree	Strongly Agree	_____
6. I know I will be recognized for my excellent work	Strongly Disagree	Disagree	Agree	Strongly Agree	_____
7. I am challenged to grow	Strongly Disagree	Disagree	Agree	Strongly Agree	_____
8. I am confident are you in your job skills	Strongly Disagree	Disagree	Agree	Strongly Agree	_____
9. I am happy with the balance between my work time and leisure time	Strongly Disagree	Disagree	Agree	Strongly Agree	_____
10. My squad/unit contributes positively to my overall well-being	Strongly Disagree	Disagree	Agree	Strongly Agree	_____
Team Cohesion Total:					___/40



6 DIMENSIONS OF WELLNESS





MENTAL WELLNESS



"Men, we are surrounded by the enemy. We have the greatest opportunity ever presented an Army.
We can attack in any direction."

- General Anthony McAuliffe

Our ability to notice how our emotions are either getting in our way or helping us to thrive is critical to our resilience. Resilience is not being happy all the time. Emotions like anxiety, anger, or sadness can be very important in our ability to prepare, gain energy, and reach out to others. The art of resilience is being able to experience the right emotions at the right time.



The Health of the Brain

Brain health is just as, if not more, important than the health of our muscles, joints, and tendons. Despite this, we prioritize far more time, effort, and resources to our musculoskeletal system. Our brains controls virtually everything that happens within our body to include how our muscles work, grow, and recover from intense bouts of activity.

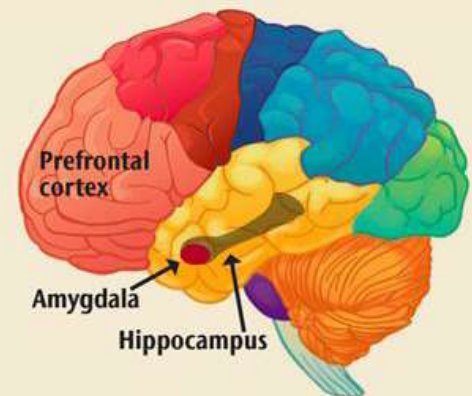
- ❖ Soldiers who are sleeping 5-6 hours/night will have the same level of testosterone and growth hormone production as someone 10 years older.
- ❖ A large proportion of your growth hormone is released while you sleep.

Did you know that growth hormone and testosterone are key hormones in promoting strength and conditioning gains while also supporting recovery from daily workouts, training, and injury? Think about the last time you did not sleep well for a few days. Were you more stiff and sore following a workout? Did it take longer to recover?

We generally know that taking care of our brains is important for our mental health and performance. However, let's take this a step farther by discussing an important change that happens to our brain when we fail to take care of it.

Our brain has a few areas that control cognition, emotion, and behavioral functioning. Two major areas are the Prefrontal Cortex and the Amygdala. The Prefrontal Cortex is where higher level thinking takes place and is much more pronounced in humans than any other species. It takes into account the current situation and past experiences to formulate an action or response.

The amygdala on the other hand is our emotional center of the brain. Think of it as the animalistic brain as it is centered on emotion and survival and stores



Prefrontal cortex: Highly developed part of the frontal lobe that plays a role in the regulation of complex cognitive, emotional, and behavioral functioning

Amygdala: The emotional center of the brain

Hippocampus: Involved in forming, storing, and processing memory



memories that support survival. If something bad happens to you, part of that memory is stored here to help you deal with a similar situation in the future. Think about symptoms of PTSD, anxiety, or even a fear of snakes. These emotions are strongly linked in the amygdala. There are even medical cases where a human is discovered to be missing their amygdala, resulting in the lack of fear even when fear should clearly be present.

The Amygdala is in constant communication with the prefrontal cortex but in a healthy brain it does not control the situation. Generally, the Prefrontal Cortex should maintain control, but research shows that a brain that is injured or unhealthy changes. The Prefrontal Cortex can lose its power to control the Amygdala. The response or action becomes driven by emotion and instinct rather than reason and seeing the “big picture”. The classic psychology case of Phineas Gage describes this.

THE STORY OF PHINEAS GAGE

Phineas Gage (1823-60) was a railroad construction worker. When blasting rock for one of his jobs he suffered a terrible accident in which a railroad spike was shot into his chin and passed through the front part of his brain called the pre-frontal cortex.

Fortunately Phineas lived from his injury but his prefrontal cortex was irreparably damaged. The result of prefrontal cortex damage for Phineas was that he went from a well-balanced man, who was looked highly upon for his even-temperament, to a rude and impulsive human.



Why is this story important? If we fail to take care of our brains it is shown that our pre-frontal cortex becomes less active and our amygdala starts to dominate our thought process. Our decision and actions start to be driven by our amygdala, leading to irrational conclusions rooted in emotion, rather than rational conclusions looking at the big picture (the job of our pre-frontal cortex). Think of the last time that you were hungry or had a lack of sleep. Were your



decisions and actions grounded in emotions or in analysis of the big picture? Could this be a linked to suicide, depression, decreased cognitive performance on the battlefield?

SO HOW DO WE TAKE CARE OF OUR BRAINS?

5 WAYS TO KEEP YOUR BRAIN HEALTHY

- ONE**
Get plenty of sleep
1
 Getting restful sleep is one of the most important things you can do for brain health. Sleep also plays a pivotal role in recovery from TBI.
- TWO**
Protect your head
2
 Service members can limit their risk of experiencing a TBI by wearing a helmet or other protective equipment when training, deployed, or recreating.
- THREE**
Take care of your mental health
3
 The brain affects how we think, feel, and act. Damage to the brain, including from TBI, can affect physical function, thinking ability, behavior, mental health, and more.
- FOUR**
Build your social networks
4
 The ability to engage in productive personal and professional relationships, and positively interact with unit and command networks, is important to overall well-being and brain health.
- FIVE**
Get regular exercise and eat a healthy diet
5
 Physical exercise is very beneficial for maintaining brain health. You can make a major difference in terms of how your body is functioning and, as a result, how your brain is functioning, through regular exercise.



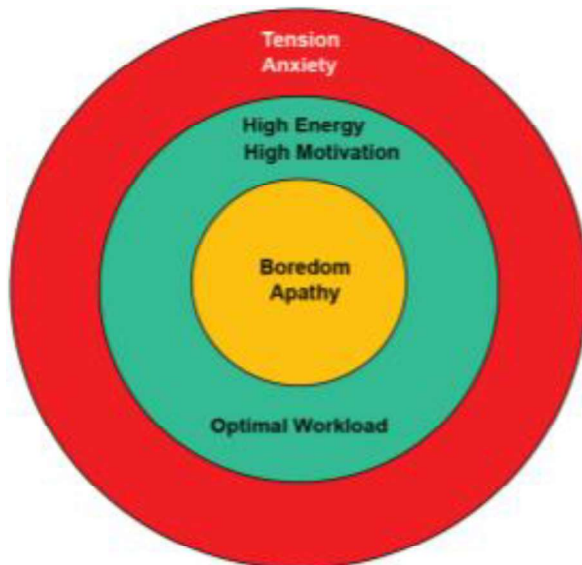
Stressors and Behavior

Stress in the workplace is inevitable. Given the mission of the U.S. Army, stress is going to occur. Leaders must understand that stress, in and of itself and in moderation, is not a bad thing. Studies show that people perform better and are more motivated when there is a moderate amount of stress in the workplace.

STRESS

Stress is a major part of leadership conditions. Major sources of stress include the ever-changing geopolitical situation, combat stress, operational stress and related fears, the rapid pace of change, and the increasing complexity of technology. A leader's character and professional competence are important factors in mitigating stress for the organization and achieving mission accomplishment, despite environmental pressures and changes. When dealing with these factors, adaptability is essential to success.

Like conflict, some stress can be productive and increase motivation, job performance, and mission accomplishment. Studies show that people perform best when there is some stress in the workplace. **If stress is too high, people will reach burnout. If stress is too low, they will become apathetic.** A leader must know how to manage stress, both when it is too stressful and not stressful enough. The next figure shows different levels of stress and how some stress in the organization optimizes performance.



Stress is Harmful! It -

- Depletes my health and vitality
- Hinders my performance and productivity
- Blocks my learning and growth
- The effects of stress are negative and should be avoided

Stress is Helpful! It -

- Enhances my health and vitality
- Promotes my performance and productivity
- Facilitates my learning and growth
- The effects of stress are positive and should be embraced



Organizational Stress.

A number of things can cause stress at the workplace. Four types of organizational stress a person may experience are:

- **Task Demands.** Stress caused by a specific job or duty a Soldier or civilian performs.
- **Physical.** This could be the physical location of the member, or the physical activity the member performs.
- **Role.** Stress from the expected behaviors related to the position within the organization (commander, chaplain, other leadership position, etc.).
- **Interpersonal.** Stress from group pressures, leadership, personality conflicts, etc. This stress is usually not productive.

Life Stress.

Stress caused by factors outside of the organization can be referred to as life stress. Everyone experiences it. Home and family life, finances, births, deaths, marriage, and divorce can cause either good or bad stress. Leaders must know their team members and understand what events outside of the workplace are the sources of potential stress.

Effects Of Stress The effects of stress on the individual can be significant. According to the Mayo Clinic, stress can affect your mind, mood, and body.

REACTIONS TO STRESS

When stress occurs, the individual will react in some form or fashion. Either that reaction will be to adapt to the stress, which enhances individual and unit performance, or they will react in a maladaptive or dysfunctional way.

Adaptive Stress Reactions

Stressors, when combined with effective leadership and strong peer relationships, often lead to adaptive stress reactions. Examples of adaptive stress reactions are provided in Table 6-2.

Horizontal Bonding	The strong personal trust, loyalty, and cohesiveness, which develops among peers in a small military unit.
Vertical Bonding	Personal trust, loyalty, and cohesiveness that develops between leaders and their subordinates.



Esprit de Corps	Defined as feeling of identification and membership in the larger, enduring unit with its history and intent. This may include the unit (such as battalion, brigade, or other Army organization), the branch (such as infantry, artillery, or military police), and beyond the branch to the U.S. Army level.
Unit Cohesion	The binding force that keeps Soldiers together and performing the mission in spite of danger and adversity. •Cohesion is a result of Soldiers knowing and trusting their peers and leaders and understanding their dependency on one another. •It is achieved through personal bonding and a strong sense of responsibility toward the unit and its members. •The ultimate adaptive stress reactions are acts of extreme courage and almost unbelievable strength. They may even involve deliberate heroism resulting in the ultimate self-sacrifice.

Maladaptive Stress Reactions

Stress can also lead to a number of dysfunctional behaviors, especially if the unit is poorly trained or undisciplined. A dysfunctional behavior is anything that detracts from team performance. This behavior can cause team members to not perform to standard. A member who lacks motivation or focus may not be able to complete a task they can normally perform when not feeling stressed. Alternatively, they might be causing conflict within the team because of angry outbursts. If the stressors are not mitigated, this can lead to even more issues, like alcohol or drug use.

Another dysfunctional behavior is known as **self-handicapping**.

- **Self-handicapping is when an individual creates obstacles for themselves that make success less likely.**
- One example would be a Soldier who fails to prepare for a promotion board. The Soldier could then explain the failure to themselves and preserve their own sense of self-competence.

Other dysfunctional behaviors include a Soldier going absent without leave, sexual harassment, bullying, personality conflicts, lack of respect for others, or just not being cooperative with the rest of the team.



MAKE STRESS WORK FOR YOU

Stress arises when something we care about is at stake. By embracing stress we can reap its benefits.



It's all in how you think about stress
Stress Mindset: Harmful vs. Helpful

Mentally draining
Hinders performance
Impedes learning
Has a negative impact



An energizing opportunity
Boosts performance
Facilitates learning
Has a positive impact

NEXT TIME YOU'RE STRESSED, EMBRACE IT

Don't waste energy fighting stress, use it to your advantage:

- Let it motivate you to rise to the challenge
- Use it to connect with others for support
- Learn and grow from it, once the experience has passed



For more ways to strengthen
your resilience connect with us at:

@ArmyResilience  

Source: *The Upside of Stress* by Dr. Kelly McGonigal



FORT CAMPBELL READY AND RESILIENT (R2) PERFORMANCE CENTER

The Ready and Resilient (R2) Performance Center provides the foundation for Soldiers to build and sustain mental performance optimization and resilience. The program consists of two main programs:

1. Master Resilience Trainer Program
2. R2 Performance Center

The R2 Performance Centers is staffed with over 10 Sports Psychologists with Masters Degrees in coaching goal setting, imagery, positive self-talk, and heart rate control. These are the same professional sports teams hire to build cohesion, build mental resilience, and improve mental performance

R2 provides training and education to squad and company formations to mentally strengthen Soldiers, enhancing cohesion, and strengthen personal readiness. These skills, **commonly used by professional and Olympic athletes for optimal performance**, provide soldiers with the ability to manage every day military stressors, can provide customized performance training that enables Soldiers to sustain personal readiness, enhance resilience, optimize human performance, and build unit cohesion. R2 Sports Psychologists can help improve your mental and physical and should be utilized at both physical and tactical training events.

R2 Performance Center Utilization Examples

- **Expert Infantry Badge/Expert Field Medical Badge/Expert Soldier Badge train up:** R2 has been shown to improve mental skills such as calming techniques, confidence, and mental imagery.
- **Air Assault School train up:** R2 can teach studying skills to enable higher pass rates on the written exam/sling load testing.
- **Team building:**
- **Weapons qualification:** R2 teaches heart rate management strategies to support shooting accuracy



The R2 website is a great resources to learn about R2 and find resources to enhance resilience, optimize performance, and build unit cohesion:

<https://www.armyresilience.army.mil/ard/R2/index.html>

DID YOU KNOW: THE FORT CAMPBELL R2 CENTER HAS ASSIGNED ONE SPORTS PSYCHOLOGIST TO 1BCT, 2BCT, 3BCT, DSB, AND CAB.

CLICK HERE TO EMAIL THE R2 PERFORMANCE CENTER TO SCHEDULE ONE OF THEIR CORE CLASSES OR TO DISCUSS CUSTOM TRAINING OPPORTUNITIES.

R2 CAN HELP YOU AND YOUR TEAM GROW YOUR MENTAL PERFORMANCE THROUGH TRAINING AND APPLYING THE FOLLOWING SKILLS.

Mindfulness

Mindfulness is a mental training technique focused on learning how to stay in the present moment, notice thoughts and emotions, and accept them as they are without judgment. Instead of judging an emotion like anxiety as "bad" and trying to change it, just notice that you're feeling anxious, embrace that it's a normal part of life, and re-direct your attention back to the present moment. Research shows that practicing mindfulness on a consistent basis leads to better emotion regulation, mood, sleep, performance, and focus.

Mental Skills Foundation

Have you ever heard someone say something like, "I'm awful at school" that either prevents them from enrolling in classes or negatively impacts their performance in a course? Have you heard someone vent about how running isn't their thing? Your beliefs about your ability to grow and improve can either set you up to reach your full potential or cause you to plateau early. You can learn to identify how your beliefs may be holding you back and how to get your thoughts to start working for you, rather than against you.

Building Confidence

If you have ever struggled to approach a situation with confidence, like giving a brief to leadership, qualifying your weapon, taking a course, or passing the ACFT, Performance Experts can help you learn how to build your confidence and the confidence of your team. By identifying personal strengths, learning how high performers interpret failure and success, and correcting ineffective thoughts, you can look at new challenges as an opportunity instead of a threat.



Attention Control

Peak performance requires us to put our attention in the right place at the right time. Our attention can be internal (focused on thought or sensations in the body like pain) or external (look broadly at our environment or focused specifically on a target). When you're qualifying your weapon, has your mind ever wandered to doubts about qualifying, an argument you had earlier, physical discomfort, weather, or noise around you? You can learn to manage distractions, identify where your attention should be, and then direct your brain there in the moment so you can set yourself up for peak performance.

Energy Management

Different performances require different levels of energy, for example, the two-mile run vs. the sprint, drag, carry. Understanding those differences allows you to prioritize what you can control and be more deliberate with how you use your energy, and how to utilize breathing techniques to help you maintain composure and maximize recovery opportunities

Goal Setting

We often set goals but then get side-tracked by other demands or can't sustain the motivation over the long-term. Sometimes we may find ourselves in charge of assigning and overseeing tasks, but no one seems to be motivated to get the job done (or done right). You can learn research-based techniques to help coach yourself and others to sustain motivation and effort over the long term so you can meet goals.

Imagery

Frequently, there are important tasks or performances we need to execute but we don't have the time to practice as much as we like. We are learning a new task, like one of the new elements of the ACFT, but can't practice every day without causing harm to our bodies. Imagery is a proven technique that helps build skill, accelerate learning, and build muscle memory by running through mental rehearsals.

Academic Performance Training (APT)

Having the right mindset and tools is critical to excel as a student (whether you are in AIT, pursuing a college degree, in a medical course, or preparing for EFMB). Learning content and excelling in a course has a lot to do with the study skills you have learned over time. APT can teach you how to memorize material, remember what you read, increase test performance, streamline your note-taking, and generally work smarter not harder.



MRT PROGRAM OVERVIEW: HOW TO MAXIMIZE THE 14 PRINCIPLES

The Master Resiliency Program is a critical method to incorporate vetted training into Eagle Tribe Time and Eagle Day. Resilience is not just about “bouncing back” from major life challenges. Resilience means you can manage the daily stressors of life like a difficult day at work, a tough conversation with a friend or loved one, or a failure or setback with your career. Resilience is about the ability to capitalize on opportunity – to take calculated risks because we are not afraid of failure. Only then, we can truly flourish, be the best version of ourselves, and reach our potential.

RESILIENCE is a process that requires adoption of productive behaviors, thoughts, and actions that can be learned.

RESILIENCE prepares you to deal with life’s challenges by giving you the ability to cope with adversity, adapt to change, and thrive under new conditions.

RESILIENCE drives Personal Readiness. In order to sustain personal readiness, we must understand the relationship among its five dimensions, sometime called pillars:

Physical
Mental
Social
Spiritual
Family.

Sustaining healthy behaviors within and across these dimensions is essential to achieving and sustaining personal readiness.



The Master Resilience Training Course (MRTC)

Master Resilience Trainers (MRTs) are the company level performance extenders for your mental performance team. The Soldiers selected to attend the MRT course and serve as the company MRTs should be selected based on talent management principles as they will be the primary resilience trainers closest to the fight (i.e. platoon and squad level).

MRTC students learn 14 distinct skills that allow them to develop themselves and others in the six MRT competency areas: Self-Awareness, Self-Regulation, Optimism, Mental Agility, Strengths of Character, and Connection. With these skills, students develop the ability to understand their own thoughts, emotions, and behaviors, as well as the thoughts, emotions, and behaviors of others. Students master skills to strengthen relationships through communication strategies and learn how to praise effectively, respond constructively to positive experiences, and discuss problems effectively.

Here are the requirements to attend the MRTC:

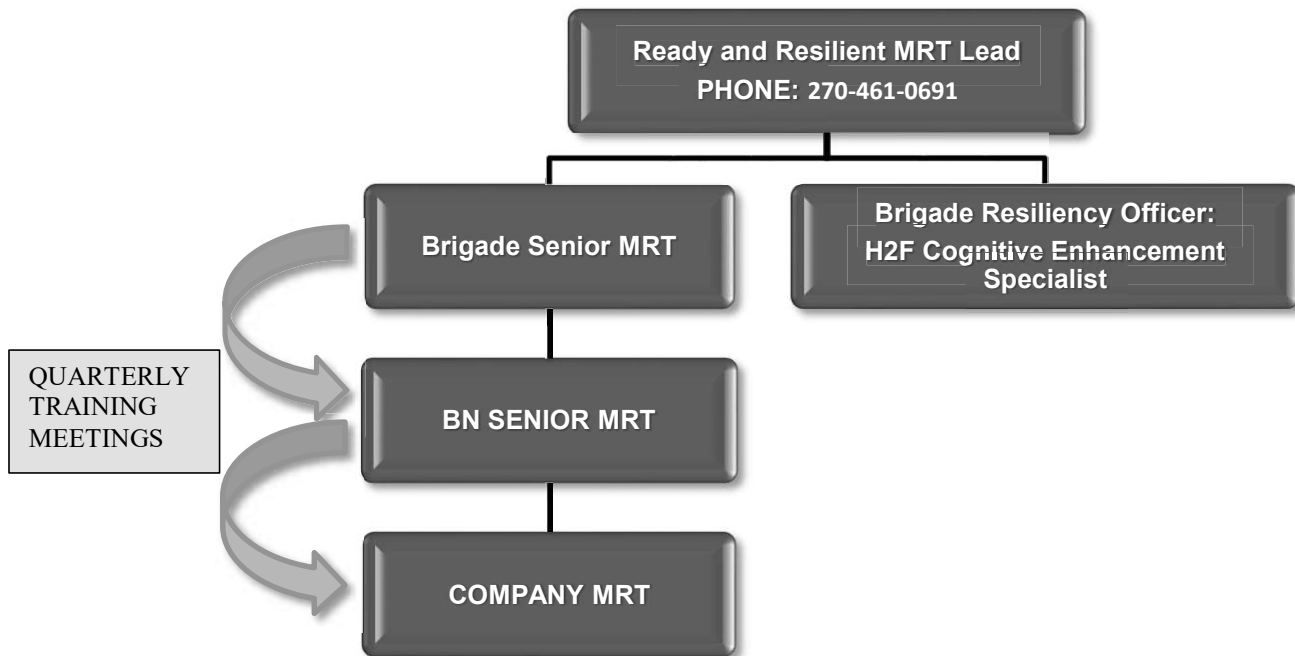
- ✓ Nominees must have more than 12 months remaining in their position (24 for DA Civilians)
- ✓ Enlisted Soldiers must be in grades E-6 through E-8; qualified E-5s may submit an exception to policy request
- ✓ Officers must be in grades O-1 through O-4
- ✓ Warrant Officers must be in grades WO-1 through CW-4
- ✓ DA Civilians must be in grades GS-7 through GS-13
- ✓ Nominees must have a valid Army Physical Fitness Test score within the past 6 months
- ✓ Nominees must have excellent communication and presentation skills

Upon completion of the course, MRT graduates are expected to:

- Be the Commander's principal advisor on resilience
- Provide and sustain resilience training to the unit
- Assist the unit training NCO in incorporating resilience training quarterly
- Ensure the implementation of the Commander's training guidance as it relates to resilience training
- Provide resilience training for Family members and DA Civilians
- Coordinate deployment cycle resilience training
- Train supervisory level leaders to incorporate resilience skills and techniques into professional and developmental counseling



BRIGADE RESILIENCE TEAM CONCEPT



Unit responsibility

- Ensure the right Soldiers are selected and trained to serve as company/Battalion/Brigade level MRTs.
- Ensure all 14 skills are trained per year and logged into DTMS

Resilience Team Responsibility

- Ensure the right skills are being trained at the right time to get the greatest effect.
- R2 MRT NCOIC mentors Brigade Resiliency Team (NCOIC and Senior Resilience Officer and ensures MRT training courses are available for new company level MRTs
- Brigade Resilience Team provides mentorship to BN MRTs
 - Ex. Ongoing mental performance training, which skills to focus on during upcoming training events to gain the most effect, etc.
- BN MRTs provide mentorship to company MRTs.



THE 6 MRT COMPETENCIES

1. SELF AWARENESS

- Identify thoughts, emotions, and behaviors
- Identify patterns in thinking and behavior, particularly counterproductive patterns
- Be open and curious

2. SELF-REGULATION

- Regulate impulses, emotions, physiology, and behaviors to achieve goals
- Express emotions appropriately
- Stop counterproductive thinking

3. OPTIMISM

- Hunt for what is good
- Fight the Negativity Bias
- Remain realistic
- Identify what is controllable
- Maintain hope
- Have confidence in self and team

4. MENTAL AGILITY

- Think flexibly, accurately, and thoroughly
- Take other perspectives
- Identify and understand problems
- Be willing to try new strategies

5. STRENGTHS OF CHARACTER

- Know your top Character Strengths and how to use them to overcome challenges and meet goals
- Have faith in your Character Strengths, talents, and abilities
- Demonstrate “I am strong” attitude

6. CONNECTION

- Build strong relationships
- Use positive and effective communication
- Develop empathy, tracking
- Be willing to ask for help
- Support others



The 14 MRT Skills

(See Appendix 2 for full teaching breakout for each skill)



HUNT THE GOOD STUFF

Recognizing and reflecting on the good stuff in life leads to better health, better relationships, and greater life satisfaction.

ACTIVATING EVENTS, THOUGHTS, AND CONSEQUENCE

Identify your Thoughts about an Activating Event and the Consequences of those Thoughts.

GOAL SETTING - ACHIEVE THE DREAM

Work through this seven step goal setting process to achieve professional or personal goals. Leverage core values and beliefs to influence daily behavior, and identify a plan for steady improvement. Learn to deliberately energize, direct, and sustain your own behavior to ensure progress.

ACTIVATING EVENTS, THOUGHTS, CONSEQUENCES - WHY'D I DO THAT?

Many skills are built upon this foundational skill. Participants will link thoughts to emotions and reactions in order to handle situations more effectively. Learn how to be more empathetic and understanding of others.

ENERGY MANAGEMENT

Learn ways to manage energy levels during performance and recovery efforts in both professional and personal life. Learn ways to control one's physical state, thoughts, and emotions in stressful situations.



THINKING TRAPS - THINKING TRAPS AND SNARES

Thinking traps are common and undermine mental toughness. Participants will learn how overly rigid patterns in thinking causes us to miss critical information about a situation or person.

DETECT ICEBERGS - VALUES, BELIEFS, AND ATTITUDES

Explore core values and beliefs and identify ways to gauge how they hinder ones effectiveness. Learn to have greater control over what “pushes your buttons”.

PROBLEM SOLVING

Not your traditional problem solving model. Learn about the Confirmation Bias, the importance of “FAT Thinking,” and develop action statements for solving the problem.

PUT IT IN PERSPECTIVE AND MENTAL GAMES

Put it in Perspective helps stop catastrophic thinking, reduce anxiety, and improve problem-solving by identifying the worst, best, and most likely outcomes of the situation. This skill teaches us three types of catastrophic thinking that keeps us from taking purposeful action.

Maintain “Your A Game” through the use of mental games as a quick distraction from thoughts that interfere with our ability to think critically, take purposeful action, or combat counterproductive thoughts.

REAL-TIME RESILIENCE - TKO FOR COUNTERPRODUCTIVE THOUGHTS

It’s “GO Time” and negative thoughts and anxiety are impacting your performance. Real-time Resilience enables us to shut down counterproductive thoughts and stay motivated to the task at hand.

IDENTIFYING CHARACTER STRENGTHS IN SELF AND OTHERS - BEING THE BEST OF WHO YOU ARE

Learn the 24 character strengths that are morally and universally valued across cultures. Identify strengths in self and others to strengthen Family and team cohesiveness.

CHARACTER STRENGTHS IN LEADERSHIP - BEING THE BEST OF WHO YOU ARE IN LEADERSHIP

Use character strengths in self and others synergistically to overcome challenges or adversities and assist us in becoming the most effective leader possible.

ASSERTIVE COMMUNICATION - HAVING THE IDEAL CONVERSATION

Build stronger relationships by learning how to address problems assertively and learn a model for communicating issues and problems that arise respectfully.



ACTIVE CONSTRUCTIVE RESPONDING - LISTEN UP...TO STRENGTHEN RELATIONSHIPS

Participants will learn how to praise effectively to create winning streaks and respond constructively to others in a way that strengthens and cultivates relationships.

Unit MRT Skill Building Classes (POC Unit MRT)

Put It In Perspective



Stop catastrophic thinking, reduce anxiety, and improve problem solving by identifying the Worst, Best, and Most Likely outcomes of a situation.

Identify the Worst, Best, and Most Likely outcomes of a situation in that order and develop a plan for dealing with the Most Likely outcomes:

- Step 1: Describe the Activating Event
- Step 2: Capture Worst Case thoughts and ask, "And then what happens?" or "What else?"
- Step 3: Generate Best Case thoughts and ask, "And then what happens?" or "What else?"
- Step 4: Identify Most Likely outcomes
- Step 5: Develop a plan for dealing with Most Likely outcomes

Mental Games



Change the focus away from counterproductive thinking to enable greater concentration and focus on the task at hand.

Take your mind off of counterproductive thoughts by using games that:

- Require your full attention
- Are hard and fun
- Can be done within a few minutes

Real-Time Resilience



Shut down counterproductive thinking to enable greater concentration and focus on the task at hand.

Fight back against counterproductive thoughts by using the Sentence Starters:

- That's not completely true because...(Evidence)
- A more optimistic way of seeing this is...(Optimism)
- The most likely implication is...and I can...(Perspective)

Avoid the common Pitfalls: Dismissing the grain of truth, minimizing the situation, rationalizing or excusing one's contribution to a problem, and weak responses

Identify Character Strengths in Self and Others



Identify Character Strengths in yourself and in others to build on the best of yourself and the best of others.

Identify your top Character Strengths and those of others and identify ways to use your strengths to increase your effectiveness and strengthen your relationships.

VIA Character Strengths (based on the work of Dr. Christopher Peterson):

- Appreciation of beauty and excellence • Bravery • Capacity to love • Caution, prudence • Citizenship, teamwork • Creativity • Curiosity • Fairness • Forgiveness • Gratitude • Honesty • Hope • Humor • Industry, perseverance • Judgment, critical thinking • Kindness • Leadership • Love of learning • Modesty • Perspective • Self-control and self-regulation • Social intelligence • Spirituality, sense of purpose • Zest

Character Strengths: Challenges and Leadership



Use Character Strengths in yourself and others to overcome challenges, increase team effectiveness and strengthen your leadership.

Identify the Character Strengths you will use and the specific actions those Character Strengths will lead to:

- Name the Character Strengths that was used or will be used.
- Use your Character Strengths to be a more effective leader.
- Draw on Character Strengths of team members for complex challenges.

Assertive Communication



Communicate clearly and with respect, especially during a conflict or challenge. Use the IDEAL Model to communicate in a Confident, Clear, and Controlled manner.

Use the IDEAL Model to communicate assertively:

- I = Identify and understand the problem
- D = Describe the problem objectively
- E = Express your concerns and how you feel
- A = Ask the other person for his/her perspective and ask for a reasonable change
- L = List the positive outcomes that will occur if the person makes the agreed upon change

Effective Praise and Active Constructive Responding



Praise to build mastery and winning streaks. Respond to others with authentic, active and constructive interest to build strong relationships.

Create "winning streaks" by using Effective Praise to name strategies, processes, or behaviors that led to the good outcome. Active Constructive Responding is a style of responding to someone's good news. It is the only style that strengthens the relationship. ACR is based on the work of Dr. Shelly Gable.

	Constructive	Destructive
Active	Joy Multiplier Authentic interest, elaborates the experience	Joy Thief Squashing the event; negative focus
Passive	Conversation Killer Quiet, understated support; conversation fizzles out	Conversation Hijacker Ignoring the event; changing the conversation to another topic



Goal Setting



Identify, plan for, and commit to the pursuit of a goal that results in more optimal performance, sustained motivation, and increased effort.

7 Steps of Goal Setting:

- Step 1: Define your goal
- Step 2: Know where you are right now
- Step 3: Decide what you need to develop
- Step 4: Make a plan for steady improvement
- Step 5: Pursue regular action
- Step 6: Commit yourself completely
- Step 7: Continually monitor your progress

Hunt the Good Stuff



Hunt the Good Stuff to counter the Negativity Bias, to create positive emotion, and to notice and analyze what is good.

Record three good things each day and write a reflection next to each positive event about one or more of the following topics:

- Why this good thing happened
- What this good thing means to you
- What you can do tomorrow to enable more of this good thing
- What ways you or others contribute to this good thing

ATC



Identify your Thoughts about an Activating Event and the Consequences of those Thoughts.

Separate the A (Activating Event) from your T (Thoughts) from the C (Consequences: Emotions and Reactions) in order to understand your reactions to a situation.

Thought Themes	Emotions/Reactions
Loss	Sadness/Withdrawal
Danger	Anxiety/Agitation
Trespass	Anger/Aggression
Inflicting harm	Guilt/Apoloizing
Negative comparison	Embarrassment/Hiding
Positive contribution	Pride/Sharing, planning future achievements
Appreciating what you have received	Gratitude/Giving thanks, paying forward
Positive future	Hope/Energizing, taking action

Energy Management



Take control of your physical state, bring your focus to the present moment, and perform more optimally.

2 Components of Deliberate Breathing:

- Rhythmic Breathing: Breathe deeply to a slow cadence, focus on your breathing, and unlock muscle tension during exhalation
- ATC Control: work towards becoming proficient at exerting control over our Thoughts, Emotions, and physical Reactions

Avoid Thinking Traps



Identify and correct counterproductive patterns in thinking through the use of Mental Cues and Critical Questions.

Use the Mental Cues and Critical Questions to identify information you missed because of the Thinking Trap.

- Jumping to Conclusions: Slow Down- What is the evidence?
- Mind Reading: Speak up- Did I express myself? Did I ask for information?
- Me, Me, Me: Look outward- How did others and/or circumstances contribute?
- Them, Them, Them: Look inward- How did I contribute?
- Always, Always, Always: Grab control- What's changeable? What can I control?
- Everything, Everything, Everything: Get specific- What is the specific behavior that explains the situation? What specific area of my life will be affected?

Detect Icebergs



Identify and evaluate core beliefs and core values that fuel out-of-proportion emotions and reactions.

Use the "What" questions in any order to help identify the Iceberg:

- What is the most upsetting part of that for me?
- What does that mean to me?
- What is the worst part of that for me?
- Assuming that is true, what about that is so upsetting to me?

Once you've identified your Iceberg, think about...

- whether you still believe/value this Iceberg and consider whether or not the Iceberg is overly rigid in some situations.
- whether your Iceberg is getting in your way in some situations and what specific actions you would take if you want to change your Iceberg.
- what you can do to change your emotions or reactions to make these types of situations go better for yourself and others.
- whether there is a more direct conversation you need to have with someone and what the conversation is about.

Problem Solving



Accurately identify what caused the problem and identify solution strategies.

Identify your thoughts about why the problem happened, identify other factors with Critical Questions, test them for accuracy, and then identify solution strategies:

- Step 1: What's the problem you're trying to solve?
- Step 2: What caused the problem?
- Step 3: What did you miss?
- Step 4: What's the evidence that each factor contributed to the problem?
- Step 5: What really caused the problem?
- Step 6: What can you do about it?

Fight the Confirmation Bias: Distance yourself from your thought, ask fair questions to gather the evidence for and against your thought, and consult with others.



ENERGY MANAGEMENT

DESCRIPTION: Take control of your physical state, bring your focus to the present moment, and perform more optimally. Getting the body and mind synced enhances optimal functioning and resilience.

CATEGORY: Mental, Family, Physical, Spiritual, Social

CLASS SIZE: 20 - COVID / 35 - non-COVID

LEAD TIME: 2 Weeks

EXECUTION TIME: 1hr, 30 min

COST: \$0

MATERIALS: Class Room, Projector, Participant

POC: Unit Master Resilience Trainer: 270-412-5390



BUILDING CONFIDENCE

DESCRIPTION: Build confidence by identifying personal strengths and by learning how high performers interpret failure and success. Resilience is built by understanding where confidence comes from and how to strengthen it.

CLASS SIZE: Based on classroom size and COVID restrictions

LEAD TIME: 2 weeks **EXECUTION TIME:** 2 hours

COST: \$0

MATERIALS: Class Room, Projector, Participant guide

POC: R2 Performance Center / 270-412-5390

INTEGRATING IMAGERY

DESCRIPTION: Rehearse successful performance (e.g. training, executing, recovering, healing, etc.) to program the mind and body to perform automatically and without hesitation. Imagery can help prepare for potential failure and practice bouncing back to maintain resilience and increase future performances.

CLASS SIZE: COVID 20 max, non-COVID 30 max

LEAD TIME: 2 Weeks

EXECUTION TIME: 2 Hours

COST: \$0

MATERIALS: Class Room, Projector, Participant guide

POC: R2 Performance Center / 270-412-5390



HABIT BREAKING

DESCRIPTION: Learn to get rid of poor habits and build healthy new ones while ensuring good habits stick and unhealthy ones do not return

LEAD TIME: 2 weeks
EXECUTION TIME: 1 Hours
COST: \$0
MATERIALS: Handouts provided
POC: Unit H2F team: 270-412-5390/ See H2F Contact information

STRESS MANAGEMENT

DESCRIPTION: Designed to make Soldiers aware of common stressors and the difference between distress and eustress. This class will also provide tools for dealing with stress.

LEAD TIME: 2 weeks
EXECUTION TIME: 1 hours
COST: \$0
MATERIALS: Class Room, Projector, Participant guide
POC: Unit H2F team: See H2F Contact information

MINDFULNESS

DESCRIPTION: A class focused on being intensely aware of what you're sensing and feeling in the moment. Instruction on breathing methods, guided imagery, and other practices to relax the mind will be discussed.

LEAD TIME: 2 weeks
EXECUTION TIME: 1 hours
COST: \$0
MATERIALS: Class Room, Projector, Participant guide
POC: Unit H2F team/ See H2F Contact information



CIVILIAN RESILIENCY TRAINING

DESCRIPTION: Training for Family members and civilians that provides real-life solutions for growing and thriving in the face of adversity. This program helps build resilience by creating commonality between Soldiers and Family members and/or civilians in the use of MRT skills.

CLASS SIZE: Based on classroom size and COVID restrictions
LEAD TIME: 2 weeks
EXECUTION TIME: 1 Hour, dependent upon chosen module
COST: \$0
MATERIALS: Packets provided
POC: Army Community Services (270)798-9322/ (270)798-6313

STRESS MANAGEMENT

DESCRIPTION: Designed to make Soldiers aware of common stressors and the difference between distress and eustress. This class will also provide tools for dealing with stress.

LEAD TIME: 2 weeks
EXECUTION TIME: 1 hours
COST: \$0
MATERIALS: Class Room, Projector, Participant guide
POC: Unit H2F team/ See H2F Contact information



SLEEP AND BRAIN HEALTH

Like the rest of the body (for example, muscles, skin, and liver), the brain has physiological needs for food, water, and oxygen—basic needs that must be met not only to ensure proper brain functioning, but to sustain life itself. However, unlike the rest of the body, the brain has one additional physiological need: sleep.

The brain requires sleep to maintain normal function. Sleep is necessary to sustain not only alertness, but also higher order cognitive abilities such as judgment, decision making, and situational awareness. In short, sleep makes Soldiers better at being Soldiers.

Adequate sleep is critical to mission success. In training and on the battlefield, inadequate sleep impairs many mission-critical aspects of performance such as reaction time, the ability to detect and engage the enemy, and squad tactic coordination – to name a few.

When asked about the connections between sleep and mission readiness, **Soldiers and military leaders consistently recognize that sleep loss leads to accidents, poor morale, and impaired judgment.** However, despite this, there remains a subculture within the force that considers sleep loss to be a “badge of honor” and “the Army way.” They are wrong. In fact, the negative effects of sleep loss on brain function and health, and on military readiness and resilience, are profound and no one is immune.

“Our ability to translate what is a threat and not a threat and respond appropriately is critical, especially when you are working with the same team all the time, making decisions and regulating the perception of a threat,” said Lt. Col. Vincent Capaldi, CMPN senior medical scientist.

Consequences of sleep deficiency

Even for those who regularly obtain the generally recommended 7–8 hours of sleep per night, more sleep can result in even better alertness and mental acuity. In brain health and mental functioning, there is no such thing as too much sleep. Therefore, to maximize brain health and functioning in an operational environment, Soldiers aim to maximize sleep as much as possible within the constraints of the operation. Insufficient sleep degrades the brain’s function. The more sleep the brain gets, the better it functions.

As sleep duration increases, so does the likelihood of mission success.



The effects of inadequate sleep on brain function and performance are well-documented:

- **Reduced ability to concentrate, impaired judgment, problem solving and decision making.**
- **Increased irritability and reduced mood.**
- **Reduced motivation level.**
- **Increased reaction time and slowed response time.**
- **Reduced ability to effectively cope with stress.**
- **Increased risk of physical injury.**
- **Increased time to recover from injury.**

Insufficient sleep negatively affects not only cognitive performance, but emotional and social functioning. Adequate sleep promotes an optimistic outlook and social acuity, but failure to obtain adequate sleep on a regular basis (for example, being chronically sleep restricted) makes a person less resilient to stress and stress-related disorders including posttraumatic stress and depression.

If the brain is starved of sleep for long enough, it will eventually fall asleep. Although severe sleepiness can be staved off momentarily by increasing environmental stimulation (for example, increasing the volume on the radio, opening a car window, getting up and walking around), no amount of effort or willpower will maintain wakefulness for long. Humans cannot resist the need for sleep any more than the need for air. In much the same way that it is impossible to hold one's breath until consciousness is lost, it is likewise impossible for the sleep-starved individual to resist sleep onset. At some point, the sleepy brain will slip into sleep, regardless of any and all efforts to avoid it. Sleep onset under such conditions is not a voluntary act.

Therefore, severe sleepiness is dangerous not only to the sleepy individuals, but also to people around them. Severe sleepiness proves more dangerous when individuals engage in monotonous activities such as driving, pulling security, or monitoring equipment or computer screens.

In short, the brain has a physiological need for sleep, and sleep promotes and sustains the ability to think and maintain mental toughness. And the more sleep, the better. Although obtaining 7 to 9 hours of nightly sleep generally results in the ability to sustain normal levels of alertness and performance during the daytime, obtaining even more sleep results in greater brain readiness—enhanced mental sharpness and resilience in the field.



THE SCIENCE OF SLEEP

There are two major types of sleep that your body cycles through to get a good night's rest:

1. **Non-rapid eye movement sleep (Non REM or Deep Sleep)** is essential for hormone regulation and protein synthesis during muscle recovery. This of this as the time that supports physical recovery. A large proportion of your testosterone and growth hormone are produced during this time.
2. **Rapid eye movement (REM) sleep** is important for mental processing and boosting good mental health. Rapid eye movement (REM) sleep comes at the end of the night, so it is the sleep stage that is most likely to be missed if one isn't getting enough sleep. Think of this as when the cognitive/mental side of your brain recovers.

There are products on the market today that enable you to track your sleep and even break down how much of that time was spent in REM vs Non-REM sleep. This enables you to track adjust your daily routines to optimize your sleep.

Remember: The frontal lobe of your brain regulates emotions and processes events. Essentially decision making. It does not function as effectively during periods of sleep deprivation (see the story at the beginning of this chapter). This means, during stressful events, sleep-deprived individuals may perceive something as overly negative and respond disproportionately to the event or make a judgement based on instinct rather than looking at the big picture.

There are three basic interrelated principles of sleep health: sleep duration, sleep timing, and sleep continuity. Of these, sleep duration is paramount because the health and functioning of the brain is primarily a direct function of the amount of sleep obtained—the more sleep obtained the better. Sleep timing is critical because the brain's internal clock strongly influences the ability to initiate and maintain sleep as well as maximize the amount of sleep obtained. The extent to which sleep is undisturbed by arousals and awakenings—sleep continuity—is important because this influences both the duration and the depth of sleep, with deeper sleep being more restorative. Ultimately, the promotion of sleep health in the operational environment entails optimizing each Soldier's sleep duration, timing, and continuity to the greatest extent possible, given existing mission constraints.

While good leadership is essential for a wide range of unit outcomes, leadership behaviors that target sleep can improve the sleep habits of unit members and the unit's overall sleep culture. Sleep leadership behavior includes promotion of sleep awareness and the development and implementation of local policies that facilitate the ability of subordinates to practice good sleep hygiene. An example of sleep awareness is ensuring that subordinates understand the importance of sleep for health and readiness, as well as the negative consequences of sleep loss. Such practices (for example, moving physical readiness training from morning to the afternoon or starting the duty



day later, both of which allow Soldiers to sleep later) result in improved subordinate sleep, enhanced health (reduced sick call and accident rates), and improved unit climate. The acronym SLEEP represents the following basic sleep leadership practices:

Set conditions.

Lead by example.

Educate and Encourage.

Prioritize and plan.

SET CONDITIONS

The S stands for *set conditions*. Leaders set conditions when they—

- Strive to create an optimal sleep environment by controlling noise, light, and temperature.
- Address work-related and other sources of stress for Soldiers that may be interfering with sleep.
- Implement duty schedules that optimize nighttime sleep and daytime alertness.

LEAD BY EXAMPLE

The L stands for *lead by example*. Leaders lead by example when they—

- Serve as role models for subordinates by demonstrating good sleep habits and maintaining healthy work-rest schedule.
- Look for opportunities to show they consider sleep to be a priority for unit. For example, emphasize sleep in remarks during Recovery Drills or other unit formations and functions.
- Remind Soldiers of the importance of sleep.

EDUCATE AND ENCOURAGE

The E stands for *educate and encourage*. Leaders educate when they—

- Establish a good sleep culture in the unit and ensure that subordinate leaders are also engaging in good sleep leadership.
- Encourage Soldiers to look for signs of sleep problems regularly.
- Ensure all Soldiers have access to information on effective sleep habits.
- Give Soldiers permission to nap when circumstances allow, and encourage naps when appropriate, especially during continuous operations.

PRIORITIZE AND PLAN

The P stands for *prioritize and plan*. Leaders do this when they—

- Ensure Soldiers have enough time to attend to their personal matters while still getting sufficient sleep.
- Are aware of the challenges of shift work and continuous operations, and implement schedules that mitigate their negative effects on performance and health. Think of sleep as an item of logistical resupply, like beans and bullets, and plan accordingly. That is, schedule enough time for Soldiers to get sufficient (or even extra) sleep before—and



recovery sleep after—all missions.

- Consider having Soldiers perform less complex tasks in the early morning before 0900 and more complex tasks in the late morning and early afternoon.

Sleep is essential to health and readiness. To optimize Soldiers' alertness and performance, leaders maintain as consistent and regimented a sleep-wake schedule as possible (optimize sleep timing) with an adequate amount of sleep opportunity (optimize sleep duration). Leaders also ensure that the sleep-wake schedule conforms as closely as possible to the brain's natural circadian rhythm to optimize both duration and quality of sleep.



Soldier Sleep Card

Zz

Warrior Fatigue Management Strategies

Operational Sleep

Regularly: 7hrs/night

Before Mission: 10hrs/night (Sleep Banking)*

During Mission: (See Reverse Side)

After Mission: 10 - 12hrs/night (Recovery)*

* As many days and hours as mission constraints allow.

Effective Strategies

Reverse PT Schedule: Maximize morning sleep by shifting PT hours

Split Sleep: 2-3 shorter sleep periods can be equivalent to 8 full hours of sleep



Sleep Optimization Tips For Garrison

Opportunity: Backward plan to build in time for sleep

Consistency: Keep a consistent sleep and wake time

Alcohol & Nicotine Intake: Avoid alcohol and nicotine, they interfere with effective sleep

Sleep Environment: Ensure a dark, cool, quiet space to sleep and avoid electronics 1 hour prior to bed

No Big Meals: A light snack before bed may help with sleep

Decompress: Take 20 minutes prior to bed to relax (such as deliberate breathing)



Caffeine For Optimal Alertness

Sustained/Continuous Operations & Night Ops

- Caffeine can help promote alertness and performance
- Caffeine does not replace sleep

Dosing Schedule*

- Take 200mg of caffeine every 4hrs upon waking/start of shift
- Avoid caffeine 6hrs prior to bedtime, when possible
- For full effectiveness, save caffeine for operations

Common Sources

16oz Coffee
= ~150mg

16oz Energy Drink
= ~300mg

1 Piece of Energy
Gum = 100mg

Resources

sleep.bhsai.org can provide an optimal caffeine schedule for any operational scenario; p3.amedd.army.mil

Sleep Prioritization

High: Decision Making

Medium: Tedious/Hazardous Jobs

Low: Physically Demanding Jobs

Strategies During Sustained Operations

Tactical Naps: When possible; even 5 - 20 minute naps can help

Nappuccino: Take a short nap immediately after drinking a cup of coffee to reduce grogginess

Operational Sleep Environment: Place sleep area away from working area

* Recommendations vary based on caffeine habits. Individuals who typically use high levels of caffeine may need up to 300mg whereas infrequent caffeine users may only need 100mg.



THE SLEEP DEPRIVED SOLDIER

THE CHALLENGE:

Maintaining Cognitive Dominance and the Tactical Advantage in Multi-Domain Operations (MDO)

Cognitive dominance is required for victory in multi-domain operations. Sleep sustains and enhances all capabilities that combine to ensure cognitive dominance on the battlefield: situational awareness, superior judgment and decision-making, faster reaction time, and greater mental flexibility. The key to achieving and sustaining cognitive dominance is to ensure that Soldiers sleep as much as possible — and always sleep more than the enemy.

SLOWED REACTION TIME
IMPAIRED RESPONSE TIME
DEPRESSION
DECREASED ACCURACY
OBESITY
IRRITABILITY
FATIGUE
WEAKENED IMMUNE SYSTEM
SLEEP DEPRIVATION
COGNITIVE DECLINE
IMPAIRED JUDGEMENT



THE IMPACT:



INCIDENCE AND PREVALENCE

More than **62%** of Soldiers are chronically sleep restricted, averaging less than 6 hours of sleep per night both in garrison and during deployment.



PERFORMANCE

5 nights with less than 5 hours of sleep creates a **20%** cognitive deficiency; the equivalent of a **0.08** blood alcohol level (5 alcoholic drinks in a 180 lb. male).



SAFETY

During deployment, more than **33%** of Soldiers report falling asleep on duty and more than **50%** of accidents are caused by sleepiness. **25%** of all motor vehicle accidents are due to sleep deprivation.



PHYSICAL HEALTH

Chronic sleep restriction (less than 6 hours sleep per night) has been linked to impaired immune function, obesity, hypertension, hyperlipidemia, diabetes, heart disease, stroke, certain cancers, Alzheimer's disease, and generally increased mortality from all causes.



MENTAL HEALTH

Soldiers who average less than 6 hours of sleep every 24 hours are **4.7** times more likely to develop PTSD and **11.4** times more likely to develop depression than Soldiers who average more than 6 hours of sleep.



**MORE THAN
62% OF
SOLDIERS ARE
CHRONICALLY
SLEEP
RESTRICTED.**



SLEEP: THE FORCE MULTIPLIER

“
**THE EDGE
WILL GO TO
WHICHEVER
FORCE HAS
OBTAINED THE
MOST SLEEP.**”

— Dr. Thomas Balkin



In conflicts with adversaries who increasingly possess technological capabilities comparable to our own, the difference between victory and defeat will increasingly reflect critical differences between U.S. soldiers and enemy soldiers.

The advantage will go to the military force that is more resourceful, more psychologically resilient, has more physical and mental stamina, has faster reaction times, displays better situational awareness, and possesses the mental flexibility needed to quickly recognize and take advantage of battlefield opportunities as they arise.

Unfortunately, these capabilities deteriorate rapidly on an intense MDO battlefield. After a three-day field exercise with limited sleep, Soldiers' ability to identify and shoot at the enemy decreased by **220%**. They shot at things that did not exist **164%** more after the field exercise. Their errors in decision-making went up **86%** and their reaction time decreased by **22%**. What does a 22% decrease in reaction time mean to Soldier and squad performance? This decrement could mean the difference between life and death in the heat of battle.

All of the decrements found during this study were caused by, or made worse by, the fact that the Soldiers obtained inadequate sleep. Sleep loss increases the effects of all other stressors; however, the other side of the coin is that increased sleep lessens the effects of all other stressors. That is why sleep is a **force multiplier**.

It is also why there is no such thing as "too much" sleep.



SLEEP BANKING

DID YOU KNOW? Obtaining "extra" sleep prior to a mission involving sleep loss greatly enhances your military effectiveness during that mission. Sleep banking is free and the more sleep that you "bank" the greater the benefit.



HOW?



Increase the amount of sleep you obtain prior to nighttime, continuous, or sustained operations (when adequate sleep will not be possible) by going to bed earlier and/or waking up later than usual.

HOW
MUCH?



Every extra hour of sleep obtained during the 2 weeks prior to initiating nighttime, continuous, or sustained operations can have a positive impact!

WHY?



Sleep banking results in greater resilience to the negative effects of sleep loss and faster recovery from that sleep loss.



SLEEP AND THE IMMUNE SYSTEM

7 OR MORE
HOURS OF
SLEEP PER
NIGHT:



- SUSTAINS IMMUNE FUNCTION
- INCREASES RESISTANCE TO INFECTION
- INCREASES THE EFFICACY OF VACCINATION

Sleep and the Immune System

Insufficient sleep blunts the immune system's ability to fight infections like COVID-19. Those who average less than 7 hours of sleep per night are **3 times** more susceptible, and those who average less than 5 hours of sleep per night are **4.5 times** more susceptible to infection.

Insufficient sleep can also impair the immune system's response to vaccination, leading to reduced protection from infection. Studies show that the more sleep is associated with a greater level of antibodies.

However, sleeping longer may improve immune function, help the immune system to resist infections, and increase vaccine efficacy.

Sleep and the immune system have a bidirectional relationship. Sleep regulates immune function and the immune system regulates sleep. By influencing hormone activity, sleep allows the immune system to operate. In turn, immune factors increase sleep. Through this relationship, adequate sleep promotes resistance to infections like COVID-19.



FOLLOW THE QR CODE TO ACCESS
WRAIR'S BEHAVIORAL HEALTH
RESOURCES FOR COVID-19.
[HTTPS://WWW.WRAIRARMY.MIL/
NODE/348](https://www.wrairarmy.mil/node/348)

WRAIR|10

Sleep and the fight against COVID-19

Currently, studies at WRAIR are determining how habitual sleep patterns are related to susceptibility to and severity of infections like COVID-19 and how increasing sleep may increase the efficacy of vaccines. This information will be used for decisions like determining shift schedules for Army medical providers and best practices for care of people infected with COVID-19. The results of these studies will also be used in guidelines for COVID-19 vaccine administration once a vaccine is developed.



SLEEP FOR SUCCESS

by Rebecca McConville, MS, RD, LD, CSSD

Research has shown that inadequate sleep can lead to reduced markers of performance, including: slower sprint time, reduced endurance, increased heart rate as well as reported changes in mood. Irregular sleep patterns have also been shown to diminish performance in school and other aspects of an athlete's life.

- Deep sleep helps enhance the release of growth hormone, leading to enhanced muscle repair and muscle protein synthesis.
- Sleep deprivation decreases growth hormone, increases stress hormones and affects appetite-regulating hormones, causing adverse effects on glucose tolerance, lean mass and dietary intake.

HOW MUCH SLEEP IS ENOUGH?

Studies have shown that teenagers need as much, if not more, sleep than younger children (an average of 9.25 hours per night).

- (Females 8-15, Males 9-16): 9.5-10 hours sleep a night, +30 min nap between 2-4pm.
- (Females 15-21+/-, Males 16-23+/-): 8-10 hours sleep a night, +30 min nap between 2-4pm.

TIPS FOR A QUALITY NIGHT'S REST



Stick to a sleep schedule, keeping the same bedtime and wake time, including weekends and when traveling.



Practice a relaxing bedtime ritual whether reading, taking a bath or listening to music.



Avoid stimulating activities & electronics that emit blue frequencies—tv, video games, computer, iPhone.

30

If you struggle to fall asleep at night, try limiting naps to 30 minutes.



Exercise daily or find another stress relief, such as yoga, hiking or gardening.



Evaluate your room.

- Keep your bedroom cool—between 60 and 67 degrees; try a fan.
- Drown out sudden noises that will startle you awake—fan, white noise machine, earplugs.
- Reduce light—blackout curtains, eye mask, t-shirt over eyes.
- Sleep on a comfortable mattress and pillows.
- Use bright light during the day and in the morning to help manage your circadian rhythms.



Avoid alcohol & cigarettes.



Refrain from heavy meals in the evening, spicy foods, fried foods & acidic foods.

- Timing of meals can affect circadian rhythm.



If you can't sleep, go into another room and do something relaxing until you feel tired.



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Targeted Protective Factors: Reducing Access to Lethal Means

Research Shows:

- **Owning a handgun and storing a loaded firearm** are associated with increased risk of suicide — **two-fold and four-fold respectively**
- **The interval between deciding to act and attempting suicide** can be as short as **5 or 10 minutes**, and **people tend not to substitute a different method when a highly lethal method is unavailable or difficult to access**

Recommended Actions:

- **Individuals should** always use gunlocks, store unloaded firearms in a safe and store ammunition in a separate locked storage container, and keep controlled medications in a safe.
- **Family Members should** help recognize this risk during periods of crisis and heightened emotions
- **Commanders should** promote safe storage practices
 - When necessary, commanders should take authorized actions to remove any access to lethal means for high risk Soldiers
 - Also review ALARACT 056/2020, Privately Owned Firearms and Behavioral Health, 18 June 2020, provide instructions on the commander's authority and responsibility for their Soldiers behavioral health risk and POFs

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Targeted Protective Factors: Reducing Stigma

- **How to measure Stigma**
 - Engaged Leadership
 - Organizational Climate Survey (DEOCS)
 - Behavioral Health (BH) Pulse survey
 - and/or the unit risk inventory (URI)
- **Recognize mental performance** as a means to improve physical performance and lethality
- **Know your resources** and increase their presence in your unit footprint
- **Integrate prevention holistically:** physical, mental, spiritual, social, financial, and family/relational

1

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Our Motto is Our Mission – Air Assault!



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Local Resources: Division (Gold) and Garrison (Gray)



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Suicide Prevention Digital Resources

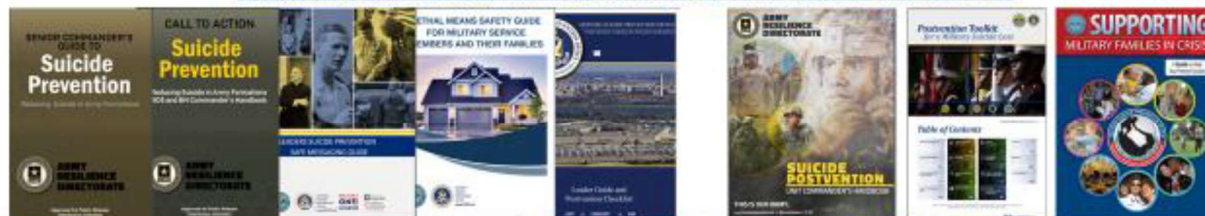
Prevention Resources

- [Senior Commander's Guide to Suicide Prevention](#)
- [BDE/BN Commander's Guide to Suicide Prevention](#)
- [Suicide Prevention Safe Messaging Guide](#)
- [Lethal Means Safety Guide](#)
- [Leader's Guide Checklist](#)

Postvention Resources

- [Suicide Postvention Guide](#)
- [Postvention Toolkit](#)
- [Postvention Checklist](#)
- [DSPO Family Guide](#)

<https://www.armyresilience.army.mil/suicide-prevention/pages/LeaderResources.html>





MENTAL PILLAR: REASON FOR LIVING



Mission:

To identify common life struggles and ways to talk with other Soldiers about suicide

Timeline:

60 minute module can be incorporated into a training day

Soldier Strengths Addressed:

Social, Spiritual

Location:

Any classroom setting

Primary Instructors & Unit Lead:

Any leader, but recommend SSG and above. Leader should have experience facilitating a free-flowing discussion and be comfortable with talking about suicide.

Uniform:

Duty

Equipment:

See TSP in following pages

Concept of the Operation:

Small group, recommend no more than 20, view linked videos of Soldiers discussing their experiences with suicide. The facilitator leads the group in discussing the emotions and beliefs relating to suicide, identify risk factors and protective factors of suicide, ways to talk with others about suicide and available resources to assist others.

Preparation: Two weeks for instructors to view all videos and be familiar with TSP to lead a discussion. Following a script is less important than being capable to facilitate a discussion and comfortable with the topic of suicide.



INSTRUCTIONAL GUIDANCE

Mental Wellness Module “Reasons for Living”

NOTE: Before leading discussions on Reasons for Living, facilitators must thoroughly review the materials and plan how they will incorporate them into the readiness day activities. Use each video to generate a discussion to understand the emotions or thoughts your soldiers may have experienced with others who were suicidal.

Listen for and ask about the beliefs behind the emotions and thoughts. Often what Soldiers say are only surface reactions. Be patient and ask them what religious belief, ethical teaching or spiritual worldview is foundational to what you see and hear in this training event.

Purpose: To identify common life struggles and ways to talk with other Soldiers about suicide.

Equipment: Computer, Internet access, large monitor or video projector and screen, speakers

Setting: Classroom

Length: 60 minutes

Preparation: Two weeks for instructors to view all videos and be familiar with TSP to lead a discussion. Following a script is less important than being capable to facilitate a discussion and comfortable with the topic of suicide.

Preparation Resources:

- Army Resilience Directorate - <https://www.armyresilience.army.mil>
- 24/7 National Suicide Prevention Lifeline - 1-800-273-TALK (8255)
- TRADOC’s “WeCare” app supporting the Army’s Suicide Prevention Campaign - <https://www.army.mil/article/238298>
- Military OneSource - <https://www.militaryonesource.mil/confidential-help>
- Defense Suicide Prevention Office - <https://www.dspo.mil/>
- The President’s Roadmap to Empower Veterans and End a National Tragedy of Suicide (PREVENTS) - <https://www.va.gov/prevents/>
- REACH to Prevent Suicide - <https://www.wearewithinreach.net/>

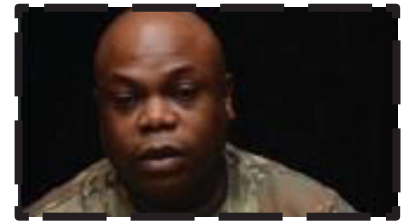
VIDEO ACTIVITY AND DISCUSSION 1

Review and choose one of the four following videos. The links are on YouTube and can be displayed using non-government computers and other smart devices. A QR code is included for your convenience. Show the video and then lead a discussion on what your Soldiers observed, thought, felt, or perceived while watching the video. The last page of this document has questions for your use. You may use additional questions as well.



(Video #1) Staff Sergeant, 200th Military Police Command

SSG shares a personal story of how a traumatic event that hit his family led him to a suicide attempt. This story is part of a series of videos for “Voices of Strength,” a campaign produced by the 200th MP Command’s Suicide Prevention and Public Affairs Offices. The video series offers a revamped look at suicide prevention, using real, unscripted stories of U.S. Army Reserve Soldiers involved with suicide, either through the loss of a loved one, loss of a Soldier, personal attempts or through the perspective of the investigative officers.



*<https://www.dvidshub.net/video/673035/voices-strength-inside-killing-me>



(Video #2) First Lieutenant, 443d Military Police Company

1LT with the 443rd Military Police Company, is a US Army Reserve officer who struggled with depression and suicidal ideation especially after the loss of his father.



*<https://www.dvidshub.net/video/684085/voices-strength-moment>

(Video #3) Golden Gate Bridge Survivor

Golden Gate Bridge survivor who speaks on his suicide experience. In the video below, you will find Kevin to be a brave soul, who speaks about his bipolar disorder, and other the challenges he has faced as a teen and as an adult. He also describes his experience as he once attempted suicide by jumping from the Golden Gate Bridge. He continues to speak on mental health and the severity of the pain it has on many people. The pain that we encounter as people are not often recognized or underestimated, and often times are resulted with suicide. Seeking help and let going your fear is key. Remember this word, APATHY.



**<https://youtu.be/kQ4XCNZdKfI>



(Video #4) The Bridge Between Suicide and Life A retired highway patrol officer that's now



known as a motivational speaker that speaks to an audience about suicide. During Kevin's speech, he provides details on experiences he has encountered or others have shared with him that has attempted or became successful with suicide. Mental illness is serious. Kevin speaks about how those that suffered with mental illness has used the Golden State Bridge to commit suicide. Those that practice this method of suicide often die from



impact and not the actually experience once they land. His service as a patrol officer on the brigade has been a great and humbling experience. Watch the video as he explains.

******<https://youtu.be/7Clq4mtiamY>

(Video #5) Channel 5 Live Suicide Statistics in 2020

KTLA 5: A Channel 5Live spokesman provides updated studies of mental illness and suicide rates in the year of 2020 so far. Since the pandemic, there has been a spike in deaths of despair. Long-term times of isolation, unemployment rates, the "new normal", an increase of drinking, and substance abuse are a few developments that has become a concern and an influence of mental illness. Many deaths are assumed that they are caused by COVID-19 however, social and economic despair has increased. From studies, many of those deaths were caused by suicide. Many psychologist have suggested that individuals are reassuring, positive, resilient, understanding, and compassionate during this pandemic. The National Suicide Prevention website has been greatly sued during the year of 2020 and continues to be a resource for those of mental health.



******<https://youtu.be/NkSZMWodW0I>

*** DVIDS tends to work in Firefox as opposed to chrome, edge, or internet explorer.**

**** YouTube links work from civilian network.**



GROUP ACTIVITY AND DISCUSSION

Review and practice one of the listed activities below. Ensure you have the proper resources, location and plan of action if not done virtually. Conduct the activity and lead a discussion on what you're Soldiers observed, thought, felt, or perceived while participating in the activity.

Instructors: Ask the audience to name stressors that come to mind when experiencing adversity, then discuss the examples listed here. Lead a discussion with these example questions:

Have you ever experienced the conditions below, how did it make you feel?

Has it ever gotten out of control where it was too much to handle?

Having experience some of these things, has it ever made you think about suicide?

Do you know anyone that has experienced these things and has committed or attempted suicide?

Life Conditions

- Difficulties/stress/overwork on the job.
- Deployment issues - Filling in for deployed military members or being deployed themselves.
- Relationship problems – separation, divorce.
- Financial issues.
- Genetic vulnerability or psychiatric illness - depression, schizophrenia.
- After Holidays - Thanksgiving/ Christmas/ Birthdays.
- Stressful periods – recent loss of family member, anniversaries of deaths or special events.
- Family or personal history of abuse, suicide attempts.
- Home environment that is violent, abusive or not supportive of the individual.
- Winter - Seasonal affective disorder.

Activity 1

Key Principles of Catastrophic Thinking

- Catastrophizing depletes energy: Prevents problem solving, and generates unhelpful anxiety.
- Order matters: Stop Catastrophizing by capturing the Worst Case, then generating the Best Case -both of which help you to focus on the Most Likely outcomes.
- Develop a plan: Once you are focused on the Most Likely outcomes, develop a plan for dealing with the situation.
- Optimism: A primary target of Put It In Perspective.

Instructors: "What are some Activating Events that have triggered or might trigger catastrophic thinking (e.g., specific examples of times when you or a family member might catastrophize)? List these triggers below." [Have each Soldier complete the activity below. Once completed, have them share their examples from the activity and how this can influence suicide ideations. Open up a discussion by helping Soldiers identify catastrophic/spiral ways of thinking.]

- 1.
- 2.
- 3.



Ask: “Have any of these benefits helped you during a recent challenging time or when things became overwhelming?”



#ReachOne I challenge each of you to look within your circle of influence and even inside your own squad, to reach out to others, one at a time, who seem to need an encouraging word and perhaps, some assistance finding resources for more help. If each of us gets in the habit of regularly reaching out to someone in need, I believe we can begin to turn the tide.

Instructors: “The following are additional resources to help during times of need. Even if you don’t find yourself in a situation where these help you, someone else might find them useful. Be familiar with some of these as your ‘go-to’ resource when you come across.”

[Recommendation: Print small cards with local and national resources. Distribute to the group during this time. Add the Suicide Lifeline to the unit phone roster.]

More Resources

- 24/7 National Suicide Prevention Lifeline 1-800-273-TALK (8255)
- TRADOC’s “WeCare” app supporting the Army’s Suicide Prevention Campaign <https://www.army.mil/article/238298>
- Military OneSource - <https://www.militaryonesource.mil/confidential-help>
- Army Resilience Directorate <https://www.armyresilience.army.mil>



- Defense Suicide Prevention Office <https://www.dspo.mil/>
- The President's Roadmap to Empower Veterans and End a National Tragedy of Suicide (PREVENTS) <https://www.va.gov/prevents/>
- REACH to Prevent Suicide <https://www.wearewithinreach.net/>

Instructors: Let's talk for a minute about helps people to not fall into trap of suicidal thinking. We talk about Risk Factors and Protective Factors. "Risk Factors are defined as 'those experiences or qualities a person has that increases the likelihood of killing himself or herself'. What do you think are the some of the risk factors that make a person more susceptible to suicidal behavior? What are the protective factors against suicide?"



RISK AND PROTECTIVE FACTORS

Risk Factors:

- Failed relationships
- Family history of suicide
- Prior Suicide Attempt
- Poor Social skills (add isolation increased risk)
- Mood Disorders (depression/PTSD)
- Drug/Alcohol Abuse
- Financial Stress
- Legal (UCMJ/ non-judicial problems)
- Access to lethal means

"Think about your own life. You don't need to answer right now, but think about which of those risk factors you have experienced. Don't be afraid to admit it. Being embarrassed but getting help is better than trying to figure it out on your own."

"Also, leaders be aware of these factors in your subordinate Soldiers. If you hear about a Soldier experiencing one of these factors go ahead and ask if he or she has experienced any of the other factors."

"Protective Factors are defined as 'personal or environmental characteristics that help protect people from suicide'. These are the kinds of experiences that make people more resilient and confident that their situation will improve. Can you name some of the protective factors?"
[Pause and wait for answers]

Protective Factors:

- Social Relationships (family, friends, buddies)
- Available health care (physical/mental)
- Coping ability
- Belief in higher power, faith
- Participation in group activities
- Getting help when needed
- Personal/ Professional values
- Pets

Instructors: "Your individual development plan for personal and professional growth should include some of these protective factors. Change up your daily, weekly and monthly habits to regularly include these activities."

"Let's finish up now by talking about how you can help someone else who is thinking about suicide as an option. First, what would clue you in that suicide is an issue for someone? What should you be on the lookout for?"

[Pause and wait for answers]

"Those are great examples of warning signs to be aware of. Here are a few others."

[Review following list of warning signs.]

- Change in behavior
- Alcohol or substance abuse
- Relationship issues
- Financial or legal problems
- Withdrawal from friends and family
- Disturbing texts, posts, emails, pictures
- Feeling hopeless/helpless



“If you see these, does that mean that person is going to kill himself? Maybe, but maybe not. The mainpoint to remember about warning signs is that they are a topic for discussion. If you do not ask the person what these mean then you do not know whether suicide is an issue for that person.”

“Now, let’s say you asked about a change in behavior or a relationship issue and you find out suicide is a choice the person has been considering - what should you do next?”

“You’ll want to determine just how serious the person is thinking about suicide by finding out how likely they are to kill themselves. Are they definitely going to do it? How soon are they going to do it? Here are a few tips in how to have that conversation.”

Tip 1: Stay calm; don’t judge the person and don’t minimize the problems.

Tip 2: Do not ignore suicide warning signs, statements or threats of suicide. Address them in your conversation. Do not be afraid to talk about them.

Tip 3: Ask directly if the Soldier wants to kill himself. It is better to look silly for asking than to regret not asking.

Tip 4: Continue talking and come to an agreement about getting more professional help for the Soldier’s problems. You have shown that you care and now getting others involved is another way of showing you care about the Soldier.

Instructors: “Let’s wrap up this training about reasons for living. I hope you have a better understanding of the value of life, what experiences make life difficult and how to help someone who is considering killing himself or herself. If you remember nothing else, just remember that you cannot possibly know what other people are going through until you stop to listen. As a final resource, know that your chain of command and your unit chaplain are always available for these kinds of emergencies. Do you have any final questions or thoughts about what we have discussed?”

[Pause for comments and then dismiss the group.]



SOCIAL WELLNESS



“I’ve always felt that if I am deserving of the Medal of Honor, there are many, many others who are. I felt a little bad receiving it, so I received it on behalf of the fellows, because there’s no such thing as a single-handed war. There’s always a support group, and if you didn’t have people who supported you, you couldn’t fight a war.”

–Senator Daniel Inouye, MOH Recipient

Our connection to other people is a critical component of remaining resilient over the course of life. Even if you have just one close relationship in your life, you are significantly more likely to be able to overcome challenges and setbacks than if you’re in it alone. Building and maintaining relationships is tough. These skills can help you learn how to get close and stay close to people you care about.

As a young Second Lieutenant, Daniel K. Inouye led an assault on a heavily defended ridge in World War II. As a leader he understood the importance of social bonds and acknowledged that often while speaking of his experience.



SOCIAL SUPPORT AND HEALTH



Strong social relationships increase the likelihood of survival by **50%** regardless of age, sex, or health status.

Social disconnection can be as deadly as obesity, physical inactivity and smoking up to

15 cigarettes per day.

More than **20%** of Americans report regularly feeling socially isolated.



Social isolation has long been considered a

Primary risk factor for suicide

Along with mental illness, financial/legal troubles and family or personal history of suicide attempts.





Better Opportunities for Single Soldiers

What is BOSS?

The Better Opportunities for Single Soldiers (BOSS) Program supports the overall quality of single Soldiers' lives. BOSS identifies real quality of life (QOL) issues and concerns by recommending improvements through the installation Chain of Command. BOSS also encourages and assists single Soldiers in identifying and planning for recreational and leisure activities. Additionally, it allows for the opportunity to participate in and contribute to their respective communities at Fort Campbell. BOSS provides recreational events, organized activities, contests, tournaments, special events, special holiday functions, social events, and volunteer opportunities.



Who can participate in BOSS programs?

All single Soldiers, to include single parents and geographical bachelors, National Guard and Reservists on active duty status for more than 30 days. We welcome all ranks: enlisted and officers. Our programming targets Soldiers 18 to 34. While single Soldiers take priority, married Soldiers are welcome to participate as well

Three Pillars of BOSS

I. Leisure and Recreation

This pillar focuses on meeting Soldiers' leisure and recreational needs. As such, suggestions and ideas are solicited from the single Soldiers representatives of Fort Campbell at our bi-weekly meetings. These events are coordinated with BOSS, Warrior Zone and Directorate of Family and Morale, Welfare and Recreation. Leisure and Recreational activities are designed to provide alternative, opportunities on/ off post for Soldiers to get out of the barracks. Some leisure and recreational activities include Daytona Beach trips, Free movie nights at the Great Escape and trips to Gatlinburg.



II. Community Service

BOSS helps to promote Soldiers participation in many community service activities at Fort Campbell and in the surrounding communities. It provides a Soldier the chance to meet new people and grow as individuals. Soldiers are exposed to new people, ideas and learn new skills. Volunteering is good as it gives Soldiers a sense of involvement and achievement, beyond their day to day activities. Some community service activities are MP Halloween Assistant, Food Pantries and Toy Drives.

III. Quality of Life

This third pillar of BOSS targets enhancing single Soldiers' morale, living environment, and personal growth and development. Depending on the issue at hand, it will be handled by the Soldiers' chain of command. However, we provide Soldiers with documentation on issues they face such as smoking in the barracks, barracks policy letters and so on. Some quality of life activities include Commissary Awareness Month, Voters' Registration and Single Soldiers Appreciation Dinners.

Better Opportunities for Single Soldiers	
	Indiana Avenue BLDG T39 Fort Campbell, Kentucky 42223 United States
	+1 (931)436-1990
	+1 (907)687-6063
	+1 (931)278-5458



COMMUNITY OUTREACH / VOLUNTEERING

DESCRIPTION: The process of working collaboratively with external off-post organizations (The Salvation Army, The American Red Cross, Urban Mission, YMCA, Union Mission, Soup Kitchens, Veterans Homes, Worship Centers, Local Schools, Animal Shelters, etc.) to codify a presence in the local community and allow Soldiers, Family members and Civilians to focus on something greater than themselves.

CATEGORY: Mental, Family, Spiritual, Social

LEAD TIME: 2 Weeks

EXECUTION TIME: Varies

COST: \$0

MATERIALS: N/A

POC: Unit Ministry Team (UMT)

ADVENTURE PROGRAM

DESCRIPTION: The Adventure Program offers a variety of trips throughout the year such as skiing, white water rafting, hiking, climbing, mountain biking, and family adventures. Customized private trips and programing are also available. Keep your eyes open for these activities, including Discover Fort Campbell events, through-out the year.

CATEGORY: Mental, Family, Physical, Social

CLASS SIZE: Min of 8

LEAD TIME: 2 weeks

EXECUTION TIME: Programs can range from 2-8 hours

COST: Varies depending on trip/activity

MATERIALS: Safety equipment and staff to facilitate activities

POC:

CHALLENGE COURSE COMPLEX

DESCRIPTION: The Challenge Course is an exciting and adventurous way to test your skills both individually and with a team. Elements of the course include a high ropes course, zip line, vertical climbing wall, cable swing, and a 50-foot multi-sided climbing structure.

CATEGORY: Mental, Family, Physical, Social

CLASS SIZE: Min of 8

LEAD TIME: 2 week

EXECUTION TIME: Programs can range from 2-4 hours

COST: \$25 per person

MATERIALS: Safety equipment and staff to facilitate activities

POC: 270.412.7855



INDOOR CLIMBING WALL

DESCRIPTION: The Indoor Climbing Wall is open for all participants to learn how to rock climb or to improve their current skills. Climbing programs are available for beginners to experienced climbers (ages 5 and up).

CATEGORY: Mental, Family, Physical, Social

CLASS SIZE: Min of 8

LEAD TIME: 2 weeks

EXECUTION TIME: 1-2 hours

COST: \$10 per person

MATERIALS: Safety equipment and staff to facilitate activities

POC

FORT CAMPBELL MWR RUN SERIES

DESCRIPTION: MWR hosts themed runs periodically that are open to all. Routes range from 1 mile to 5K.

CATEGORY: Mental, Family, Physical, Social

CLASS SIZE: N/A

LEAD TIME: N/A

EXECUTION TIME: Varies with the run length

COST: These are usually free, occasionally there may be a small fee depending on the type of run

MATERIALS: Staff to facilitate run

POC: 270.461.2294

COLE PARK GOLF COURSE

DESCRIPTION: Offering one of the finest golfing facilities in the Army, Fort Campbell MWR's 18-hole championship golf course has a variety of different terrains which challenge all levels of golfers from beginners to advanced.

CATEGORY: Mental, Family, Physical, Social

CLASS SIZE: Min of 1, max 4 per group

LEAD TIME: N/A

EXECUTION TIME: N/A

COST: Ranging from \$7-\$24 (Fees are based on rank and day of week)

MATERIALS: Golf clubs, golf balls, appropriate footwear and apparel

POC: 270.798.4906



PAINTBALL

DESCRIPTION: Simulate the battlefield experience on Outdoor Recreation's Paintball field. Take your group out for this unique, hands-on learning experience of moving under direct fire, quick decision making, and forming field combat strategy or just come out to have good time.

CATEGORY: Mental, Family, Physical, Social

CLASS SIZE: Min of 8

LEAD TIME: 2 weeks

EXECUTION TIME: 2 hours

COST: Individual \$45 per player, groups of 5-14 \$40 per person, and groups of 15+ \$35 per person

MATERIALS: Includes field fee, paintball gun/marker, one HPA tank with unlimited fills, barrel sock, mask, and 500 rounds of paint.

POC: 270.798.7855

FITNESS CLASSES

DESCRIPTION: Various fitness classes are hosted at Estep and Shaw PFCs. Classes offered include cycling, Zumba®, Total Pump®, Xtreme Burn®, and HITT, to name a few.

CATEGORY: Mental, Family, Physical, Social

CLASS SIZE: based on available equipment and space

LEAD TIME: N/A

EXECUTION TIME: usually about 1 hour

COST: Nominal fee varies per class

MATERIALS: All required equipment and staff to facilitate each class

POC: 270.798.4023 or 270.461.2294

ARCHERY RANGE

DESCRIPTION: Equipped with 6 lanes up to 160 feet with 5 Brickwall Systems, Fort Campbell MWR's Archery Range has just what you need to hone your archery skills.

CATEGORY: Mental, Family, Physical, Social

CLASS SIZE: 2 person max on range at a time

LEAD TIME: N/A

EXECUTION TIME: N/A

COST: \$5 per person

MATERIALS: N/A

POC: 270.412.4015



TRAP & SKEET RANGE

DESCRIPTION: Learn to shoot Trap, Skeet, or 5 Stand to perfect your aim. Shotgun rentals also available.

CATEGORY: Mental, Family, Physical, Social

CLASS SIZE: 5 person max on range at a time

LEAD TIME: N/A

EXECUTION TIME: N/A

COST: Trap & Skeet - Adult \$5 per person, Youth (age 10-16) \$4.50 per person

5 Stand - \$7 per person

Shotgun Rental - \$10

MATERIALS: All required equipment and staff to facilitate each class

POC: 270.798.4023 or 270.461.2294

HOOPER BOWLING CENTER

DESCRIPTION: Hooper Bowling Center is a fully modern 32 lane Brunswick facility with GSX pinsetters and vector scoring, which is displayed on our 32" flat screen monitors. We offer party rentals and weekly specials including Lunch'N'Bowl, Hump Day, Quartermania and Pizza, Pins & Pop. Both adult and youth leagues are available for team participation. An adult lounge (Tilt'N'Tap) and a popular snack bar offer food and beverages, pay as you go.

CATEGORY: Mental, Family, Physical, Social

CLASS SIZE: N/A

LEAD TIME: N/A

EXECUTION TIME: Varies per games played

COST: Fees vary for bowling and shoe rental

MATERIALS: Appropriate footwear and bowling ball

POC: 270.798.5887

PRIVATELY OWNED FIREARMS RANGE

DESCRIPTION: The Privately Owned Firearm Range offers 3 lanes of 8 pop-up targets ranging from 7 to 30 yards, 7 sniper lanes of Iron Maiden targets ranging from 218 to 800 yards, 5 concrete bays, 75 yards long, and 18 sand/fox holes with target frames at 25 yards.

CATEGORY: Mental, Family, Physical, Social

CLASS SIZE: N/A

LEAD TIME: N/A

EXECUTION TIME: N/A

COST: Range fees vary based on Active Duty status

MATERIALS: Safety equipment and staff to facilitate activities

POC: 270.412.4015/7939



PHYSICAL FITNESS CENTER CHALLENGE SERIES

DESCRIPTION: All Physical Fitness Centers host fitness challenge through-out the year. Events hosted include indoor triathlons, 1,000 lb. weightlifting events, reverse plank, rowing, and treadmill challenges and more.

CATEGORY: Mental, Family, Physical, Social

CLASS SIZE: N/A

LEAD TIME: N/A

EXECUTION TIME: About 1 hour

COST: Free

MATERIALS: Staff to facilitate activities

POC: 270.461.2629

AQUATICS

DESCRIPTION: The Fort Campbell MWR Aquatics program offers an assortment of activities, classes and certifications. We have 1 indoor pool and 2 outdoor seasonal pools, with various amenities at each location, including a splash pad, baby pool, climbing wall, and slides.

CATEGORY: Mental, Family, Physical, Social

CLASS SIZE: Varies per class type

LEAD TIME: N/A

EXECUTION TIME: Varies per visit

COST: Nominal fees for entry

MATERIALS: Swimming apparel and towels

POC: 270.798.6310

ARTS & CRAFTS CREATION STATION

DESCRIPTION: The Arts & Crafts Creation Station program offers a variety of classes for artists of all ages and skill levels. Classes offered include tie dye, glass painting, macramé, mixed media art, marbling, rock painting, flower pot crafts, and more.

CATEGORY: Mental, Family, Physical, Social

CLASS SIZE: Some classes have minimums or maximums

LEAD TIME: 2 weeks

EXECUTION TIME: About 2 hours

COST: Costs vary depending on class type

MATERIALS: Art supplies and staff to facilitate activities

POC: 270.798.3625



WARRIOR ZONE

DESCRIPTION: The Warrior Zone is a multi-purpose entertainment space for relaxation and gaming. This facility features pool tables, cornhole, flat-screen TVs, and a fully equipped gaming lounge. Play on all systems - Xbox, PlayStation, including PS5, and Alienware. This facility is open to age 18+ only.

CATEGORY: Mental, Physical, Social

CLASS SIZE: N/A

LEAD TIME: N/A

EXECUTION TIME: N/A

COST: Free to enter and play games; food and beverages available for pay as you go

MATERIALS: players may bring their own games and controllers

POC: 270.461.0603

INTRAMURAL SPORTS PROGRAM

DESCRIPTION: The Intramural Sports Program offers Active Duty service members the opportunity to enhance individual morale and unit esprit de corps, through individual and team competition. Intramural sports include softball, bowling, soccer, flag football, volleyball, dodgeball, and basketball.

CATEGORY: Mental, Physical, Social

CLASS SIZE: N/A

LEAD TIME: 2 weeks

EXECUTION TIME: 2-3 hours

COST: Free

MATERIALS: Equipment and staff to facilitate activities

POC: 270.881.7105

AIR ASSAULT AUTO DO-IT-YOURSELF SKILLS CENTER

DESCRIPTION: If you have a passion for repairing vehicles or you are a novice and just want to learn, we have a do-it-yourself location with assistance from training instructors to guide and teach you. Drive on bays and post bays available. We also carry specialty tools. You can perform repairs such as oil changes, rotate & balance tires, engine work, AC repairs, coolant system services, alignments and more. We also offer 24/7 towing for a fee. We maintain a storage lot for monthly fees and offer a U-Buy U-Sell lot.

CATEGORY: Mental, Family, Physical, Social

CLASS SIZE: N/A

LEAD TIME: N/A

EXECUTION TIME: Varies per task performed

COST: Nominal fees for bays and tool loans

MATERIALS: Your vehicle and parts you may wish to install or replace, safety gear

POC: 270.956.1100



FAMILY/RELATIONSHIP WELLNESS



"Remember that marriage is not a contest, you should never keep a score. God has put the two of you together on the same team to win."

-Zelmyra and Herbert Fisher,
Guinness Record Holders for Longest Marriage

Dealing with frequent moves, long deployments and major transitions requires stamina and strength. Building and maintaining healthy relationships and strengthening problem-solving skills can help your family effectively navigate the challenges of daily living experienced in the unique context of military service. It can also help to be knowledgeable about the resources available to military families to improve quality of life, support financial readiness, and enrich family relationships.

Family strengths are those relationship qualities that contribute to the mental health and well-being of the family. Families who define themselves as strong commonly say they love each other, find life together satisfying, and live in happiness and harmony with each other. Professionals who study families do so for many reasons. Perhaps the most important reason is to help us learn how to get along better with each other in what has been described as our basic social institution and our most intimate environment.



MARRIAGE, FAMILY AND HEALTH



An unhappy marriage can increase your chances of becoming ill by **35%** and take up to **4 years** off your life expectancy.

42% of Active Military suicides in 2019 had Failed or failing relationships in the 90 days prior to death

Nearly **1 in 3** NCOs is divorced by age 30, and nearly **1 in 6** Service Members overall are divorced by age 30. This is compared to 1 in 10 and 1 in 7 for civilian men and women respectively.



Children who experience absence of a parent, divorce, a parent with mental illness or substance abuse or who have a family member die by suicide, among other adverse childhood experiences, have **DOUBLE THE LIFETIME RISK** of Cancer, Heart Disease, Kidney Disease and Obesity.



Relationships are critical to overall wellness, whether you're single, casually dating or married with children. The connections you have and even the way you feel about yourself can affect day-to-day life, work, readiness and resilience.

But everybody has relationship challenges at times. Military life in particular can be tough on couples and single service members alike. That's why it's important to reach out for help when you need it. And there is plenty of support available for the military community

Solid relationships are important for Warfighter performance. Just like your body, relationships can be made stronger with training. And just as you wouldn't start training for combat the day before a mission, you shouldn't start "relationship training" after issues arise. Add these target areas to your "relationship fitness plan" and use these tips to stay close with your battle buddies, family members, or friends.

7 target areas for relationship fitness

1. Mindful communication

A major part of strong relationships is developing solid communication skills. While there are many ways to express your feelings and thoughts, you can begin training your "communication muscles" by being aware of the words you use to start important conversations. For example, if you start off with angry tones, high-pitched voices, or aggressive behavior, things can quickly escalate into an argument. But if you soften your "start-up" with "I statements" that clearly reflect your point of view, your conversation will probably go much smoother.

2. Effective expression

The way you express yourself to others—and how you demonstrate understanding of others—is another major part of building a healthy relationship. In order to train in this communication area, practice slowing down before you react. The bonus is you'll have extra time to check in with your thoughts and feelings, so you can carefully choose what to say next.



3. **Respect**

In relationships, it's important to show respect and appreciation for the other person's perspective. This is true in times of harmony and during conflict. To tighten up your skills, [practice validation](#) to show (in both words and body language) that you're genuinely listening and hearing what someone else is saying in moments when you agree...and when you don't.

4. **Positive interactions**

Every relationship goes through ups and downs. The best way to train for those changes is to make sure your positive interactions outweigh the negatives ones. Keep in mind the 5:1 ratio: Make sure you have 5 times more warm, kind, and thoughtful interactions for every single, less-than-nice one.

5. **Accountability**

Relationships are a two-way street—that means [your contribution](#) to the dynamic is just as important as the other person's. It's easy to develop certain communication habits (for example, those learned from childhood) that you might not even notice. But those habits might not work well in every relationship. To "train" this area, notice what motivates you and what's behind your communication patterns with others. And remember, once you take accountability for those things, you'll have more power to change them.

6. **Quality time**

There's so much that goes into building strong relationships, but one thing that often gets overlooked amid the hustle and bustle of everyday life is making [time for fun](#)! In order to maintain an optimized relationship, spend [quality time](#) together. This includes sharing simple things (such as eating out or seeing a movie) and new, exciting experiences (such as going to concerts or trying out a new sport). To "train" this area, remember to learn, laugh, and [savor](#) good times **together**.



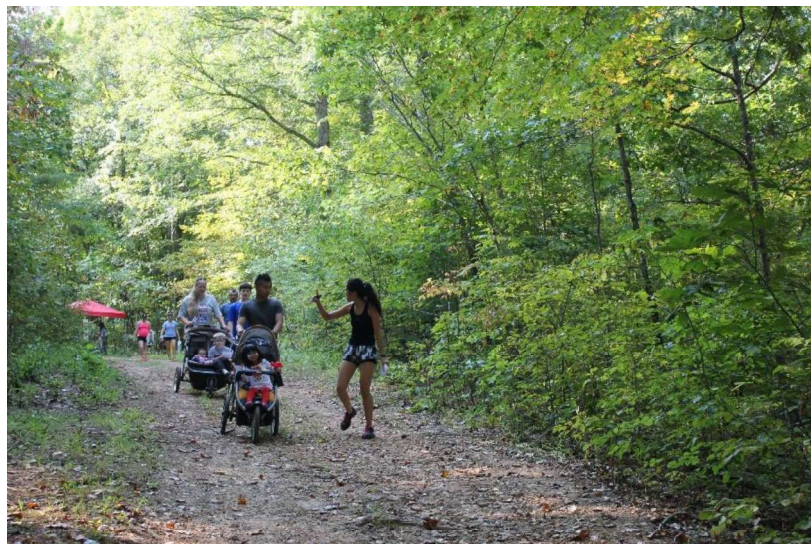
7. Gratitude

Thankfulness is important, so be sure to practice—and repeat—it often. [Gratitude](#) is about acknowledging and appreciating the people you're close to and the ways they support you. In fact, when you appreciate others, they might be more likely to do the same, and vice versa. It's also about seeing and appreciating the strengths of others and those resources you can draw on together when times are tough.

Firm up relationship “trouble zones”

Even if you find yourself in a conflict, you still can be proactive and prevent relationship damage. Addressing recurring issues can go a long way towards having fewer problems and less stress in the long run too.

- During an argument, stop and ask yourself what the true message is behind the other person's words.
- Avoid sneaky [argument traps](#) by showing empathy, staying engaged, and committing to finding a resolution.
- Remember that timing is everything, so be strategic about when you address problems. When emotions run high, you're more likely to say things without first thinking them through.
- When you find things getting heated, [take a break](#) from the conversation. Also,





6 Counseling Options for Service Members and Their Families

The Department of Defense provides a variety of counseling options to all active-duty, National Guard and reserve service members, survivors, designated Department of Defense expeditionary civilians and their families. Learn about the different **types of military counseling services** that are available so you can choose the option that best meets your needs.

Military counseling services

1. **Installation's chaplains** — In addition to offering spiritual guidance, chaplains in military units and commands are trained counselors who are attuned to military life. Many military members find a level of comfort and camaraderie in talking with a chaplain who offers confidential assistance and referral services for concerns that require additional help.
2. **Non-medical counseling resources** — Non-medical counseling programs provide confidential, short-term counseling with service providers that possess advanced degrees in a mental health field and are licensed to practice independently. These services are designed to address a variety of issues, including marital stress, adjustment issues, improving relationships at home and work, stress management, parenting, and grief and loss issues. **The two primary resources for non-medical counseling services are Military OneSource and the Military and Family Life Counseling Program.** Non-medical counseling services are available **face-to-face, by telephone, online and video.**
3. **The Family Advocacy Program** — The Family Advocacy Program is a supportive resource for service members and their families. The program provides support and resources to help families develop and sustain healthy, strong relationships. They can provide individual, couples or family counseling, as well as support groups and other resources. The Family Advocacy Program also assesses, refers and provides counseling for families experiencing domestic violence or child abuse and will also refer at-risk



individuals for other immediate professional, medical mental health treatment.

4. **TRICARE or your nearest military treatment facility** — Therapy services may also be available through TRICARE. Your primary care manager can refer you to appropriate counseling through a military treatment facility or a network provider in your area. If you are using TRICARE, make sure you understand what services will be covered and what co-pays you may be responsible for.
5. **United States Department of Veterans Affairs counseling at Vet Centers** — The VA provides counseling services to assess and treat mental health issues. **Veterans Centers** have highly trained staff specializing in suicide prevention and offer free readjustment counseling to combat veterans and their families, including those still on active duty.
6. **Outside military support channels** — Some people may be more comfortable working with counselors outside of the military. If you choose a civilian provider for professional assistance, make sure you understand the costs before you begin a treatment program. Community mental health services often use a sliding scale for fees based on the client's ability to pay or may require copays associated with individual insurance.



ACS FAMILY SUPPORT PROGRAMS

ACS assists commanders in maintaining readiness of Individuals, Families and communities by developing, coordinating, and delivering services which promote self-reliance, resiliency, and stability during war and peace. The ACS center on this installation provides a wide range of services designed to assist your unit in maintaining a high state of readiness. Our goal is to ensure that Soldiers and their Families are ready for deployment at any time. Among the services offered by ACS are:

- Army Emergency Relief (AER)
- Army Family Team Building (AFTB)
- Exceptional Family Member Program (EFMP)
- Family Advocacy Program (FAP)
- Mobilization, Deployment Stability Support Operations Program (MDSSO)
- Military Family Life Counselors (MFLC)
- Outreach Program
- Resilience Training
- Relocation Readiness Program (RELO)
- Soldier and Family Assistance Programs (SFAC)
- Survivor Outreach Services (SOS)
- New Parent Support Program
- Victim Advocate Program

Army Community Service (ACS):

270.798.9322/956.2935

Website: <https://home.army.mil/campbell/>

Facebook: www.facebook.com/FortCampbellACS



Army Emergency Relief (AER) 270.798.5518

Although AER is a private, non-profit organization, its mission is solely to help Army personnel and their eligible Family Members. AER is the U.S. Army's emergency financial assistance organization and a key element in "helping the Army take care of its own."

AER provides Commanders and First Sergeants with a valuable asset in accomplishing basic command responsibility for the morale and welfare of Army personnel including:

- Active Duty
- Reserve Component on continuous active duty for a period in excess of 30 days
- Retirees
- Family Members when there is a valid need
- Widows/widowers
- Orphans of deceased military

Company Commander and First Sergeant Quick Assist Program and AER Form 700 (AER approval) are the application forms for Army Emergency Relief Financial Assistance. These forms are available online at WWW.AERHQ.ORG.

In addition, AER has information available on educational financial assistance programs.

Education Assistance:

The MG James Ursano Scholarship Program is for dependent children of Soldiers on federal active duty, retired, or deceased while in active or retired status, administered by AER, and helps Army Families with the cost of post-secondary undergraduate level education, vocational training, and preparation for acceptance by service academics for their children.

The Spouse Education Assistance Program (SEAP) provides Spouses of active duty or retired Soldiers, and widow(ers) of Soldiers who died either on active duty or in retired status, with financial assistance to pursue their first undergraduate college degree.



Army Family Team Building (AFTB) Continued:

ARMY 101 and AIT are taught by volunteers in the Army Family Team Building (AFTB) program. AFTB instructors are military Spouses, Soldiers, or Veterans who have a passion for educating our military and their Families. In order to instruct with AFTB, you must take the Instructor Training Course. Additional training courses help round out your skills to facilitate and brief effectively.

- Instructor Training Course (ITC, two and a half days) – ITC prepares Family Members, Soldiers, and Civilians to become an effective instructor. No prior teaching experience is necessary. ITC topics include developing platform skills, teaching adult learners, managing the learning environment, methods of instruction, and the preparation process. Benefits include professional development, resume building experience, networking opportunities, and meeting new people.
- Facilitator Training Course (FTC, two days) – Have you been asked to facilitate a group? What does that mean exactly? Do you just lead a discussion? FTC is designed to introduce you to new skills to become a successful facilitator by understanding the role of the facilitator and how group dynamics affect facilitation strategies.
- Briefer Training Course (BTC, a day and a half) – BTC is designed to teach you skills to become a successful briefer. Briefers may be called upon to deliver briefings on a wide variety of information and programs to diverse audiences. You may be asked to give a desk side briefing to a commander or brief different sizes and types of audiences on various programs. With that in mind, we developed this course to specifically address how to prepare for and present effective briefings.

These classes will be offered periodically throughout the year for those who wish to further their professional and personal goals in the arenas of communication, teaching, and giving briefs.

How do I sign up?

Call our office at 270.798.4800 to schedule your class and you will receive a reminder call 1 week prior to class starting. You can also email us at ftcampbellafb@gmail.com. Please include your name and phone number so we can contact you.



Exceptional Family Member Program (EFMP) **270.798.2727**

The EFMP is a mandatory enrollment program that works with other military and civilian agencies to provide comprehensive and coordinated community support, housing, educational, medical, and personnel services to Families with special needs. Soldiers on active duty enroll in the program when they have a Family Member with a physical, emotional, developmental, or intellectual disorder requiring specialized services so their needs can be considered in the military personnel assignment process.

Family Members must be screened and registered, if eligible, when the Soldier is on assignment instructions to an OCONUS area for which command sponsorship/Family Member travel is authorized and the Soldier elects to serve an accompanied tour. This screening consist of medical records review for all Family Members and developmental screening for all children 72 months of age and younger.

Soldiers are responsible for keeping their EFMP enrollment current as exceptional Family Member conditions change or at least every three years, whichever comes first.

Soldiers should be referred to your installation EFMP manager in ACS for instructions on enrollment procedures.



Family Advocacy Program (FAP) **270.412.5500**

The objective of the ACS Family Advocacy Prevention and Education Program is to assist Soldiers and Families in recognizing and meeting the challenges of military lifestyles.

The program provides a variety of services to help in developing relationship and parenting skills and improving quality of life.

- Communication Workshops
- Parenting Workshops
- Stepfamily Information

New Parent Support Program

- Home Visitation
- Play Morning
- Expectant Parent Workshop

Victim Advocate Program

- Needs assessment and safety planning
- Advocacy for adult victims of domestic violence
- Information and referrals
- Court accompaniment
- Assisting in obtaining protective orders
- Victim Advocate Hotline **931.980.5787**

Unit Education and Training for Soldiers

- Command and Troop Education-required annually per AR 608-18
- NCO Guide to Prevention

Information and Referral

- Referrals to other resources/programs
- Awareness Campaigns
 1. **February** – Teen Dating Violence Awareness
 2. **April** – Child Abuse Prevention Month
 3. **October** – *Domestic Violence Awareness Month*

* For allegations or incidents of abuse, call Family Advocacy Program, Blanchfield Army Community Hospital (FAP-BACH) at **270.798.8601** during duty hours. During non-duty hours report to BACH Operators at **270.798.8400** and ask for the Social Worker On-Call.



Military Family Life Counselor Program (MFLC) **270.205.1917**

Military Family Life Counselors (MFLC) provide short term, situational, problem-solving and non-medical counseling services for Soldiers and their Family Members. All services are confidential, private, and free. No records are kept, although duty to warn is maintained. MFLCs also offer educational presentations and briefings focusing on job stress, anger management and dealing with effects of deployment for Soldiers and Family members, as well as issues of reunion/reintegration, communication, grief and loss. All Soldiers, Family Members, Guard and Reserve members are welcome.

In addition to the services mentioned above, MFLCs are also embedded within each brigade.

Embedded MFLCs:

1 BCT - 270.331.5892/931.444.0903

2 BCT - 270.331.5910

3 BCT - 270.217.5533/270.605.4630

101 CAB - 270.331.5865/931.305.9143

101 Sustainment - 270.605.4396/931.305.8020

EOD - 270.207.8754

5th Group/160th SOAR (SOCOM) - 270.331.5884

HHB - 270.605.4406



Outreach Program

270.798.2062/412.6771

The Outreach Program is designed to link Soldiers and Family Members to Family Support Programs on and off post. Outreach aims to reach out to those who have the greatest level of need, but least likely to seek out and take advantage of services until they've reached a state of crisis. An emphasis is placed on programs that promote resilience, self-reliance and stability; such programs include, but are not limited to, life skills training, newcomer adaptation services, personal relationship skills education, community development and support networks, and crisis intervention and referral services.

Resilience Training:

270.956.2934

Resilience Training is designed to strengthen military Families and our civilian workforce. The competencies of being resilient include self-awareness, self-regulation, optimism, mental agility, strengths of character, and connection. Army Community Service has partnered with Army Substance Abuse Program to host a variety of classes and workshops annually for the Fort Campbell Community. ACS Master Resilient Trainers (MRTs) may also support requests for readiness group training.

For more information on ACS Resilience Training or to register for training, contact 270.956.2934 or Contact 270.798.9322 for additional information.



Relocation Readiness Program 270.798.6313/0513/956.2676

The Relocation Readiness Program provides services necessary to support Department of the Army personnel and their Families as they relocate. Our Relocation Readiness personnel provide the following services:

Education/Training: Pre-move and post-move briefings; Newcomers Orientation, Overseas Orientations, CONUS to CONUS Orientation, and multicultural training.

Citizenship Class: Soldiers and Families who are anticipating or in the process of becoming an American Citizen will learn the benefits of becoming an American Citizen, provided materials/study guide, understanding the requirements to become a U.S. Citizen, and the process and procedures on <https://uscis.gov/military>.

Information: "Plan My Move" Military One Source (www.installations.militaryonesource.mil) is a mobile friendly automated information system providing a wide range of information on all major military installations worldwide (e.g. check-in procedures, housing, education, childcare, etc). Welcome Center for welcome packets for "Newcomers".

Individual PCS Guidance/Consultation: Extensive preparation and planning before the move, during the actual transfer and while settling in.

Outreach: Identification, counseling, advocacy for PCS Waiting Families (Hearts Apart) provides resources and a support network to Families who are geographically separated from their loved one.

Lending Closet: Basic household items loaned for 30 days or more for relocating Soldiers and Families. Furniture, linens and appliances are not available.

Sponsorship Training (Total Army Sponsorship Program (TASP)): Commander's Program. Bi-annual training of unit sponsorship coordinators. Self-paced eSponsorship Training available online with Military One Source at <https://militarylearning.militaryonesource.mil/MOS/f?p=SIS:2:0::> and/or www.atrrs.army.mil / www.alms.army.mil.



STRONG BONDS

DESCRIPTION: The purpose of this training is to provide tools to assist Soldiers & Families with resiliency skills. These events can help build resiliency that is tailored to the unit's needs / requests.

CATEGORY: Mental, Family, Spiritual
Only half-day trips available, contact UMT
LEAD TIME: 2 Weeks
EXECUTION TIME: 6 Hours
COST: Varies per requests, contact UMT
MATERIALS: Location, books
POC: Unit Ministry Team (UMT)



ADVENTURE PROGRAM



DESCRIPTION: The Adventure Program offers a variety of trips throughout the year such as skiing, white water rafting, hiking, climbing, mountain biking, and family adventures. Customized private trips and programming are also available. Keep your eyes open for these activities, including Discover Fort Campbell events, through-out the year.

CATEGORY: Mental, Family, Physical, Social
CLASS SIZE: Min of 8
LEAD TIME: 2 weeks
EXECUTION TIME: Programs can range from 2-8 hours
COST: Varies depending on trip/activity
MATERIALS: Safety equipment and staff to facilitate activities
POC: MWR 270.412.7855

CHALLENGE COURSE COMPLEX

DESCRIPTION: The Challenge Course is an exciting and adventurous way to test your skills both individually and with a team. Elements of the course include a high ropes course, zip line, vertical climbing wall, cable swing, and a 50-foot multi-sided climbing structure.

CATEGORY: Mental, Family, Physical, Social
CLASS SIZE: Min of 8
LEAD TIME: 2 week
EXECUTION TIME: Programs can range from 2-4 hours
COST: \$25 per person
MATERIALS: Safety equipment and staff to facilitate activities
POC: MWR 270.412.7855



INDOOR CLIMBING WALL

DESCRIPTION: The Indoor Climbing Wall is open for all participants to learn how to rock climb or to improve their current skills. Climbing programs are available for beginners to experienced climbers (ages 5 and up).

CATEGORY: Mental, Family, Physical, Social
CLASS SIZE: Min of 8
LEAD TIME: 2 weeks
EXECUTION TIME: 1-2 hours
COST: \$10 per person
MATERIALS: Safety equipment and staff to facilitate activities
POC: MWR 270.412.7855

ARMY 101

DESCRIPTION: This program provides employment, education, training, resources and information to give the competitive edge to secure employment.

CATEGORY: Mental, Family
CLASS SIZE: 5 to 8 COVID and non-COVID
LEAD TIME: 2 Weeks
EXECUTION TIME: 2 Hours
COST: \$0
MATERIALS: Note-taking
POC: Army Community Services / (270) 798-9322

COLE PARK GOLF COURSE

DESCRIPTION: Offering one of the finest golfing facilities in the Army, Fort Campbell MWR's 18-hole championship golf course has a variety of different terrains which challenge all levels of golfers from beginners to advanced.

CATEGORY: Mental, Family, Physical, Social
CLASS SIZE: Min of 1, max 4 per group
LEAD TIME: N/A
EXECUTION TIME: N/A
COST: Ranging from \$7-\$24 (Fees are based on rank and day of week)
MATERIALS: Golf clubs, golf balls, appropriate footwear and apparel
POC: MWR 270.798.4906



RV PARKS, CABINS & PAVILIONS

DESCRIPTION: Fort Campbell MWR hosts 2 RV parks, 4 rustic cabins, 3 deluxe cabins and 3 pavilions. We are able to accommodate a variety of RVs and campers. The RV parks, and cabins, and pavilions are located outside the gate 10 on Fort Campbell.

CATEGORY: Mental, Family, Physical, Social

CLASS SIZE: N/A

LEAD TIME: Reservations are not accepted for RV/Camper area (first come-first served), Cabin rentals can be made in December for the following year and are for DoD ID card holders only, and pavilions can be rented at any time.

EXECUTION TIME: N/A

COST: RV/Camper sites - \$28/night, \$650/month

Rustic Cabins - \$40/night

Deluxe Cabins - \$60/night

Eagles Rest Pavilion - \$250/day

Little Eagles Rest Pavilion - \$250/day

Wohali Pavilion - \$250/day

MATERIALS: RV/Camper sites have water, sewer access, and electrical service. Rustic cabins are equipped with beds, table and chairs, small refrigerator, microwave, and heating, and air conditioning. Deluxe cabins are fashioned with a bathroom, beds, table and chairs, small refrigerator, microwave, and heating, and air conditioning. Two of the three pavilions are indoors with heat and air conditioning.

POC: 270.798.2629

FITNESS CLASSES

DESCRIPTION: Various fitness classes are hosted at Estep and Shaw Pct. Classes offered include cycling, Zumba®, Total Pump®, Xtreme Burn®, and HITT, to name a few.

CATEGORY: Mental, Family, Physical, Social

CLASS SIZE: based on available equipment and space

LEAD TIME: N/A

EXECUTION TIME: usually about 1 hour

COST: Nominal fee varies per class

MATERIALS: All required equipment and staff to facilitate each class

POC: 270.798.4023 or 270.461.2294

WALKING/HIKING TRAILS

DESCRIPTION: Fort Campbell offers 6 trails ranging from 1 to 3 miles.

CATEGORY: Mental, Family, Physical, Social

CLASS SIZE: N/A

LEAD TIME: N/A

EXECUTION TIME: Varies depending on length of trail and speed of participant

COST: Free

MATERIALS: N/A

POC: 270.412.7854 or 270.461.2629



PAINTBALL

DESCRIPTION: Simulate the battlefield experience on Outdoor Recreation's Paintball field. Take your group out for this unique, hands-on learning experience of moving under direct fire, quick decision making, and forming field combat strategy or just come out to have good time.

CATEGORY: Mental, Family, Physical, Social
CLASS SIZE: Min of 8
LEAD TIME: 2 weeks
EXECUTION TIME: 2 hours
COST: Individual \$45 per player, groups of 5-14 \$40 per person, and groups of 15+ \$35 per person
MATERIALS: Includes field fee, paintball gun/marker, one HPA tank with unlimited fills, barrel sock, mask, and 500 rounds of paint.
POC: 270.798.7855

ARCHERY RANGE

DESCRIPTION: Equipped with 6 lanes up to 160 feet with 5 Brickwall Systems, Fort Campbell MWR's Archery Range has just what you need to hone your archery skills.

CATEGORY: Mental, Family, Physical, Social
CLASS SIZE: 2 person max on range at a time
LEAD TIME: N/A
EXECUTION TIME: N/A
COST: \$5 per person
MATERIALS: N/A
POC: 270.412.4015

FORT CAMPBELL MWR RUN SERIES

DESCRIPTION: MWR hosts themed runs periodically that are open to all. Routes range from 1 mile to 5K.

CATEGORY: Mental, Family, Physical, Social
CLASS SIZE: N/A
LEAD TIME: N/A
EXECUTION TIME: Varies with the run length
COST: These are usually free, occasionally there may be a small fee depending on the type of run
MATERIALS: Staff to facilitate run
POC: 270.461.2294



GEAR TO GO EQUIPMENT RENTAL

DESCRIPTION: Gear To Go is the premier facility for leisure time, moving, and party rentals. Equipment available for rent include boats, campers, toy haulers, crew cab pick-up trucks, 15 passenger vans and Explorers, cargo trailers, motorcycle trailers, moving trucks, ice trailers, lawn & garden equipment, and more.

CATEGORY: Mental, Family, Physical, Social
CLASS SIZE: N/A
LEAD TIME: Reservations can be made up to 180 days in advance; some rentals require a video training class
EXECUTION TIME: N/A
COST: Varies based on equipment
MATERIALS: Driver's license for some rentals
POC: 270.798.3919/6806

TRAP & SKEET RANGE

DESCRIPTION: Learn to shoot Trap, Skeet, or 5 Stand to perfect your aim. Shotgun rentals also available.

CATEGORY: Mental, Family, Physical, Social
CLASS SIZE: 5 person max on range at a time
LEAD TIME: N/A
EXECUTION TIME: N/A
COST: Trap & Skeet - Adult \$5 per person, Youth (age 10-16) \$4.50 per person
5 Stand - \$7 per person
Shotgun Rental - \$10
MATERIALS: Safety equipment and staff to facilitate activities
POC: 270.412.4015

PRIVATELY OWNED FIREARMS RANGE

DESCRIPTION: The Privately Owned Firearm Range offers 3 lanes of 8 pop-up targets ranging from 7 to 30 yards, 7 sniper lanes of Iron Maiden targets ranging from 218 to 800 yards, 5 concrete bays, 75 yards long, and 18 sand/fox holes with target frames at 25 yards.

CATEGORY: Mental, Family, Physical, Social
CLASS SIZE: N/A
LEAD TIME: N/A
EXECUTION TIME: N/A
COST: Range fees vary based on Active Duty status
MATERIALS: Safety equipment and staff to facilitate activities
POC: 270.412.4015/7939



PHYSICAL FITNESS CENTER CHALLENGE SERIES

DESCRIPTION: All Physical Fitness Centers host fitness challenge through-out the year. Events hosted include indoor triathlons, 1,000 lb. weightlifting events, reverse plank, rowing, and treadmill challenges and more.

CATEGORY: Mental, Family, Physical, Social
CLASS SIZE: N/A
LEAD TIME: N/A
EXECUTION TIME: About 1 hour
COST: Free
MATERIALS: Staff to facilitate activities
POC: 270.461.2629

ARTS & CRAFTS CREATION STATION

DESCRIPTION: The Arts & Crafts Creation Station program offers a variety of classes for artists of all ages and skill levels. Classes offered include tie dye, glass painting, macramé, mixed media art, marbling, rock painting, flower pot crafts, and more.

CATEGORY: Mental, Family, Physical, Social
CLASS SIZE: Some classes have minimums or maximums
LEAD TIME: 2 weeks
EXECUTION TIME: About 2 hours
COST: Costs vary depending on class type
MATERIALS: Art supplies and staff to facilitate activities
POC: 270.798.3625

R.F. SINK LIBRARY

DESCRIPTION: The Robert F. Sink Library has a collection of over 30,000 volumes, and a magazine collection in excess of 35 subscriptions and newspapers from major U.S. cities. Inter-library loan service is also available for items we do not have locally. Patrons can check out DVDs, Blu-Ray discs, audiobooks and games. The computer lab has 38 computers that are Internet accessible. Programs for children include Baby and Me Lapsit and Preschool Story and Craft Time. Reading Clubs and STEM programs are also offered.

CATEGORY: Mental, Family, Social
CLASS SIZE: N/A
LEAD TIME: N/A
EXECUTION TIME: Varies per patron need
COST: Free
MATERIALS: Staff to facilitate activities
POC: 270.798.5729



PARENT CENTRAL SERVICES

DESCRIPTION: Parent Central Services provides information about Child and Youth Services (CYS) programs and assists parents in making the appropriate choices for their Family.

CATEGORY: Mental, Family, Physical, Social

CLASS SIZE: varies per age of child and program selected

LEAD TIME: Begin your search and request child care at www.militarychildcare.com, even before you arrive on Fort Campbell and as soon as you find out you're pregnant or the adoption of a child.

EXECUTION TIME: varies per Family needs

COST: Free to register children; fees for child and youth programs vary per age of child, total family income and other factors.

MATERIALS: Children's shot records, proof of eligibility, names of emergency contacts, children's health assessments, proof of household income, spouse verification of employment or education (if applicable)

POC: 270.798.0674

WARRIOR ZONE

DESCRIPTION: The Warrior Zone is a multi-purpose entertainment space for relaxation and gaming. This facility features pool tables, cornhole, flat-screen TVs, and a fully equipped gaming lounge. Play on all systems - Xbox, PlayStation, including PS5, and Alienware. This facility is open to age 18+ only.

CATEGORY: Mental, Physical, Social

CLASS SIZE: N/A

LEAD TIME: N/A

EXECUTION TIME: N/A

COST: Free to enter and play games; food and beverages available for pay as you go

MATERIALS: players may bring their own games and controllers

POC: 270.461.0603

AIR ASSAULT AUTO DO-IT-YOURSELF SKILLS CENTER

DESCRIPTION: If you have a passion for repairing vehicles or you are a novice and just want to learn, we have a do-it-yourself location with assistance from training instructors to guide and teach you. Drive on bays and post bays available. We also carry specialty tools. You can perform repairs such as oil changes, rotate & balance tires, engine work, AC repairs, coolant system services, alignments and more.

CATEGORY: Mental, Family, Physical, Social

CLASS SIZE: N/A

LEAD TIME: N/A

EXECUTION TIME: Varies per task performed

COST: Nominal fees for bays and tool loans

MATERIALS: Your vehicle and parts you may wish to install or replace, safety gear

POC: 270.956.1100



HOOPER BOWLING CENTER

DESCRIPTION: Hooper Bowling Center is a fully modern 32 lane Brunswick facility with GSX pinsetters and vector scoring, which is displayed on our 32" flat screen monitors. We offer party rentals and weekly specials including Lunch'N'Bowl, Hump Day, Quartermania and Pizza, Pins & Pop. Both adult and youth leagues are available for team participation. An adult lounge (Tilt'N'Tap) and a popular snack bar offer food and beverages, pay as you go.

CATEGORY:	Mental, Family, Physical, Social
CLASS SIZE:	N/A
LEAD TIME:	N/A
EXECUTION TIME:	Varies per games played
COST:	Fees vary for bowling and shoe rental
MATERIALS:	Appropriate footwear and bowling ball
POC:	270.798.5887

AQUATICS

DESCRIPTION: The Fort Campbell MWR Aquatics program offers an assortment of activities, classes and certifications. We have 1 indoor pool and 2 outdoor seasonal pools, with various amenities at each location, including a splash pad, baby pool, climbing wall, and slides.

CATEGORY:	Mental, Family, Physical, Social
CLASS SIZE:	Varies per class type
LEAD TIME:	N/A
EXECUTION TIME:	Varies per visit
COST:	Nominal fees for entry
MATERIALS:	Swimming apparel and towels
POC:	270.798.6310



MWR SUPPORT PROGRAMS

DESCRIPTION: Fort Campbell MWR provides support for a number of programs, including approval of Home Based Businesses, Fundraising on post, administration of Unit Funds, and clearing MWR for Soldiers who are departing the installation

CATEGORY:	Mental, Family, Social
CLASS SIZE:	N/A
LEAD TIME:	Varies per program
EXECUTION TIME:	Varies per program
COST:	Free
MATERIALS:	Documents for fundraising, home based business or Unit Funds to be reviewed, clearing papers for Soldiers if departing Fort Campbell.
POC:	270.412.4181



RELOCATION READINESS

DESCRIPTION: Pre and Post move assessments to provide individualized assistance through various resources.

CATEGORY: Mental, Family
CLASS SIZE: 5 to 8 COVID and non-COVID
LEAD TIME: 2 Weeks
EXECUTION TIME: 2 Hours
COST: \$0
MATERIALS: Note-taking
POC: Army Community Service / (270) 798-9322

EMPLOYMENT READINESS

DESCRIPTION: This program provides employment, education, training, resources and information to give the competitive edge to secure employment.

CATEGORY: Mental, Family
CLASS SIZE: 5 to 8 COVID and non-COVID
LEAD TIME: 2 Weeks
EXECUTION TIME: 2 Hours
COST: \$0
MATERIALS: Note-taking
POC: Army Community Services / (270) 798-9322

STAYING FIT HOME AND AWAY

DESCRIPTION: Identify benefits and barriers to physical activity, discuss the components of an exercise session, identify types of equipment and exercises that can be utilized for home workouts, and develop an action plan for a home workout.

CATEGORY: Mental, Family, Physical, Social
CLASS SIZE: Based on classroom
LEAD TIME: 30 Days
EXECUTION TIME: 1 Hour
COST: \$0
MATERIALS: Class in AWC Classroom: no materials needed. Virtual Class: Students need a computer or phone to attend. Unit designated classroom: projector or TV with HDMI connection
POC: Army Wellness Center /270-461-3451



FINANCIAL WELLNESS



“Anticipate problems and prepare to overcome obstacles. Don’t wait until you get to the top of the ridge and then make up your mind.”

-Major Richard D. Winters

Our ability to manage our money in order to meet current and long-term financial needs and goals. This includes our management of debt, savings and investment media to ensure the ability to meet financial obligations associated with high quality of life and to remain secure in the face of anticipated or unanticipated financial threat.



ACES Mission: ACES provides lifelong learning, readiness, and resilience through flexible and quality education programs, services, and systems in support of the total Army.

Education is the most powerful weapon which you can use to change the world.

DHR/Education Services-Army Continuing Education System (ACES)

Location: 202 Bastogne Ave. Fort Campbell, KY Phone: 270-798-3201

Website: [https:// https://home.army.mil/campbell](https://home.army.mil/campbell)

Facebook: <https://www.facebook.com/SSG-Glenn-H-English-Jr-Army-Education-Center-1605377033038366>

Email: usarmy.campbell.106-sig-bde.mbx.education-center-counselor-campb@mail.mil

EDUCATION CENTER SERVICES

Counseling: Professional Guidance Counselors are available to provide education counseling for Soldiers. Guidance Counselors assist you in understanding benefits and opportunities to achieve educational and career goals. They provide information on College programs available on and off Post, Tuition Assistance, Credentialing Assistance Program, Commissioning programs, GT Improvement, Financial Aid, GI Bill/Incentive Education Benefits, Joint Services Transcript (JST), Army Personnel Testing, DSST, and CLEP testing. Phone: 270-798-3201 or 270-461-1469



Counseling Services Hours: Monday-Friday 0800-1530, Thursday 0930-1530

Tuition Assistance (TA) is used to provide financial assistance to active duty Army personnel for off-duty education programs, in support of a Soldier's professional and personal self-developmental goals. Tuition assistance is directly related to retaining quality Soldiers, enhancing their career progression, increasing the combat readiness of the Army, and ultimately returning soldiers to civilian careers. One hundred percent of tuition assistance is paid for qualified service members, not to exceed \$250 per semester hour or \$4000 per fiscal year. Soldiers applying for TA for the first time should speak to a Guidance Counselor at their Army Education Center.

All TA must be requested online at
<https://www.armyignited.com/app/www.ArmyIgnited.com>.

Credentialing Assistance: While on Active Duty, a credential may be required for an occupation, it could enhance promotion potential, and contribute to personal and professional development. Once in the civilian workforce a credential may be required by law or employer-- it can lead to higher pay and improved prospects for promotion, and demonstrates to civilian employers that training and skills attained in the military are on par with those gained through traditional civilian pathways.

The CA program increases the Soldier's value and competitiveness of the Army through helping Soldiers attain industry recognized credentials.

Funding is provided for voluntary off-duty courses and/or exams leading to an industry-recognized academic or vocational credential listed in the Army COOL website at www.cool.osd.mil/army/

Credentialing Assistance will pay for all necessary books, supplies, and associated materials required for an approved training course and/or exam. Soldiers may use both Federal Tuition Assistance (TA) and Credentialing Assistance (CA); however, the combined usage shall not exceed the \$4,000 fiscal year limit.



Soldiers must submit all credentialing assistance requests in ArmyIgnitED at: <https://www.armyignited.com/app/> at least 30 business days prior to the start date of the course or exam.

Testing Services: Provide Army Personnel Testing (APT) such as Armed Forces Classification Test (AFCT), Defense Language Aptitude Battery (DLAB), Defense Language Proficiency Test (DLPT), Oral Proficiency Interview (OPI), Selected Instrument for Flight Training (SIFT), TABE (Test of Adult Basic Education), Air Force/Firefighter Electronic Exams, GT score predictors, and other MOS specific exams required for reclassification. Located upstairs RM# 225, Phone: (270) 798-3402 or 2401.

Testing Hours: Monday thru Friday 0800-1545

National Testing Center (operated by Hopkinsville Community College): College Level Examination Program (CLEP) and DANTES Subject Standardized Test (DSST) are the most widely accepted credit-by-exam programs. These tests assess college-level knowledge in thirty-six subject areas and provide a mechanism for earning college credits without taking college courses. There are approximately 2,900 colleges which grant CLEP/DSST credit. These tests are useful for individuals who have obtained knowledge outside the classroom, such as through independent study, military service schools, or professional development. You can receive college credit for what you already know. Email: smendiola0001@kctcs.edu for more information. Located upstairs RM# 1202.

Pearson Vue Testing Center (operated by Hopkinsville Community College): Pearson Vue testing offers testing for certifications such as IT credentialing, Emergency Medical Technician (EMT), Praxis Exam Teacher Certification, and many more. Located upstairs RM#216, Phone: (270) 707-3745.

Education Opportunity Center: Financial Aid Advisors provide one-on-one assistance with filling out the Free Application for Student Aid (FAFSA) and applying for scholarships. They can provide workshops on financial aid, money matters, student success and test-taking strategies. Located upstairs in the Education Center. Hours Monday through Thursday, Phone: (931) 221-7481



Learning Resource Center/Computer Lab: Provides computer resources and internet access located upstairs, RM# 231 in the Education Center. Monday-Friday from 0745-1545, Phone: (270) 798-2918

Unit Briefings/Classes: At your request, we can provide an educational services briefing to your Soldiers at your Unit. For classes, we would need at least 10 interested Soldiers in order to conduct the course.

Basic Skills Education Program (BSEP)/GT Improvement: BSEP provides academic instruction to support Soldier's job-related learning, performance of military duties, career progression, and lifelong learning. BSEP curriculum and instruction develops skills in such areas as reading, mathematical computation, writing, and language. A Soldier's objectives for enrollment in BSEP may include: Increase General Technical (GT) score for Military Occupation Specialty (MOS) reclassification, establish eligibility for commissioning programs, increase chances for promotion, and refresh basic skills for college success. Located upstairs RM#211, Phone: (270) 412-0736

Joint Services Transcript (JST): Provides documented evidence to college and universities of the professional military education, training, and occupation experiences of Service Members. Typically, schools require 3-6 credit hours of course work completed with the evaluating school prior to evaluating military credits to academic credits. Transferring JST to Institutions: <https://jst.doded.mil>

ON POST COLLEGES:

Austin Peay State University
Office Hours: M-F 0800-1630
Phone: (931) 221-1400 or (800) 844-APSU
Email: APFortCampbellCenter@apsu.edu

Hopkinsville Community College
Office Hours: M-F 0800-1630
Phone: (270) 707-3918
hp-military@kctcs.edu



Murray State University

Office Hours: M-T 0800-1630, Friday by Appointment

Phone: (270) 707-1549

mhorn@murraystate.edu

Embry-Riddle Aeronautical University

Office Hours: M-T 0800-1700, Friday 0900-1600

Phone: (270) 798-2775 or (931) 931-431-9698

Ec28@erau.edu



FINANCIAL READINESS

DESCRIPTION: Provides a practical approach to financial management. This strengthens resiliency by empowering Soldiers and Family members to control their money and not be controlled by it.

CATEGORY: Mental, Family, Social
CLASS SIZE: Based on unit
LEAD TIME: 2 Weeks
EXECUTION TIME: 45 minutes
COST: \$0
MATERIALS: Note-taking
POC: Army Community Service / (270) 798-9322

ARMY COMMUNITY SERVICE FINANCIAL COUNSELING



DESCRIPTION: The ACS has Accredited Financial Counselors available that will help you and your family resolve financial problems and reach long term goals like financing a post HS education, buying a home, and planning for retirement, etc. Our services are free and confidential.

CATEGORY: Mental, Family, Social
CLASS SIZE: Individual
LEAD TIME: Call for appointment
EXECUTION TIME: Varies
COST: \$0
MATERIALS: Note-taking
POC: Army Community Service / (270) 798-9322

RELOCATION READINESS

DESCRIPTION: Pre and Post move assessments to provide individualized assistance through various resources.

CATEGORY: Mental, Family
CLASS SIZE: 5 to 8 COVID and non-COVID
LEAD TIME: 2 Weeks
EXECUTION TIME: 2 Hours
COST: \$0
MATERIALS: Note-taking
POC: Army Community Service / (270) 798-9322



PHYSICAL WELLNESS



PT might not be the most important thing you do that day, but it is the most important thing you do every day in the United States Army. The bottom line is, wars are won between 6:30 and 0900.

-SMA (R) Dailey

Physical readiness is the ability to meet the physical demands of any duty or combat position, move lethally on the battlefield, accomplish the mission and continue to fight, win, and come home healthy. To do this we must train like tactical athletes by using the academic principles of strength and conditioning while also being mindful of injury prevention. These are the same principles used by any professional sports teams and the same principles taught at the Master Fitness Trainer Program.

The overarching physical training goal is movement lethality—the ability to physically engage with and destroy the enemy. Movement lethality is the ability to apply and sustain the right amount of strength, endurance, and speed to meet the demands of training and combat physical tasks. This physical goal is supported by optimal mental function. The goal and the function are inseparable, linked together. The ability to tolerate physical duress is a function of mental toughness. It is generated by training the critical components of physical readiness and the tasks they support.



Our Army's philosophy is People First, and our attitude is Winning Matters. That means building cohesive teams that are highly trained, disciplined, and fit. Teams that will win against our adversaries anywhere in the world. To do this, our Soldiers must remain the most flexible and discriminately lethal force on the battlefield. Changes in the strategic and operational environments are outpacing our current processes for physical and non-physical performance training. Therefore, in order to maintain our military strength and accomplish our mission, we must significantly increase our investment in how we understand, assess, and improve the holistic health and fitness of all of our Soldiers in the Total Army.

While future challenges to American interests are unpredictable, we know our Soldiers must maintain a ready and adaptive posture. To accomplish this, we require a comprehensive human performance optimization system for every Soldier, leveraging evidence-based information and best practices, to proactively improve personal readiness. The **Holistic Health and Fitness (H2F) System** is the Army's primary investment in Soldier readiness and lethality, optimal physical and non-physical performance, reduced injury rates, improved rehabilitation after injury, and increased overall effectiveness of the Total Army. The system empowers and equips Soldiers to take charge of their health, fitness, and well-being in order to optimize individual performance, while preventing injury and disease.

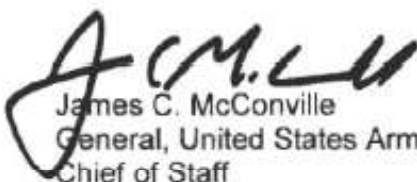
Highly trained, disciplined, and fit Soldiers build cohesive teams. Our teams are strongest when we ensure each individual Soldier's performance is optimized. To accomplish this, we are bringing a **cultural change** to Soldiers' perceptions of training for the demands of close combat. All Soldiers must view their health and fitness as a critical requirement for membership in the Profession of Arms.

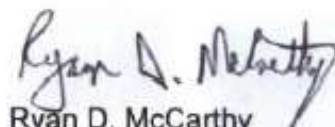
The H2F System provides a unified and holistic vision with an effective implementation strategy in order to improve the Army's culture of health and fitness. The purpose of this document is to provide a conceptual foundation for continued discussion, analysis, and further development of the Army's H2F System.

Investing in health and fitness benefits our Soldiers and their Families. It also ensures the sustainment of an agile and adaptive Army, ready to provide the Nation with a professional, lethal, and decisive force that will win against any adversary.

People First – Winning Matters – Army Strong


Michael A. Grinston
Sergeant Major of the Army


James C. McConville
General, United States Army
Chief of Staff


Ryan D. McCarthy
Secretary of the Army



When the predecessor to the ACFT, the three-event Army Physical Fitness Test (known as the APFT) was developed in the midst of the Cold War, some senior Army leaders felt ground combat was no longer a force imperative. As a result, the Army replaced rigorous physical training and assessment linked to the performance of occupational warfighter tasks with more general fitness training and assessments. This approach mirrored civilian trends with aerobics and jogging driving the popularity of endurance-centric fitness. The three-event Army Physical Fitness Test along with the Army Weight Control Program were developed to ensure a high level of health-related fitness and appropriate body mass.

The lessons learned over three decades of combat operations renewed the Army's focus on the strength and power requirements for ground combat. Army studies demonstrated that muscular strength and power drove 60 percent of the variability in physical demands. In other words, **endurance-centric approaches to training and testing did not support all of the baseline requirements of being a Soldier.**

As part of this analysis, USARIEM identified five domains of combat physical fitness: muscular strength, muscular endurance, aerobic endurance, explosive power, and anaerobic endurance. These five domains were independently confirmed in the physical fitness assessment studies conducted by the USACIMT. The Army Physical Fitness Test assessed only two of the five domains of combat physical fitness, aerobic endurance and muscular endurance.

The goal of developing the ACFT was to determine common field expedient physical fitness test events that predicted a Soldier's success on the high physical demand warrior tasks and battle drills (WTBD). After surveying MOS schools and several thousand combat veterans on the physical demands of Soldering, 1,000 Soldiers performed WTBD simulations. Their performance validated the selection of the six events that became the ACFT. Here is the breakdown of the ACFT events matched with the component(s) of training that it is testing.





<i>Physical Component</i>	<i>Occupational Tasks</i>
Muscular strength	Lift, drag, and carry heavy loads
Muscular endurance	Execute sustained bouts of low intensity resistance
Aerobic endurance	Execute sustained bouts of low intensity movement
Anaerobic endurance	Execute short-duration, high intensity movement
Power	Complete short-duration, explosive movements with heavy loads

MUSCULAR ENDURANCE

Muscular endurance is the ability of a muscle to move or contract for long periods of time. The push-up test and leg tuck are the ACFT components that test muscular endurance and core stability because they require you to do a maximum number of repetitions in a set period of time.

Muscular endurance is often used as the base component of muscular fitness. The lighter weights used make it easier to get the form down before you move to heavier weights and train to improve muscular strength and power. To improve your muscular endurance, the National Strength and Conditioning Association recommends lifting 67% or less of your 1-rep max (1RM) for at least 12 repetitions per set, with less than 30 seconds of rest between sets. Training for muscular endurance is one of the few times when limited rest is beneficial because it stresses your muscles' energy systems, forcing them to adapt to that stress.

When training to increase your muscular endurance, focus on one muscle group at a time, rather than doing "supersets" of muscle groups. (A superset is where you perform a group of exercises one right after the other, such as your calf muscles, then quads, then hamstrings, then rest. While supersets are efficient for time, they build in too much rest for each specific muscle group to fully train for muscular endurance.)

The ACFT's push-up and leg-tuck events actually require similar forms of muscular endurance because they both require you to maintain an active and rigid core to support your torso through the exercise. The difference is the direction you need to support your core in relation to gravity. For both exercises, start with a base core-strengthening program, then for the leg-tuck, progress to vertical core training.

You'll also need to work on chest and arm muscle endurance to do the push-ups. You'll want to maintain the bent-elbow position for the leg-tuck. Exercises to help train for push-ups and leg-tuck include arm curls and extensions, bench press, and chest and shoulder flies. If you have an Army Master Fitness Trainer in your unit, ask him or her for more specific guidance on how to perform those exercises.

MUSCULAR STRENGTH

Muscular strength is the ability of a muscle to exert a maximal or near maximal force against an object—or how much weight you can push, pull, or lift. This component of fitness is important for the 3-rep max



deadlift and sprint-drag-carry events of the ACFT, focusing on both upper- and lower-body strength. Visit HPRC's page on muscular strength to get more specifics on how to train for this.

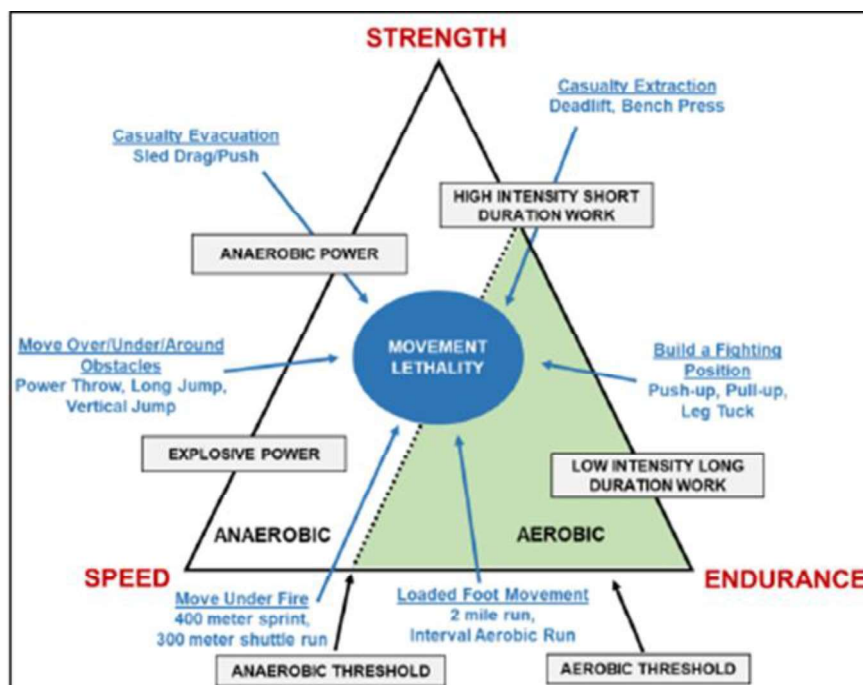
People who don't regularly weight train can expect to see good strength gains with focused training in as little as 2 weeks as your muscle activation—your body's ability to fire more of the muscle fibers that make up a muscle—improves. As you continue working out, after about 4–6 weeks, you should start to see muscle mass gains.

Depending on your ACFT goals (just trying to pass or trying to ace the test?), you should plan to dedicate 12–16 weeks for training. If you “crash” prepare, you should still start training no less than 10 weeks before the test so you have time to learn how to do the lifts safely and get a little bit stronger than you already are.

MUSCULAR POWER

Muscular power is producing force over a short period of time, such as lifting a weight quickly, or jumping for maximum height. The standing power throw and leg-tuck test for muscular power.

To build power, you need to have a good base of muscular strength. Ideally, as you train year-round for the ACFT, you can dedicate 12 weeks to improving muscular strength before you start more focused training of upper- and lower-body power.



Training to develop power requires you to lift using different intensities—higher intensity (75–90% of 1RM) to build strength, and low intensity (30–85% of 1RM) while performing the lifts at higher speeds. You can also train to improve your power with speed training, plyometric exercises, and high-intensity interval training (HIIT).

SPEED

Speed, or covering a distance in a short period of time, also requires a high degree of muscular power to move fast. Speed will be important for the sprint-drag-carry event, especially the sprint and lateral shuffle components of it.

Training for speed has considerable overlap with training to improve your muscular power, especially when you use resistance training. Varying your run training is also important to improve speed.



Although training with only distance runs will help your 2-mile time, it can help only up to a certain point because 2 miles is still a short distance.

CARDIORESPIRATORY ENDURANCE

Cardiorespiratory endurance (CRE) is the key fitness component of the 2-mile run. Although you'll be tested on your ability to run 2 miles within the standard, activities like tennis, hiking, swimming, and cycling can help improve CRE, and can make training more enjoyable if you don't like running. Adding variety can also make it easier to train if you have bad hips, knees, or ankles because it reduces the forces on those joints. If you have nagging pain or injuries but you don't have a profile exempting you from the 2-mile run, swimming, biking, and rowing are great ways to keep up your CRE. You should still run occasionally, but it doesn't need to be the focus of your training.

Different types of run training to improve speed are also good for improving CRE. When designing your training program, try not to get tunnel vision and think that speed workouts are only for speed and add another 2–3 miles of running on top of the short distances in the same workout. This could limit your progress in both speed and distance training.

To see improvements in CRE, you should train at least 2 times a week, aiming to work out at 60–80% of your maximum heart rate (maximum heart rate = $220 - \text{your age}$). Keep in mind that if you're doing speed workouts in your 2–3 CRE training sessions per week, your heart rate will likely get up higher than 80%, and that's okay.

FUELING FOR THE ACFT

As always, make sure you're well hydrated in the days leading up to the test. Don't wait until the day-of to drink up. Since the whole test should take less than an hour of total activity, you should be fine with water, rather than a sports drink.

You should have a light, 200–300 calorie, high-carbohydrate snack, like a bagel and some fruit, 1–2 hours before the start of the test so you stay energized through every event. You probably won't need much, if anything, between events, but if you feel yourself starting to crash, small snacks or sports drinks with small to moderate amounts of carbs can help improve your endurance. For more information on nutrient timing, read Chapter 9 of the Warrior Nutrition Guide.



NUTRITION READINESS

Nutritional readiness is the ability to recognize, select, and consume the requisite food and drink to meet the physical and nonphysical demands of any duty or combat position, accomplish the mission and come home healthy.

Nutritional readiness has evolved over the past four decades from a series of disjointed ideas and one size- fits-all guidelines into an evidence-based science promoting integrated and personalized practices. Whereas earlier efforts were based on static recommendations focused on the fuel needs for endurance sports, contemporary performance dietary guidelines are mission- and individual-driven and periodized to enhance readiness.

The goal of nutritional readiness is to promote optimal performance readiness. For Soldiers to perform optimally throughout their careers in assignments with varying levels of mental and physical difficulty, they must place as much emphasis on nutrition programming to support that performance as they do on physical and mental health. Nutritional readiness intertwines with the other readiness domains since it promotes and is supported by optimal physical readiness, mental readiness, spiritual readiness, and sleep readiness.

OPERATIONAL NUTRITION

With a focus on foundational health through a deliberate everyday diet, Soldiers are better positioned to optimize task-specific performance nutrition through event fueling and post-event recovery, and arduous environment preparedness.

EVENT FUELING AND POST-EVENT RECOVERY

Soldiers consider some factors when choosing pre-event, during, and post-event fueling and recovery nutritional strategies. Although not all-inclusive, these factors include—

- Usual macronutrient intake (such as carbohydrate, protein, and fat).
- Time lapse between macronutrient intake and start of physical activity.
- Duration and intensity of physical activity.
- Environmental conditions.
- Individual gut tolerance.
- Personal taste preference.
- Duration of fueling.
- Body composition goals impact performance.

Energy or calorie needs increase with increases in exercise frequency, intensity, time, and type. Soldiers should adjust needs based on the type of exercise completed. These four variables are often referred to as the F.I.T.T. principle. Energy needs will fluctuate as changes in frequency, intensity, time, and type



occur, therefore Soldiers should consult with a registered dietitian to determine their energy needs and how to adjust for alterations in physical activity, physical demands of duty, or both.

NUTRIENT TIMING

Nutrient timing involves proper fueling strategies before, during, and after physical training sessions and other strenuous activity. If done correctly, solid strategies can help to prevent energy deficits and aid in adequate recovery. When Soldiers consume nutrients is just as important as what nutrients they consume. Each and every body functions differently in response to fueling for training, so it is recommended that each Soldier practice with nutrient timing while training. Dietitians do not recommend applying recommendations for nutrient timing right before an ACFT or a performance event. Remember to train like you fight. The *Warfighter Nutrition Guide* contains strategies and recommendations for all aspects of performance nutrition for Soldiers.

Before Exercise

Before strenuous activities, consuming carbohydrate-rich foods and fluids in the 2-4 hours before exercise helps to restore liver glycogen, increase muscle glycogen stores, and prevent hunger. Soldiers who lose appetite or feel nauseated shortly before training or ACFT should allow at least 3-4 hours between a meal and performance. Eating before gastric distress occurs allows the athlete to get the calories needed and can prevent vomiting related to nervousness. The same guidance applies to Soldiers who get diarrhea shortly before or during training. Anxiety increases gastric contractions that move food through the gastrointestinal tract. Eating can stimulate the bowels even more, so dietitians recommend eating well ahead of a physical event.

Research suggests a pre-exercise meal containing 1 to 4 grams of carbohydrate per kilogram of body weight, consumed 1 to 4 hours prior to exercise provides improved performance. Table 8-1 provides examples of pre-exercise meals. If unable to consume a meal prior to early morning exercise, consuming approximately 30 grams of easily digested carbohydrate-rich food or fluid (for example, banana, applesauce, or toast with peanut butter) one hour prior to exercise is beneficial.



<i>Time Between Eating and Performance</i>	<i>Suggested Pre-Exercise Meals</i>
1 hour or less before exercise	Choice of: Fresh fruit such as apples, watermelon, peaches, grapes, oranges, or a sports energy bar <i>and/or</i> $\frac{1}{2}$ –1 $\frac{1}{2}$ cups (4–12 ounces) of carbohydrate electrolyte beverage
2–3 hours before exercise	Choice of: Fresh fruit, 100-percent fruit or vegetable juices <i>and/or</i> Breads, bagels, English muffins with limited amounts of butter or margarine or cream cheese, yogurt, oatmeal, pancakes with limited amounts of butter and syrup, or a sports energy bar <i>and/or</i> 2–4 cups (16–32 ounces) of carbohydrate electrolyte beverage
3–4 hours before exercise	Choice of: Fresh fruit, 100-percent fruit or vegetable juices <i>and/or</i> Breads, bagels, baked potatoes, cereal with milk, yogurt, sandwiches with a small amount of peanut butter, lean meat, or cheese, spaghetti with a tomato sauce <i>and/or</i> 4–7 $\frac{1}{2}$ cups (32–60 ounces) of carbohydrate electrolyte beverage

During Exercise

Consuming carbohydrates during exercise lasting greater than 60 minutes can delay the onset of fatigue and improve endurance capacity by maintaining blood glucose levels. Table 8-2 outlines the recommended carbohydrate intake during exercise.

<i>Type of Activity</i>	<i>Recommended Carbohydrate Intake</i>
Exercise lasting less than 45 minutes	None necessary or practical
High-intensity exercise lasting 45 to 75 minutes	Small amounts of sports drink or carbohydrate-rich snacks or foods
Endurance and intermittent, high intensity exercise lasting 1 to 2.5 hours	30–60 grams per hour
Endurance and ultra-endurance exercise lasting 2.5 to 3 hours or longer	80–90 grams per hour

After Exercise

Using an effective refueling strategy after exercise can help to optimize recovery and promote the desired adaptations to training. Replenishment of glycogen occurs faster after exercise due to the increased blood flow to the muscles, the increased ability of the muscle cell to take in glucose, and the muscle cells sensitivity to the effects of insulin during this period. As such, exercise promotes glycogen synthesis (restoring glycogen in the liver and muscle).



It is critical to provide the body with 50–100 grams of carbohydrate (2 grams of carbohydrates per kilogram of body weight) and 15–25 grams of high-quality protein (5–9 grams protein per 100 grams of carbohydrates) within 30–60 minutes after exercise. This protein helps replenish muscle glycogen stores, stimulate muscle protein synthesis, and repair damage caused by intense exercise. If unable to eat a meal within 60 minutes of completing exercise, Soldiers might snack on 8 ounces (1 cup) low-fat chocolate milk, 8 ounces (1 cup) 100-percent fruit juice and a handful of nuts (about $\frac{1}{4}$ cup), 2 slices whole grain bread with peanut butter and a banana, or 8 ounces (1 cup) low-fat yogurt and a piece of fresh fruit (for example, 1 medium apple, 1 medium orange, 1 banana). When refueling, Soldier should eat a combination of foods and fluids with carbohydrates and protein to refuel targets.

Hydration

It does not take much water loss for performance to suffer. A mild dehydration (as measured by a change in body weight) of less than 1 percent can have a slightly negative influence on cognitive function. This involves slowed working memory, increased tension or anxiety and fatigue, and increased error-related to visual vigilance. A 2-percent dehydration more severely impacts mental function, mood, and energy level.

Fluid Recommendations

8-38. Fluid requirements can vary from 2–16 liters per day depending on workload, level of heat stress, and sweat rate. Sweat loss varies depending on age, training, and acclimation status, exercise intensity and duration, air temperature, humidity, wind velocity, cloud cover, clothing, and individual sweat rates.

On average, 20–25 percent of fluid intake comes from food and 75–80 percent from beverages. Plain water, coffee, tea, soups, fruits, and vegetables provide fluids to support hydration. A small amount of caffeine in tea or coffee (< 200 milligrams) should not negatively affect hydration status, but if Soldiers drink more caffeine, their fluid balance may be negatively affected.

Typically, voluntary consumption of fluids—drinking to thirst—restores only some lost fluid. Whenever possible, dietitians should use weight loss to quantify fluid loss during physical activity. Table 8-3 shows fluid recommendations before, during, and after exercise. TB MED 507 provides a comprehensive guide for fluid replacement and work/rest guidelines for warm weather training conditions.

	<i>Recommendation</i>
Before	Drink at least 8–16 oz. (1–2 cups) of fluid 2 hours prior to exercise. Drink at least 4–8 oz. (1/2–1 cup) of fluid immediately prior to exercise. Drink 1–2 mL per pound body weight (for example, 2/3–1 $\frac{1}{4}$ cups for 150 lb.) 2 hours prior to exercise.
During	Drink at least 4–8 oz. (1/2–1 cup) of fluid every 15–20 minutes during exercise. Do not exceed 1.5 liter (~6 cups) per hour.
After	Drink at least 8–16 oz. (1–2 cups) of fluid after exercise. For rapid rehydration, drink ~3 cups of fluid per lb. of body weight lost.
L	liter
lb	pound
mL	milliliter
oz	ounce



Electrolyte Recommendations

Electrolytes control the fluid balance of the body and are important in muscle contraction, among many other essential functions. Electrolytes (such as sodium, potassium, calcium, magnesium, and chloride) come from food and fluids. The loss of sodium and potassium in sweat can be quite high during prolonged physical activity, especially in warm weather. Replacing these elements is an important part of the recovery process. Most commercially available fluid replacement beverages contain electrolytes. Roughly, 1–2 grams of sodium per liter of fluid (0.25 teaspoons per quart—32 ounces) effectively replaces the sodium lost during exercise or a mission. Also, sodium is widely present in various foods and fluids, such as bagels, tomato juice, sports drinks, and milk.

Carbohydrate and Electrolyte Beverages (“Sports Drinks”)

Fluids providing carbohydrate, electrolytes, sodium, and potassium can sustain athletic performance. The drinks aim to—

- Maintain hydration during exercise.
- Ensure rehydration after exercise.
- Replace electrolytes lost during sweating.
- Supplement carbohydrate stores and provide fuel for the working muscles during exercise.
- Minimize muscle fatigue from strenuous workouts.
- Protect the immune system.

Although sports drinks containing electrolytes enhance endurance performance, many Soldiers use these drinks as a recreational fluid. This only adds calories, artificial coloring and flavors to their dietary intake. Dietitians recommend sports drinks when exercise lasts longer than 60 minutes and then, Soldiers should only ingest 237 milliliters (eight ounces or one cup) every 15 minutes. For activities less than one hour, water is the best choice for hydration needs. Short, low intensity workouts do not lose minimal sodium and potassium through sweat and do not deplete glycogen stores. The ideal sports drink contains—

- 82–163 milligrams sodium per 237 milliliters (8 ounce) serving.
- 18–46 milligrams potassium per 237 milliliters (8 ounce) serving.
- 12–24 grams carbohydrate per 237 milliliters (8 ounce) serving.

Soldiers should drink sports drinks if a training event is strenuous and takes place greater than 4 hours before or after a meal (such as before breakfast or at night). These recommendations are especially important for personnel not acclimatized to the environment and for activity with heavy sweating. Dietitians encourage Soldiers to consume salty foods at meal time, choose foods high in water content (such as fruits and vegetables), and not restrict carbohydrate intake. If Soldiers choose to drink juice, they dilute the juice with water to 50/50 solution which dilutes the sugar content to prevent diarrhea.



Oral Rehydration Solutions

Oral rehydration solutions (known as ORS) are classified as medical materiel by the FDA and are available as subsistence supply (Class VIII) items. Dietitians use these solutions to treat and prevent dehydration due to diarrhea. These solutions contain approximately three to five times the amount of sodium and potassium found in typical carbohydrate-electrolyte beverages. If used improperly, oral rehydration solutions may lead to various adverse health effects. Leaders do not use rehydration solutions for IMT trainees for routine hydration to prevent heat illness or heat injury. However, for training that includes purposeful food restriction (for example, Ranger or Special Forces), unit surgeons decide to supplement intake with rehydration solutions. Regular consumption of meals and recommended drinking protocols adequately provides a Soldier with a good electrolyte-sodium balance for most physical training activities. Leaders can use sports drinks or rehydration solutions if the training situation dictates the need for such products in the prevention or treatment of heat illness, and most especially hyponatremia incidents.

OVERHYDRATING

Overhydrating can cause excessive dilution of sodium in the blood, a potentially life-threatening condition called hyponatremia. In situations where Soldiers are drinking to a schedule or regimen over prolonged periods of less intense physical activity, it is important to consider risk factors, signs, and ways to mitigate this condition.

RISK FACTORS:

- Cool and less humid conditions that make fluid loss considerably less than expected
- Overconsumption of beverages that have low sodium content
- Inadequate food consumption along with over hydration

SIGNS:

- Swollen fingers
- Disorientation
- Abdominal bloating
- Reduced urine output

MITIGATION STRATEGIES:

- Adequate food consumption
- Carbohydrate-electrolyte beverage consumption after more than 60 minutes of activity



DIETARY SUPPLEMENTS (CAFFEINE, SPORTS DRINKS, ENERGY DRINKS, ELECTROLYTE DRINKS)

The most common reasons military personnel give for using dietary supplements include improving performance, increasing muscle mass, enhancing energy level, accelerating recovery, increasing alertness, boosting the immune system, and improving joint function. The best sources of information on dietary supplements are dietitians, certified specialists in sports dietetics, health care providers, or pharmacists.

Soldiers who purchase supplements should be aware that these products target our human desire for health and performance shortcuts. Some may be damaging and dangerous: if a product or claim sounds too good to be true, it probably is. Soldiers need to consider the consequences of taking various supplements, either alone or in combination. They also need to check that the source of the information obtained for making that decision is trustworthy.

Consumer Safety Tips

Operation Supplement Safety (known as OPSS) is a joint initiative between the Human Performance Resources Center (known as HPRC) and the DOD to educate Service members, retirees, their family members, leaders, healthcare providers, and DOD civilians about dietary supplements and how to choose supplements wisely. The Operation Supplement Safety website at <https://www.opss.org/> provides easy access to materials and databases for Soldiers to stay informed and make healthy dietary supplement choices. The Army Public Health Center site at <https://phc.amedd.army.mil/topics/healthyliving/n/Pages/default.aspx> also has information on nutrition and dietary supplements.

FDA requires manufacturers to list all product ingredients on the “Supplement Facts” panel of a dietary supplement label as well as the amount of each by weight, except when the ingredients are part of a “proprietary blend.” A proprietary blend is a collection of ingredients often unique to a particular product and sometimes given a special name on a product’s Supplement Facts panel. A proprietary blend might be listed as a “blend,” “complex,” “matrix,” or “proprietary formulation.” Many proprietary blends contains stimulant (or stimulant-like) ingredients. Stimulants found in supplements can include caffeine, yohimbe, and phenethylamines, as well as illegal ingredients such as DMAA (1,3-dimethylamylamine), DMBA (1,3-dimethylbutylamine), BMPEA (beta-methyl-phenethylamine), and methylsynephrine. Laboratory testing is the only way to know contents in any particular dietary supplement product, which is why Soldiers need to look for third-party certification.

Soldiers identify third-party certification by seals that appear on some supplement products. These seals confirm independent testing and evaluation of dietary supplements and their ingredients and ensure that manufacturing and storage facilities comply with good manufacturing practices requirements. The companies that conduct such reviews vary widely in how they certify and how they test products. Certification seals confirm that a product contains the ingredients listed on the label, but they do not ensure a product’s effectiveness or safety.

The Natural Medicines database, a resource accessed through the Operation Supplement Safety website, is free for Soldiers. It provides in-depth information about dietary supplement products and ingredients based on the best available scientific evidence.



GROUP BODY COMPOSITION ASSESSMENT

DESCRIPTION: An opportunity for group members to receive an assessment of their individual body composition using the BOD POD®. This measure can be used as an indicator of health and can help in fine tuning performance plans.

CATEGORY: Mental, Family, Physical, Social

CLASS SIZE: 8/hr. up to 40 per day

LEAD TIME: 30 Days

EXECUTION TIME: 10 to 15 minutes per individual

COST: \$0

MATERIALS: Class in AWC Classroom: no materials needed Virtual Class: Students need a computer or phone to attend Unit designated classroom: projector or TV with HDMI connection

POC: Army Wellness Center: 270 461 3451





GROUP METABOLIC ASSESSMENT

DESCRIPTION: An opportunity for group members to receive an assessment of their individual resting metabolic rate. This measure can be used to help fine tune nutrition and performance plans. Service requires a follow up session to receive results.

CATEGORY: Physical

CLASS SIZE: 8/hr.; up to 40 per day

LEAD TIME: 30 Days

EXECUTION TIME: 20 minutes per person

COST: \$0

MATERIALS: Individuals are required to complete a health assessment questionnaire prior to their appointment and follow strict pre-test and clothing requirements on the day of their appointment. Can be paired with other assessments with adjustments to group size and execution times.

POC: Army Wellness Center: 270 461 3451





UNIT HOLISTIC WELLNESS ASSESSMENT

DESCRIPTION: Group health coaching sessions allow individuals to come together with their peers to discuss solutions to common barriers associated with sleep, activity, nutrition, and stress. These sessions are guided by a Health Educator, but allow peer-to-peer collaboration, learning and support.

Requirements:

Individuals are required to complete a health assessment questionnaire prior to their appointment and follow strict pre-test and clothing requirements on the day of their appointment. Can be paired with other assessments with adjustments to group size and execution times.

CATEGORY:	Mental, Family, Physical, Social
CLASS SIZE:	Based on Class size and COVID restrictions
LEAD TIME:	30 Days
EXECUTION TIME:	1 Hour
COST:	\$0
MATERIALS:	Class in AWC Classroom: no materials needed.
POC:	Army Wellness Center / 270 461 3451





GROUP FITNESS ASSESSMENT

DESCRIPTION: An opportunity for group members to receive an assessment of their individual cardiorespiratory fitness. This measure can be used as an indicator of health and can help in fine tuning performance plans.

CATEGORY:	Physical
CLASS SIZE:	4/hr up; to 20 per day
LEAD TIME:	30 Days
EXECUTION TIME:	45-60 minutes per individual
COST:	\$0
MATERIALS:	Individuals are required to complete a health assessment questionnaire prior to their appointment
POC:	Army Wellness Center: 270 461 3451





HEALTHY SLEEP HABITS

DESCRIPTION: Healthy Sleep Habits discusses the importance of sleep, examines the science of sleep, explores methods and resources for achieving better quality sleep, and helps students develop positive action steps to improve sleep.

CATEGORY: Mental, Family, Physical, Social
CLASS SIZE: Based on Class size and COVID restrictions
LEAD TIME: 30 Days
EXECUTION TIME: 1 Hour
COST: \$0
MATERIALS: Class in AWC Classroom: no materials needed.
POC: Army Wellness Center: 270 461 3451

PERFORMANCE OPTIMIZATION

DESCRIPTION: Learn exercise strategies that help boost performance, get a better understanding of the principles of reducing injury, and improve knowledge of the various aspects of fitness to optimize training.

CATEGORY: Mental, Family, Physical, Social
CLASS SIZE: Based on Class size and COVID restrictions 10
LEAD TIME: 30 Days
EXECUTION TIME: 90 minutes
COST: \$0
MATERIALS: Note-taking
POC: Army Wellness Center 270 461 3451

RETIRE STRONG: LIFE AFTER THE ARMY CLASS

DESCRIPTION: Address and discuss myths related to retirees and exercise, examine and discuss benefits of remaining active and healthy during retirement, and explore recommendations for healthy diet and exercise for an aging population.

CATEGORY: Mental, Family, Physical, Social
CLASS SIZE: Based on Class size and COVID restrictions
EXECUTION TIME: 1 Hour
COST: \$0
MATERIALS: Class in AWC Classroom: no materials needed.
POC: Army Wellness Center: 270 461 3451



FUELING FOR HEALTH

DESCRIPTION: Discuss obesity trends and implications, develop a better understanding of dietary guidelines and food labels, and learn the fundamental components of nutrition. When a person feels physically healthy, it increases mental resiliency.

CATEGORY: Mental, Physical,
CLASS SIZE: Based on Class size and COVID restrictions
LEAD TIME: 30 days
EXECUTION TIME: 1 Hour
COST: \$0
EXECUTION TIME: 1 Hour
COST: \$0
MATERIALS: Class in AWC Classroom: no materials needed; Can perform at unit location
POC: Army Wellness Center: 270 461 3451

MEALS IN MINUTES

DESCRIPTION: Address myths and challenges of healthy eating, examine tools and strategies to get healthy meals on the table quickly, and create a plan of action.

CATEGORY: Mental, Physical
Class-Size: Based on Class size and COVID restrictions
LEAD TIME: 30 days
EXECUTION TIME: 1 hour
COST: \$0
MATERIALS: N/A
POC: Army Wellness Center: 270 461 3451

RUNNING 101

DESCRIPTION: This class consists of training on proper form, strength and mobility exercises to support running performance, and how to plan running sessions around training goals.

CATEGORY: Mental, Physical,
Class Size: Based on Class size and COVID restrictions
LEAD TIME: 30 days
EXECUTION TIME: 2 hour
COST: \$0
MATERIALS: N/A
POC: UNIT H2F TEAM



EXERCISE PROGRAMMING

DESCRIPTION: This class covers how to create a goal based exercise program routine based around the fundamentals of strength and conditioning.

CATEGORY: Mental, Physical,
Class Size Based on Class size and COVID restrictions
LEAD TIME: 30 days
EXECUTION TIME: 1 hour
COST: \$0
MATERIALS: N/A
POC: UNIT H2F TEAM

TRAINING RECOVER

DESCRIPTION: This class covers how to assess your recovery after workouts and how to improve recovery time after bouts of exercise. Topics will include instruction on recover techniques such as foam rolling, mobility exercises, sleep, and nutrition

CATEGORY: Mental, Physical
Class Size Based on Class size and COVID restrictions
LEAD TIME: 14 days
EXECUTION TIME: 1 hour
COST: \$0
MATERIALS: N/A
POC: UNIT H2F TEAM

GROCERY STORE WALKTHROUGH

DESCRIPTION: Unit H2F dietician will perform a grocery store walk through with you squad/unit to discuss healthy options, performance foods, and how to read food labels.

CATEGORY: Mental, Physical,
Class Size Based on Class size and COVID restrictions
LEAD TIME: 30 days
EXECUTION TIME: 1 hour
COST: \$0
MATERIALS: N/A
POC: UNIT H2F TEAM



NUTRITION FOR HEALING AND RECOVERY

DESCRIPTION: This class covers nutrition strategies for recovery after exercise or training. It also covers nutrition strategies to recover from injuries faster.

CATEGORY:	Mental, Physical,
Class Size	Based on Class size and COVID restrictions
LEAD TIME:	30 days
EXECUTION TIME:	1 hour
COST:	\$0
MATERIALS:	N/A
POC:	UNIT H2F TEAM

ACFT PREP/TRAINING

DESCRIPTION: This class covers how to prepare physically for the ACFT. This includes how to properly perform each movement, how to train for each event, and how to properly progress your training. This course will also cover how to properly eat and hydrate leading up to the event as well as tips on mentally preparing yourself.

CATEGORY:	Mental, Physical,
Class Size	Based on Class size and COVID restrictions
LEAD TIME:	30 days
EXECUTION TIME:	2 hour
COST:	\$0
MATERIALS:	N/A
POC:	UNIT H2F TEAM

TRAINING MOBILITY

DESCRIPTION: This class will cover how to assess your squad/teams mobility and techniques for improving movement and mobility

CATEGORY:	Mental, Physical,
Class Size	Based on Class size and COVID restrictions
LEAD TIME:	30 days
EXECUTION TIME:	1 hour
COST:	\$0
MATERIALS:	N/A
POC:	UNIT H2F TEAM



SUPPLEMENT USE

DESCRIPTION: This class covers the scientific evidence behind the common over the counter performance supplements used by Soldiers.

CATEGORY: Mental, Physical,
LEAD TIME: 30 days
EXECUTION TIME: 1 hour
COST: \$0
MATERIALS: N/A
POC: UNIT H2F TEAM

MEAL PREP BASICS

DESCRIPTION: This class covers how to prepare healthy meals that support performance optimization and wellness.

CATEGORY: Mental, Physical
CLASS SIZE: Based on Class size and COVID restrictions
LEAD TIME: 30 days
EXECUTION TIME: 2 hour
COST: \$0
MATERIALS: N/A
POC: UNIT H2F TEAM

BARBELL WEIGHT TRAINING

DESCRIPTION: This class covers how to properly perform common barbell weight training exercises. It will cover exercise form and movement progressions.

CATEGORY: Mental, Physical
CLASS SIZE: Based on Class size and COVID restrictions
LEAD TIME: 30 days
EXECUTION TIME: 2 hour
COST: \$0
MATERIALS: N/A
POC: UNIT H2F TEAM



HEALTHY RECIPE RESOURCES

Educational References:

FM 7-22 –Holistic Health and Fitness (October 2020) – Chapter 8 Nutritional Readiness
https://armypubs.army.mil/epubs/DR_pubs/DR_a/ARN30964-FM_7-22-001-WEB-4.pdf

OPSS- <https://ephc.amedd.army.mil/HIPECatalog/viewItem.aspx?id=485>

Nutrition: A Guide to Healthy Eating Made Easy - <https://ephc.amedd.army.mil/hipecatalog/viewItem.aspx?id=771>

Nutrition: A Cooking Guide For Soldiers - <https://ephc.amedd.army.mil/hipecatalog/viewItem.aspx?id=723>

Articles

- Fueling in the Dining Facility <https://www.hprc-online.org/nutrition/go-green/marketing-materials/print-digital-materials/posters/recovery-fueling-dining>

Performance Nutrition (with Pre & Post Exercise Guidelines in graphic form) https://journals.lww.com/cisportsmed/fulltext/2019/09000/performance_nutrition_for_the_adolescent_athlete.1.aspx

Apps

Performance TRIAD (free, iOS, Android) - official U.S. Army app that focuses on health and fitness to include sleep, activity, and nutrition

Tasty (free, iOS, Android) - allows you to search, watch, add recipes, and create and modify shopping list based off of selected recipes

MyFitnessPal (free, iOS, Android) - is a calorie-counting app

Healthy CrockPot Recipes (free, iOS) - gives healthy recipes with the use of a crockpot

Fooducate (free, iOS, Android) - makes you aware of the quality of your calories

Blender Girl Smoothies (free, iOS) - will match your mood to any smoothie

Is My Food Safe? (free, iOS, Android) - answers all your food safety questions

ShopWell (free, iOS, Android) - makes you a healthier and smarter grocery shopper



Websites:

Human Performance Resources by CHAMP Go for Green – makes it easy to find high-performance foods and drinks to boost your fitness, strength, and health

<https://www.hprc-online.org/nutrition/go-green>

Supplement Safety Reference – DoD dietary supplement resource for the military community, leaders, healthcare providers and DoD civilians – <https://www.opss.org>

HEALTHY SNACKING

DOs	&	DON'Ts
NUTS AND SEEDS High in protein and healthy fat. Keep portion sizes around 1/4 cup. 		CANDY Loaded with added sugar and calories.
POPCORN Low in calories and high in fiber. Only about 100 calories for 3 cups. 		SODA Zero nutritional value. All calories come from added sugar. Avoid at all costs.
DRIED FRUIT A healthy alternative to candy. Is a good source of natural sugar, and is a sweet healthy alternative to candy. 		COOKIES Don't be fooled by cookies claiming to be "healthy." They are still likely high in added sugar, unhealthy fats and calories.
PRETZELS A great whole grain option that is low in calories and fat. 		PASTRIES Most pastry items (honey buns, danishes, donuts) are not only high in sugar but also in trans fat. These items have very little nutritional value.
GRANOLA BARS Good source of whole grains and sometimes protein. 		<p>Don't sacrifice quality for quantity! Some healthier snacks, such as nuts may be more expensive, but consider their nutritional benefit over a less expensive candy.</p>

Approved for public release; distribution unlimited. For more information please contact [redacted]

Public Health
Army Public Health
Performance Triad



SPIRITUAL WELLNESS



"It is far easier to find quiet than to find peace. True peace must come from within oneself."

-Major Dick Winters

Our ability to endure and overcome times of stress, hardship, and tragedy by making meaning of life's experiences; the spiritual dimension applies to all people, whether religious and nonreligious. Identifying one's purpose, core values, beliefs, identity, and life vision defines the spiritual dimension. These elements, which define the essence of a person, enable one to build inner strength, make meaning of experiences, behave ethically, persevere through challenges, and be resilient when faced with adversity. People enhance their spiritual readiness through reflection and practice of a lifestyle based on the personal qualities they need during times of stress, hardship, and tragedy.

Major Dick Winters was a combat leader in World War II. He was seen and known to be cut from a different cloth than many military officers then or now. Disciplined, quiet and reflective, cool and resolute, in many ways he lived a life apart from his men. Yet the strength and wisdom he gained from his "retreats" from the world and self-reflection, enabled him to lead his troops through the most adverse situations.



Spiritual readiness develops the personal qualities a person needs in times of stress, hardship, and tragedy. These qualities come from religious, philosophical, or human values and form the basis for character, disposition, decision making, and integrity. People develop their spiritual readiness from diverse value systems that stem from their religious, philosophical, and human values. The spiritual readiness domain is inclusive and universally vital to all personnel no matter their background, philosophy, or religion. It applies to both religious and non-religious persons and concepts. Leaders play an active role in creating and fostering a climate that encourages individual spiritual readiness according to their respective worldviews, while at the same time communicating respect and dignity for diversity in a pluralistic setting. (See AR 600-63 for more on spirituality.)

Spirituality is often described as a sense of connection that gives meaning and purpose to a person's life. It is unique to each individual. The spiritual dimension applies to all people, whether religious and nonreligious. Identifying one's purpose, core values, beliefs, identity, and life vision defines the spiritual dimension. These elements, which define the essence of a person, enable one to build inner strength, make meaning of experiences, behave ethically, persevere through challenges, and be resilient when faced with adversity. An individual's spirituality draws upon parts of personal, philosophical, psychological, and religious teachings or beliefs, and forms the basis of their character. (See AR 350-53 for more on spirituality.)

Understanding the general spiritual readiness enables leaders to encourage personal spiritual readiness in a climate where mutual respect and dignity encourage dialogue, foster team cohesion, and enable healthy free exercise of religion or no religion by all personnel. This approach enables and supports collective and individual readiness as Soldiers endure challenging and stressful conditions in training or operational environments.

People enhance their spiritual readiness through reflection and practice of a lifestyle based on the personal qualities they need during times of stress, hardship, and tragedy. When their actions deviate from their stated values, then they may experience inner conflict. Those struggling for integrity and congruity often only find inner peace after overcoming the struggle. They develop spiritual readiness by studying, connecting with, and understanding the value systems that mold their personal qualities. As their spiritual readiness grows, they become a leader of character and build the resilience necessary to navigate crises.

UMTs and chaplain sections support and advise on spiritual readiness development for both religious and non-religious personnel. Chaplains represent particular faith traditions as religious leaders while serving the spiritual needs of their assigned units' Soldiers. Chaplains unable to perform specific religious support needs due to their own religious commitments provide supplemental religious or spiritual leaders and resources to meet those needs.



ANNUAL SPIRITUAL READINESS ASSESSMENT

101 st Airborne Spiritual Readiness Assessment				
RANK:	UNIT:	RELIGIOUS PREFERENCE:		
Authority: United States Constitution, First Amendment; Title X, United States Code (USC), sections 3073, 3547, 5142, and 8067; and DoD Instruction 1300.17.				
Purpose: To assess the spiritual readiness of the 101 st Airborne Division.				
Routine Uses: The SRA provides Unit Ministry Teams and other care providers with the insight necessary to develop appropriate training plans for increasing spiritual readiness across the division.				
Confidentiality: The Unit Ministry Team will keep the identity and responses of all SRA participants confidential.				
INTRODUCTION: <p>AR 350-53 defines spirituality as, "One's purpose, core values, beliefs, identity, and life vision." It further states that, "These elements, which define the essence of a person, enable one to build inner strength, make meaning of experiences, behave ethically, persevere through challenges and be resilient when faced with adversity." One of the most challenging circumstances we can ever face is the reality of combat, and if we are to be resilient when engaged in it, we must be spiritually ready.</p> <p>AR 350-53 also tells us where our spirituality can come from, "An individual's spirituality draws upon personal, philosophical, psychological and/or religious teachings and forms the basis of their character." Everyone has a spiritual dimension, the only question is whether or not it is ready for the adversity of combat.</p> <p>Here in the 101st Airborne Division we are focused on being a force that is ready now to deploy, fight and win! To accomplish this, we need to maintain a high level of "spiritual readiness."</p> <p>A spiritually ready Soldier can say, "I am ready today to deploy, to take life, and if necessary to lay down my life, all without damage to my soul*." The following assessment is meant to help determine your current level of spiritual readiness.</p> <p>*Soul: Defined here, in accordance with AR350-53, as "the essence of a person".</p>				
Instructions: Please circle the most appropriate response to each statement.				
1. I know why something exists rather than nothing.	Completely Disagree <input type="checkbox"/>	Mostly Disagree <input type="checkbox"/>	Mostly Agree <input type="checkbox"/>	Completely Agree <input type="checkbox"/>
2. I know what happens to me after I die.	Completely Disagree <input type="checkbox"/>	Mostly Disagree <input type="checkbox"/>	Mostly Agree <input type="checkbox"/>	Completely Agree <input type="checkbox"/>
3. I know my purpose in life.	Completely Disagree <input type="checkbox"/>	Mostly Disagree <input type="checkbox"/>	Mostly Agree <input type="checkbox"/>	Completely Agree <input type="checkbox"/>
4. My role in the Army is helping me fulfill my purpose in life.	Definitely not <input type="checkbox"/>	Probably not <input type="checkbox"/>	Quite likely <input type="checkbox"/>	Definitely <input type="checkbox"/>
5. My life has value.	Definitely not <input type="checkbox"/>	Probably not <input type="checkbox"/>	Quite likely <input type="checkbox"/>	Definitely <input type="checkbox"/>
6. There are people in my life I love enough to die for.	Definitely not <input type="checkbox"/>	Probably not <input type="checkbox"/>	Quite likely <input type="checkbox"/>	Definitely <input type="checkbox"/>
7. There are things (ideas, values, institutions) I am willing to die for.	Definitely not <input type="checkbox"/>	Probably not <input type="checkbox"/>	Quite likely <input type="checkbox"/>	Definitely <input type="checkbox"/>
8. I am willing to put the needs of others ahead of my own, even if I never get credit for it.	Definitely not <input type="checkbox"/>	Probably not <input type="checkbox"/>	Quite likely <input type="checkbox"/>	Definitely <input type="checkbox"/>
9. I know both good and evil exist in the world.	Completely Disagree <input type="checkbox"/>	Mostly Disagree <input type="checkbox"/>	Mostly Agree <input type="checkbox"/>	Completely Agree <input type="checkbox"/>
10. I am prepared to justly take the life of another human being in combat.	Definitely not <input type="checkbox"/>	Probably not <input type="checkbox"/>	Quite likely <input type="checkbox"/>	Definitely <input type="checkbox"/>
Would you like to speak with a chaplain regarding your spiritual readiness?			YES <input type="checkbox"/>	NO <input type="checkbox"/>



MORAL LEADER TRAINING

DESCRIPTION: The purpose of this training is to help soldiers understand how morals and ethics influence the decision making process. This class builds resiliency by strengthening moral and ethical character.

CATEGORY: Mental, Spiritual
CLASS SIZE: Varies, contact UMT
LEAD TIME: 2 hrs. **EXECUTION TIME:** 2 hrs. **COST:** \$0
MATERIALS: Handouts provided
POC: Unit Ministry Team (UMT)

SPIRITUAL FITNESS RUN

DESCRIPTION: Running promotes esprit de corps and spiritual resiliency through physical fitness exercise. Soldiers can also have spiritual discussions with their Unit Ministry Team.

CATEGORY: Physical, Spiritual
CLASS SIZE: N/A
LEAD TIME: Less than 24 hours
EXECUTION TIME: 1 hour
COST: \$0
MATERIALS: N/A
POC: Unit Ministry Team (UMT)

PRAYER BREAKFAST

DESCRIPTION: The purpose of this event is to promote spiritual readiness. This enhances resiliency through sharing of common faith with others and aligning oneself with the Divine.

CATEGORY: Mental, Spiritual, Social **CLASS SIZE:** Varies,
based on chosen venue **LEAD TIME:** 6 Weeks
EXECUTION TIME: 1 hour
COST: Varies upon chosen venue
MATERIALS: N/A
POC: Unit Ministry Team (UMT)





HALF-DAY COLLABORATIVE RETREATS

Description: The process of working collaboratively with internal on-post organizations (Behavioral Health, Resiliency Center Hospital Medical Team, Wellness Center, MWR, Army Substance Abuse Program, Emergency Service, Working Groups, etc.) to analyze common trends and collectively design and implement half Day retreats, workshops and/or seminars for Soldiers, Family members and Civilians that focus on improving marriage, relationships and personal short-falls.

CATEGORY: Mental, Family, Spiritual, Social
CLASS SIZE: Varies, contact UMT
LEAD TIME: 2 Weeks
EXECUTION TIME: 2-5 Hours
COST: Approximately \$100-\$300 for refreshments
MATERIALS: Handouts provided
POC: Unit Ministry Team (UMT)

COMMUNITY OUTREACH PROGRAM

DESCRIPTION: The process of working collaboratively with external off-post organizations (The Salvation Army, The American Red Cross, Urban Mission, YMCA, Union Mission, Soup Kitchens, Veterans Homes, Worship Centers, Local Schools, Animal Shelters, etc.) to codify a presence in the local community and allow Soldiers, Family members and Civilians to focus on something greater than themselves.

CATEGORY: Mental, Family, Spiritual, Social
CLASS SIZE: Varies, contact UMT
LEAD TIME: 2 weeks **EXECUTION TIME:** Varies **COST:** \$0
MATERIALS: N/A
POC: Unit Ministry Team (UMT)



TEAM COHESION



"American soldiers in battle don't fight for what some presidents say on T.V., they don't fight for mom, apple pie, the American flag. They fight for one another."

– Col Hal Moore (7th Calvary, Vietnam)

Building a cohesive team is not a soft skill. It is good leadership, and accomplished through feel, and being aware of team dynamics. However, there are principles and guidelines to follow. Instilling discipline, rewarding desired behavior, and punishing behaviors detrimental to cohesiveness are all of part of building a high performing team.



TEAM COHESION

Though Army leadership theories have evolved, they have also remained consistent in the sense that they have always been Soldier focused. Another constant is the knowledge that to build high performing teams that can deploy, fight, and win in any environment, we have to have highly trained, disciplined, physically fit, and cohesive organizations. This is not possible without mutual trust.

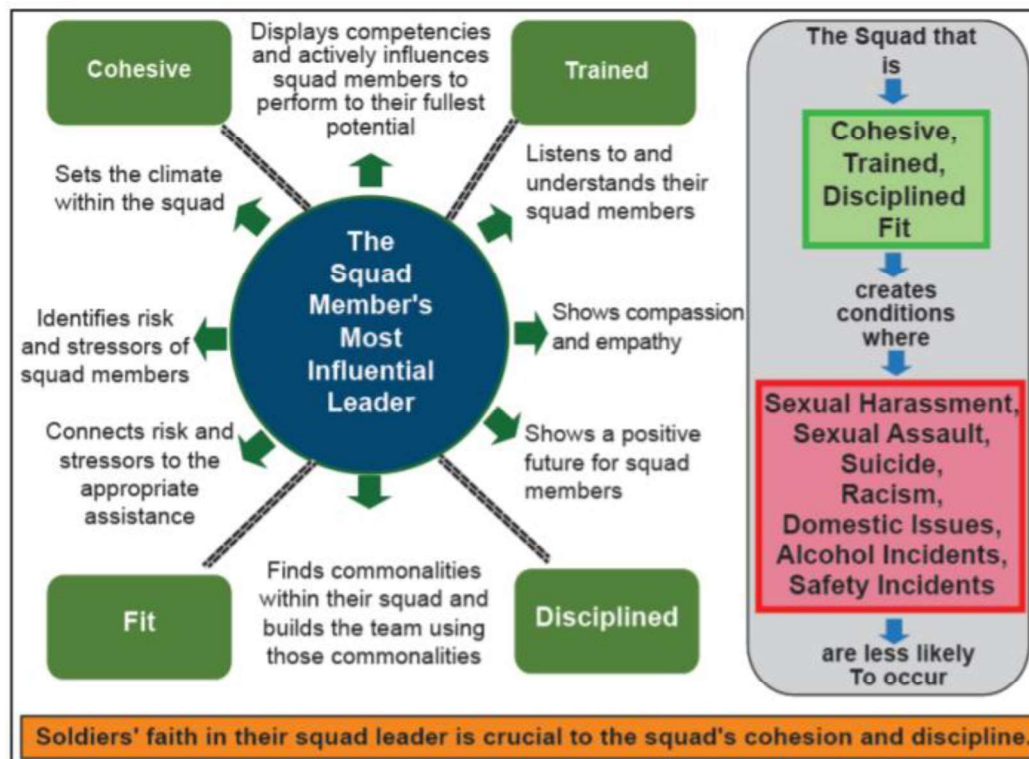
Mutual trust is not possible without understanding.

Understanding is not possible without knowing one another.

The squad leader is the most influential member of the squad. To each squad member, the squad leader is the leader with whom they are the closest and the person they can most trust. The squad leader needs to take ownership of their squad. They must know their Soldiers, Army civilian professionals, and other team members well enough to know what motivates them, know their values and goals, as well as their strengths and weaknesses. They must know when there is a potential issue, be it personal or professional, before the issue becomes significant enough to affect team performance.

There are four tenets that squads need to exhibit (depicted in Figure 1-1 in the dark green boxes). Squads must be:

- Cohesive,
- Trained,
- Disciplined, and
- Fit





The VCSA's number one priority for the "A Life Worth Living" campaign is, "How does the Army improve the knowledge, skills, and abilities of junior NCOs so they can better serve as a first line of defense against suicide?" Protecting the Tribe is an attempt to meet this challenge.

Protecting the Tribe: Confronting Suicide and Enhancing Readiness through Engaged Leadership

CH (LTC) Eric Leetch
 Division Chaplain
 101st Airborne Division (Air Assault)

Suicide within the Army continues to receive intense scrutiny, and for good reason. When a Soldier ends their own life, they take with them the talent and experience that are essential to our overall readiness. More importantly, the tragic circumstances of their decision can send emotional and psychological shockwaves throughout the formation, leading to a further loss in readiness. The true goal of readiness is not just that

every Soldier is present for duty, but that they are committed, body and soul, to mission accomplishment. Suicide is a massive obstacle to achieving this level of commitment.

Protecting the Tribe is an effort born out of frustration. In 2017 I served under a BCT commander committed to creating a positive and affirming climate for all Soldiers. This was backed by supportive division



PROTECTING THE TRIBE

and corps commands. Nevertheless, the number of ideations, attempts, and completed suicides continued with little change. Our conclusion was this: If junior leaders, particularly those at platoon and squad level, are not fully invested in the fight against suicide, then the best laid plans and intentions at higher levels will make little difference.

The question remained of how to best inspire the kind of engaged leadership necessary to cause a culture shift. This challenge was echoed by the VCSA's number one priority for his "A Life Worth Living" campaign, "How does the Army improve the knowledge, skills, and abilities of junior NCOs so they can better serve as a first line of defense against suicide?"¹ Protecting the Tribe is an attempt to meet this challenge.

The Tribe

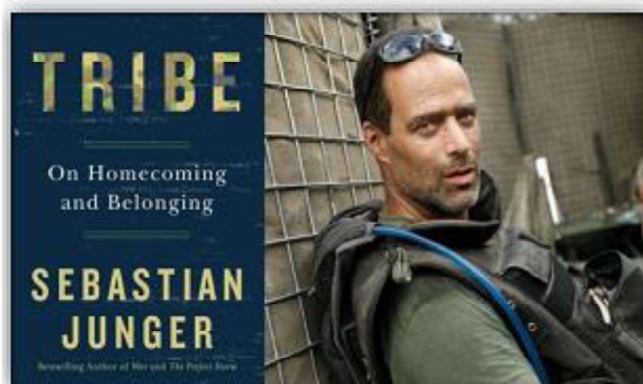
The name comes from Sebastian Junger's book *Tribe: On Homecoming and Belonging*. Junger spent the better part of 2009 embedded with platoons of the 2-503rd in Afghanistan. Upon returning home, Junger learned that many of those Soldiers wished they could return to their days in combat outposts like Restrepo. As Junger relates, this is not an uncommon reaction: Any discussion of veterans and their common experience of alienation must address the fact that so many soldiers find themselves missing the war after it's over. That troubling fact can be found in written accounts from war after war, country after country,

century after century. As awkward as it is to say, part of the trauma of war seems to be giving it up. What people miss presumably isn't danger or loss but the unity that [war can] often engender.²

Junger believes the reason for this phenomenon is not that Soldiers miss combat. Instead, they miss an experience of tribal closeness that comes with it, something they find completely absent from 21st century American life:

A person living in a modern city or a suburb can, for the first time in history, go through an entire day—

or an entire life—mostly encountering complete strangers. They can be surrounded by others and yet feel deeply, dangerously alone. The evidence that this is hard on us is overwhelming. Although happiness is notoriously subjective and difficult



Junger believes the reason why some Soldiers wish they could return to combat is not that they miss fighting. Instead, they miss an experience of tribal closeness that comes with it, something they find completely absent from 21st century American life.

to measure, mental illness is not. Numerous cross-cultural studies have shown that modern society—despite its nearly miraculous advances in medicine, science, and technology—is afflicted with some of the highest rates of depression, schizophrenia, poor health, anxiety, and chronic loneliness in human history. As affluence and urbanization rise in a society, rates of depression and suicide tend to go up rather than down.³

Junger points to *self-determination theory* (SDT) to help explain what is wrong with our contemporary culture. SDT is about motivation, or what drives people



to do what they do. Psychologists Edward Deci and Richard Ryan developed the theory and suggest that all people tend to be driven by a need to grow and gain fulfillment.⁴ According to SDT, people need to feel the following in order to live a fulfilled life:

Competence: The need to gain mastery of tasks and learn different skills.

Connectedness: The need to experience a sense of belonging and attachment to others.

Autonomy: The need to feel in control of their own behaviors and goals.

The thesis of Junger's book is essentially that our present culture, with its social isolation and focus on affluence, makes it virtually impossible to satisfy these needs. The type of culture that does allow for it is found in the tribe. Tribes are divisions within a society consisting of families and individuals linked by social, economic, religious, or blood ties, with a common culture and dialect. Junger believes tribal warriors are better positioned to handle the trauma of combat because they do not experience a significant transition when they return home:

Given the profound alienation of modern society, when combat vets say that they miss the war, they might be having an entirely healthy response to life back home. Iroquois warriors did not have to struggle with that sort of alienation because warfare and society existed in such close proximity that there was effectively no transition from one to the other.⁵ According to Junger, the essential characteristics of

the tribe have been stripped away from most of modern American society, with the exception of the military. The Army in particular is one of the few institutions left that provides its members with many of the tribe's most important aspects.

The Army & the Tribe: Similarities. In the Army, we share a common culture (uniforms, traditions, vocabulary) and recognize achievement in ways outsiders would not understand (medals, badges, streamers). We also experience shared suffering as a group (FTXs, deployments, combat), with most of these occurring at the platoon and squad level, the same intimate community Junger holds up as an example to emulate. If all of this is true, why do we find ourselves facing many of the same challenges of the non-tribal culture that surrounds us (suicide, depression, domestic violence, etc.)?

The Army & the Tribe: Differences. Unlike the Native American tribes Junger uses as examples, we in the Army have one foot firmly planted in the culture around us. This is precisely why the Soldiers interviewed by Junger express a desire to return to their days in combat. In Afghanistan, during the height of the conflict and in the most contentious locations, the break with modern culture was close to total.

Another difference is that we are not born into our tribe. Soldiers join as young adults with backgrounds, experiences, and values that come from outside the tribe and may or may not align with it. They also bring their families with them, families who often do not share in what we are doing or understand what we are trying to accomplish. Worse, all Soldiers understand that their time within this tribe will be temporary, as a PCS or ETS will sever the relationship at some point. Finally, a sense of autonomy can, for many Soldiers, be lost as their future often seems determined by people or circumstances beyond their control.

Seeking a Tribe. A 2014 study comparing the draft era force with that of the all-volunteer era shows how today's Soldiers are far more likely to have childhood trauma and alienation in their pasts.⁶ As sociologist



Glen Elder points out, one of the main reasons young people volunteer for the Army is to finally find a tribe to belong to, "The military can serve as a surrogate family, a group that has ties that will last a lifetime."⁷ The Army was their last and best chance to find and join a tribe. When they enlist, and end up being disappointed, despair can easily set in. Where else is there to go?

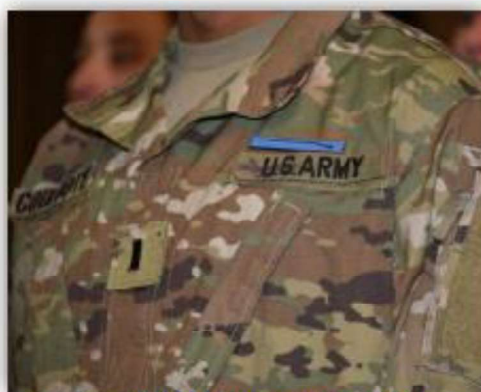
Bridging the Gap. One thing that can bridge the gap between the ideal tribe and the one the Army offers is *engaged leadership*. By engaged, we mean the type of leadership that invests the time necessary to truly know and understand each Soldier, and then to act accordingly to ensure they have the support they need to maintain their resiliency. In the absence of the type of combat that forces units to band together to both survive and to succeed, leaders must rely on other means to achieve the same end. This is not an easy task. As such, the following insights are intended to aid leaders at every echelon in the task of caring for the Soldiers entrusted to them and to supply the three fundamental needs of *competence, connection, and autonomy*.

The Need for Competence

Expert-level training. Of the three essential needs mentioned earlier, the need for *competence* is the one the Army is best positioned to provide for. The desire to gain mastery and expertise at specific skill sets is literally stamped on many of our training opportunities (the *Expert Infantryman's* Badge, the *Expert Field Medical* Badge, the *Rappel Master* Course, etc.). No

matter how busy the OPTEMPO, leaders must make the time available for these opportunities and to encourage their Soldiers to participate. The next challenge is to expand these types of programs to encompass each MOS and rank, especially for the most junior Soldiers.

Higher Education. Even if expert-level training were not available for some ranks or duty positions, the pursuit of higher education is available to all. To pursue a diploma or higher degree requires time, but it would also help fulfill the need for competence and personal growth. If so, then leader support for such endeavors is critical.



Expert-level training helps meet the need for competence, but leaders must make the time available for these opportunities and to encourage their Soldiers to participate.

The Need for Connection I

Integration (Reception). Ordinarily, tribal integration begins at birth. This is not the case in the Army and so makes integration a challenge that must be met successfully.

Integration should be focused at the squad and platoon level which is where Soldiers spend

the majority of their time and is where shared suffering occurs. How this process begins is critical because we do not always know what life experiences an incoming Soldier may be burdened with. We must be proactive and intentional in making each new member understand that they are not only joining a unit, but also a family, a tribe.

Integration must also happen early. If the Soldier is of the type described earlier, one with hopes of finding in their unit a tribe they always wanted but never had, then time is not on our side. While they may not know what it means to be in a tribe, they have plenty of



experience with the opposite, and it will not take them long to make a determination about their present circumstances. The critical window are the days immediately preceding and following initial reception.

Finally, integration must be affirming. The days of stringing the “new guy” along through days and weeks of alienation, waiting for the Soldier to earn their way into the trust of the unit, must come to an end. The Soldier can and will make a determination about their future in the unit from first impressions, and if they are lost early they may never be recovered. Junior leaders should instead make the new arrival feel as if they have just joined the finest squad in the Army, a place it is a privilege to be a part of. In support of this goal, integration should take on the challenge of making the Soldier feel that they have not just a job, but a vocation.

Integration (Vocation). One aspect of a tribe is that the members see its success as of greater value than that of the individual. This will never happen without every member seeing themselves as part of something special, something greater than themselves. In other words, they must have a vocation (a calling). The ideal method for instilling and maintaining this outlook is an emphasis on history and tradition. Thankfully, the 101st is rich in both. However, while we are blessed to have such a legacy to point to, it is of little value if it is not emphasized as something *to live up to* by every member.

As professionals, we are obligated to do our own research on the history of the unit to which we are assigned. While this may be true, but it is also true that our youngest Soldiers are likely not meeting this obligation. They need to be taught about the lineage they are now a part of. Moreover, when senior leaders are the ones doing the teaching, it provides reinforcement that our history is important, that it lives on today, and that they are part of something special.

Integration (The Family). While integration into the unit-tribe is critical, it is not the most important. Instead, it is the Soldier’s family that is essential to his or her level of resiliency. It is essential because that tribe is the one that, under ideal circumstances, the Soldier will remain a member of throughout their life. Soldiers move from unit to unit, tribe to tribe, and eventually will ETS. What should remain constant is the family and the intimate bonds that are created within it.

Yet this poses a challenge. Unlike the tribes Junger describes, in the Army our families do not travel with us or share in our labors. Too often they are left “outside the camp”, feeling the effects of tribal life, but never truly sharing in it. Worse, many of our Soldiers do not possess the relational skills necessary for a healthy family life. Thankfully, we have elements already in place that are designed to meet both challenges.

The Family Readiness Group, if fully implemented and supported, will help bridge the gap between the family and unit tribes. If we cannot take our families with us, either in garrison or on deployments, we must make them feel like members of our tribe, which they are. Information sharing, as full and complete as possible, is the critical element in making this happen. Events that include the families can also play an important role, but they come second to providing insight into what the division is doing, why it is doing it, and for how long.

When it comes to relational skills, the Army’s long running Strong Bonds program remains an invaluable asset. The program’s purpose is to provide training in basic yet essential relationship skills to help each service member build and maintain connectedness within the family. Strong Bonds and similar programs should not be an afterthought, but rather a pillar in each leader’s

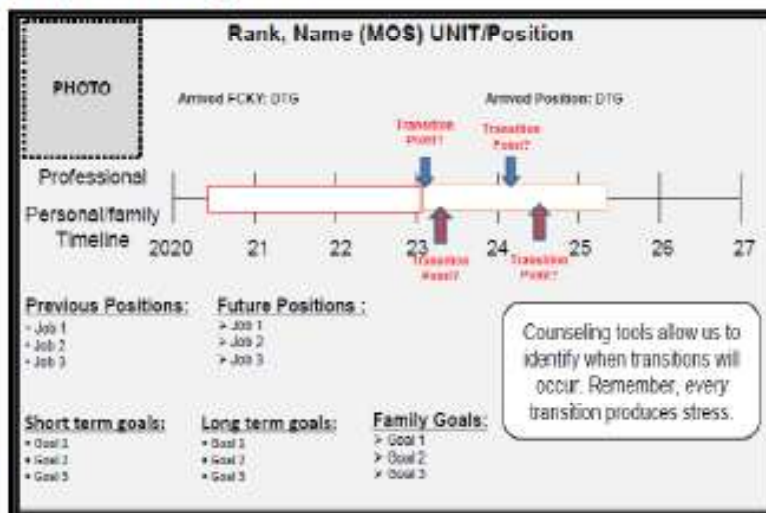
In the attempt to equip junior leaders with the skills necessary to provide their Soldiers with a sense of connection, two simple and yet profound ideas are critical: *transition theory* and *matterings*. While simple, they nonetheless can have a powerful effect when exercised by leaders who approach them with the seriousness they deserve.

Transitions (The Hidden Stressor). A *transition* is "Any event, or non-event that results in changed relationships, routines, assumptions, and roles."⁸ Transitions share some common characteristics. First, everyone goes through them, and each one produces

multiple times in the past does not guarantee I will adapt to the stress of the current transition in a positive way. The reason is that the conditions are never exactly the same and, even if they were, I am different! Finally, transitions are subjective. This means that it is how the individual undergoing the transition feels about the experience that matters, not those who are viewing it from the outside. There are three categories of transitions:

- 1. Anticipated (or occur predictably).
 - PCS, Marriage
 - Parenthood (planned)
 - Deployment, Retirement
- 2. Unanticipated (cannot be predicted).
 - Death of a loved one
 - Divorce
 - Serious injury/illness
 - Parenthood (unplanned)
 - Sudden financial hardship
 - Career change
- 3. "Non-Events" (expected, but do not occur).
 - School failure (Ranger, Air Assault, etc.)
 - Passed over for promotion
 - PCS orders revoked/changed.

Category two's are the only transitions engaged leaders cannot account for. If we are engaged in the life of our subordinate, we will know when category one's are



occurring and can prepare them for the possibility of category three's.

Counseling tools can be a great benefit in identifying transition points in the life of our subordinates. “Baseball Card” snapshots of their career goals or “Five Year Plan” timelines provide leaders with critical insight into where transition stress will occur. The leader can then proactively look out for that subordinate and ensure they navigate them successfully, especially since the



leader has likely navigated the same transition at some point in their own life.

As was mentioned before, any transition, regardless of category, produces stress. Dealing with that stress is called *adaptation*, a process during which an individual moves from being totally preoccupied with the transition to integrating it into his or her life. According to transition theory, the success or failure of adaptation is

Therefore, based on a Soldier's adaptation, they have the potential to impact unit readiness. What leaders need to remember is that transitions are subjective. Simply because I, as a leader, do not see my subordinate's upcoming PCS as a negative (based on the assignment, I may see it as a career enhancing positive), does not mean that view is shared by the Soldier. Remember what we said about the tribe and SDT's emphasis on the

“All transitions produce stress and test resiliency. Therefore, based on a Soldier's adaptation, they have the potential to impact unit readiness.”

dependent on the ratio of the individual's *assets* and *liabilities*.

Assets are found principally in the individual themselves (values, spirituality, resiliency, etc.) or in the social support structures around them (family unit, friendships, institutional, etc.). A lack of these assets, or if they are present but undeveloped, constitutes a liability. What is important to realize is that an individual who lacks personal assets can still successfully navigate a transition if their social support is strong. This is where the tribe, particularly at the squad and platoon level, must come to the forefront.

Leaders are not left without an aid in helping them determine how well positioned their subordinate is in regards to adaptation, as they can view the transition through the lens of the “4S's”.⁹ The combination of personal characteristics (SELF), the nature of the transition (SITUATION), how one deals with the stress of the transition (STRATEGIES), and what support systems are available (SUPPORT), determine how well an individual will adapt. If we know a subordinate is going through a transition, we should also know how strong they are in these areas and which ones will require additional attention.

All transitions produce stress and test resiliency.

importance of connectedness. If the Soldier has successfully integrated into his unit, shared in its sufferings, celebrated its successes, and built close bonds with fellow tribe members, it is not difficult to see how being uprooted from that environment and placed into another the Soldier knows nothing of can be seen as a negative.

Leaders must be cognizant of two things when it comes to this type of a transition. First, we need to be sensitive to how the departing Soldier feels about the move. Leaving a tribe is a significant life event, and it should be treated as such by the unit. Farewell ceremonies are essential to communicating to the Soldier that their contributions to the tribe are recognized and appreciated. However, just as important is how the unit receives the Soldier who will be arriving to fill that vacant position. They too are leaving one tribe to join our own, about which they know nothing. How are we receiving them? Have we been in communication with them already, letting them know that we are looking forward to their joining our team, our family, our tribe? How we handle these types of transitions may be the easiest way to assist our Soldiers in their adaptation to the stress that accompanies them.



The focus of this section has been on one type of transition, the anticipated one of a PCS. However, since anything that causes “changed relationships, routines, assumptions, and roles” produces stress, leaders must be able to support their Soldiers in all types of transitions.

Is there any one thing that would make a difference in the life a Soldier, a fellow tribe member, regardless of

the type of transition he or she faced? Counseling psychologist Nancy Schlossberg believes the concept of *matter*ing is that thing.

“[Individuals] may rule out suicide if they feel they matter to others.”

5. Appreciation: *one’s efforts are appreciated by others*

“One interviewee mentioned that the boss only noticed what was being done wrong and never mentioned the positive contributions.”

Mattering appears so obvious that it may seem odd that a theory needs to be developed to explain it. The

reason for this is likely that it is universal. Everyone, leaders and subordinates alike, and at every level, need to feel that they matter to someone else. One reason combat is so effective in bonding units together is the sense that everyone is necessary, everyone matters. Yet it is Junger’s central point in *Tribe* that this is not happening outside of the war zone. The battle against suicide will not be nearly as effective if this does not change. The power of this simple idea is seen in Schlossberg’s comment that “[Individuals] may rule out suicide if they feel they matter to others.”¹⁰

Beyond its application in combatting suicide, mattering can have an effect on other areas of readiness. A research study involving college students found that those who feel they matter are more likely to remain for a full four years. This relates directly to our desire to increase retention, particularly among our most talented tribe members. The study also showed that students who feel they matter are more involved and display a greater work ethic.¹² True readiness means more than just having every Soldier present for duty. What we want is for them to be fully invested in the mission at hand, and this study shows that mattering can help make that happen.

While simple, mattering is not necessarily easy. It is hard because it requires time, which is the scarcest of all resources, especially for leaders. It takes time to shift

The Need for Connection III

According to Schlossberg, “Mattering refers to our belief, whether right or wrong, that we matter to someone else. This belief acts as a motivator.”¹⁰

Mattering covers five different areas:

1. Attention: *the feeling that one is noticed*

“The most elementary form of mattering is the feeling that one commands the interest or notice of another person.”

2. Importance: *the belief that one is cared about*

“To believe that the other person cares about what we want, think, or do, or is concerned with our fate, is to matter.”

3. Ego Extension: *someone will be proud of what one does or will sympathize with a failure*

“Although knowing that our failures are critical to another can be a burden, it also reconfirms that we matter to someone.”

4. Dependence: *the feeling of feeling needed*

“A college sophomore, deeply depressed and suicidal, was unable to complete a course of study or prepare for a career, but got out of bed each day to be at drama rehearsals because ‘they need me.’”



attention from the mission and the organization to the individual, and to let them know they matter. Yet, if Schlossberg is correct, there may be no greater way to provide the type of connectedness SDT says our Soldiers require and to make them a part of our tribe.

The Need for Autonomy

Autonomy is an individual's need to feel in control of their own behaviors and goals. Goals allow individuals to undergo suffering and sacrifice as long as they are convinced they are necessary to goal achievement. However, when they either stop setting goals, or believe them to be beyond their reach, they lose hope in a brighter future. Hope theory allows the leader to understand both what the term means and then how it can be instilled in their subordinates.

Hope Theory. Before providing the definition of *hope* (according to hope theory), it is important to see what it is not. Hope is not "fantasizing". Fantasizing focuses only on the positive achievement of a goal and ignores the potential obstacles, as well as the amount of effort and sacrifice needed to accomplish it. This feels good for the moment, but can lead to discouragement when adversity inevitably appears. Likewise, hope is not "dwelling". Dwelling is the opposite of fantasizing. It is an exclusive focus on the negative, the possibility of failure, and the obstacles themselves. Dwelling contributes to inaction, anxiety, and a paralyzing fear of failure.¹³

True hope combines the best of both. You imagine your ideal future, one you desire and are willing to work for, while simultaneously acknowledging the obstacles that stand in the way of its realization. According to Charles R. Snyder, hope is "A state of mind based on a time-tested degree of willpower (agency) and credible strategies (pathways), toward a goal."¹⁴ Hope theory

explains how both agency and pathways must be present in order for a high level of hope to exist. Agency without pathways is more like a wish.

Another way of looking at hope is through the lens of operational planning. For any operation, you must begin with the objective. This is our *goal*. Once the objective and the mission statement are clear, we have to assess if we have the assets available to accomplish it, followed by determining avenues of approach for actually getting to where we need to be. These are *pathways*. If we know what we need to do and how to accomplish it, the only question remaining is if the readiness level of the unit is sufficient for the task. This is *agency*.

It is important to emphasize that the experience we have in planning operations is sufficient for applying hope theory with our subordinates. You do not need to have a degree in counseling or psychology to help them clarify goals or think of new pathways for achieving them. You already have that which you need.

The challenge for leaders at all levels is to identify the loss of hope, or the presence of low hope, within their subordinates. When hope is lost, it is replaced by its opposite, which is *apathy*. Apathy is the point where the individual has given up trying to achieve their goals. It is the result of trained failure. Why try?

Hope theory shows that individuals who have lost hope end up exhibiting many of the destructive behaviors we often see in our most difficult Soldiers. Such behaviors result in disciplinary action, which in turn leads to a loss in readiness and reinforces the Soldier's expectation of failure. The use of hope theory is an attempt to stop this negative cycle.

Leadership & Hope. It is important to emphasize that there is nothing in hope theory or in the process of



instilling hope that is not already a part of good leadership. Gallup conducted a study asking respondents if their leaders inspired hope. Of those who responded in the affirmative, 69% were also “engaged in their work.” Conversely, of those who responded in the negative, only 1% were so engaged!¹⁵

Subordinates require hope (the sense that their future is a bright one, and they have multiple options to realizing it). If we are to maximize readiness in an environment where the contribution of every member is critical, we must be leaders of hope.

One last and important point concerns the reality of “external” sources of hope.

Research shows that those with consistently low agency can still “learn” hope via the example of a leader. They discover how to look toward a brighter future by emulating their example. Leadership, exercised through the instilling of hope, is critical to the success of any organization.

Instilling Hope. If we identify our subordinate is struggling with goal setting, the process for assisting them involves the following two steps:

1. **Identify:** Everyone wants a brighter future, but not everyone can identify what it would take to make it a reality. Guide them through the process of visualizing what that future would look like from their perspective.
2. **Specify:** The challenge of step two is in translating this “vision” into concrete objectives (i.e. what, where, when). Finally, help them to break down these objectives into specific sub-steps or

tasks, allowing them to see that their goal is really a collection of smaller and, ideally, more manageable ones.

The next challenge is in helping them to formulate a “plan of attack”. In COA development, brainstorming can be used as a tool to help formulate options that otherwise might be overlooked. As a leader, you can facilitate this process with your subordinate. The task is

made easier by your greater life and vocational experiences. Like goal setting, pathways can be subdivided into smaller components. You can think of them as waypoints along the route to the goal that increase confidence as



progress is more easily measured.

Now let’s shift to a focus on pathways. We all know the value of having a “Plan B” in reserve in case our initial strategy encounters obstacles we cannot overcome. Hope is lost when an individual’s one and only pathway becomes blocked by obstacles, making the goal appear unachievable.

Every pathway has obstacles. Some are easy to overcome, and some are not, but they are always present. Recognizing this is critical as it keeps us from becoming discouraged when we confront one. This is why fantasizing is so dangerous, as it does not factor in the presence of obstacles. Nothing worth achieving ever comes without a cost. This means the presence of obstacles along their pathway can be viewed as a positive, a sign that the goal is a worthy one and worth pursuing.



We rely on PACE plans to account for contingencies. The same process should be used when imagining pathways to our personal goals. Knowing we have multiple pathways ready and waiting keeps us from becoming discouraged when obstacles block our current path. Again, leaders can assist in the process of imagining pathways their subordinates are not aware of.

Of the three components of hope, agency is the most difficult to have a direct affect upon. Once we have helped our subordinate clarify their goals and how they can best go about achieving them, whether or not this results in a motivated pursuit rests with them alone. However, this does not mean we are without influence in this area.

In an earlier section there was a description of "external" hope, or the impact a high-hope individual, especially a leader, can have on others. As a leader, the most effective means at your disposal for increasing agency within your subordinate is to show that you have confidence in their ability to follow their pathways successfully. We can call this influence "external" confidence, confidence they learn from your example.

Conclusion

Suicide is the last act of a tragedy. When a Soldier takes their own life, it is likely because they have lost hope in a brighter future, believe they do not matter, or simply are unable to face the stress of transitioning into the unknown once again. Their tribal ties, within the family or their unit, are not strong enough to hold them up under their burden. However, these challenges face all of us, even if suicide is never considered as a viable option. When life becomes difficult, we all need a tribe to help us see beyond the stress and support us in the journey forward. This is especially powerful when that

support can come from someone we admire and respect, a leader.

As leaders, we have the unique privilege of being in positions where our words and actions can make a significant impact on the lives of others. An unexpected word of appreciation can be enough to make a Soldier feel that they matter within their tribe. Providing counsel on future goals can give hope to someone who could previously see no way forward. Receiving a newcomer with enthusiasm and personal attention can help them integrate quickly into their new tribe, providing them with the community of support they need. All of these things are basic to leadership, and should come naturally. However, what makes them difficult is that they all require time. The intent of this material was to highlight how critical these things are to readiness, and by doing so, demonstrate that they are worth the time invested.



NOTES

¹ VCSA 1-n List, "A Life Worth Living (Part III): VCSA Global Response", 21 July 2020.

² Sebastian Junger *Tribe: On Homecoming and Belonging* (Kindle Locations 844-847). Grand Central Publishing. Kindle Edition.

³ Junger, Loc. 223.

⁴ Kendra Cherry, "What is Self-Determination Theory?" *Verywell.com*, October 07, 2019, accessed May 15, 2020, <https://www.verywell.com/what-is-self-determination-theory-2795387>.

⁵ Junger, Loc. 735-737.

⁶ John R. Blosnich, et al., "Disparities in Adverse Childhood Experiences Among Individuals With a History of Military Service" *JAMA Psychiatry*. 2014;71(9):1041-1048, accessed 1 October 2020, <https://jamanetwork.com/journals/jamapsychiatry/fullarticle/1890091>.

⁷ Ibid.

⁸ Nancy K. Schlossberg, "A Model for Analyzing Human Adaptation to Transition," *The Counseling Psychologist* 9, no. 2 (1981): 5.

⁹ Ibid.

¹⁰ Nancy K. Schlossberg, "Marginality and mattering: Key issues in building community," *Designing campus activities to foster a sense of community*, New Directions for Student Services, no. 48 (1989): 2.

¹¹ Nancy K. Schlossberg, "Marginality and mattering: Key issues in building community," *Designing campus activities to foster a sense of community*, New Directions for Student Services, no. 48 (1989): 3.

¹² Ibid.

¹³ Shane Lopez, "Making Hope Happen: Create the Future You Want for Yourself and Others," Atria Books: 2013, 125.

¹⁴ C.R. Snyder et al., "The will and the ways: Development and validation of an individual-differences measure of hope," *Journal of Personality and Social Psychology* 60, no. 4 (1991): 570.

¹⁵ Results recorded in "Strengths Based Leadership: Great Leaders, Teams, and Why People Follow" by Tom Rath and Barry Conchie, Gallup Press: 2008.



Group Cohesiveness

The extent to which a group or team want to stay together is referred to as their cohesiveness. Cohesiveness is created by the attraction of the group, the resistance to leaving the group, and motivation to remain a member of the group.

TEAM BUILDING AT THE SQUAD LEVEL

Cohesiveness relates to the internal group dynamics of maturity, homogeneity, size, and how frequently the team interacts. External forces can also increase a group's cohesiveness: factors like competition or the presence of an external threat. Successfully completing a task, goal, or mission will also increase cohesiveness within a group. If the team's goals align with an organization's goals, cohesive teams are productive and beneficial. However, an excessive amount of cohesiveness can lead to some issues within a team. Groupthink is one issue where cohesiveness and the desire to have a unanimous decision is more important than thorough and critical analysis of alternative courses of action. Groupthink occurs when individuals set aside their personal beliefs in order to achieve consensus with the group. Mental intelligence, the ability express emotions and perceive emotions, as well as the ability to understand and use those emotions in a positive manner, also promotes group cohesiveness.

TEAM DEVELOPMENTAL STAGES

ADP 6-22 states that teams experience three developmental stages:

1. •Formation,
2. •Enrichment, and
3. •Sustainment.

TEAM BUILDING AT THE SQUAD LEVEL

Formation

Leaders must be able to evaluate and assess the skills of newly assigned personnel and quickly integrate them into the team where they can bring the most value and be successful. The formation stage has two steps: reception and orientation. As stated earlier, leaders do not normally have the ability to select members for their team based on skill set or personality. Later in this chapter, we will discuss how to build teams when the leader does have the ability to select team members. Reception. Ideally, reception starts right after a Soldier is added to the gains roster and assigned to a position. The leader selects a member of the team as a sponsor and contacts the new Soldier to welcome them to the team. When selecting a sponsor, the leader should select someone who is fully committed to the team and exemplifies the organization's values. The sponsor should be required to complete either the sponsorship training requirements in the Army Learning Management System (ALMS) or the Electronic Sponsorship Application Training (eSAT). "Ensure like-gender, marital status, grade, and leadership positions are taken into consideration when assigning sponsors to the fullest extent possible."4 With new collaboration tools available on government systems, consider using video chat tools to meet with incoming Soldiers. This will expedite their integration to the team, and shorten the orientation process.



See Appendix C of Army Regulation (AR) 600-8-8, The Total Army Sponsorship Program, 28 June 2019, for a sponsorship checklist.

Orientation.

Orientation begins when the newly assigned Soldier arrives at the new duty station and meets the other team members, learns the layout and schedule of the workplace, and generally understands conditions.⁵ If the Soldier has dependents, include them as much as possible when meeting the team. Remember, the Army reenlists Soldiers, but retains families. Leaders should assess the incoming Soldier to determine their skills and best fit within the team. Candid discussions are the most effective way to accomplish this critical step. Soldier expectations and goals must also be a part of this discussion and will help determine specific assignments and roles for the Soldier, as well as the norms for the team. Though not required, having lunch or dinner, or other social outing such as a hail and farewell with the Soldier and their family, helps integrate them into the team faster and on a richer level. Orienting them to the area, both on and off the installation, helps them acclimate faster to their new assignment. 20 CENTER FOR ARMY LESSONS LEARNED Orientation is the first step where the new team member will meet their team face to face. This will leave a lasting impression. If done poorly team members will have more difficulty in becoming an effective team member and will not rapidly internalize its values.

Enrichment

The enrichment stage for a squad is different from a temporary or situational work-group team. A squad will not have an entirely new group of members at the same time. Most members of a squad are already committed to the team, unless they are newly assigned to the team or the team is rapidly assembled. The enrichment phase is where the team strengthens relationships with one another and builds trust and commitment. New members begin to trust their leaders and peers, along with themselves. Newly assigned Soldiers begin to buy in to the team, embrace the culture of the organization, and acclimate to the squad. The squad or team establish goals. For example, 100 percent of the squad should earn the Expert Soldier Badge. A different squad may be comprised of a company commander, a first sergeant, an executive officer, and the training room clerks. Their goal may be to pass a command inspection. During this phase, new Soldiers on the team should be getting comfortable in their role and how they add value to the team. They should be more likely to articulate their needs to better fulfill their role in the organization, and share with the leader how they see themselves progressing upward within the organization. While the new Soldier is beginning to trust their peers, peers are also beginning to trust the Soldier. Team members develop accountability focused on the team rather than on the individual. The team begins to feel accountable to each other and accept accountability for the team's actions. As team members develop accountability and trust, they feel more commitment, which leads to cohesiveness and members proudly proclaiming, "This is MY squad."

Sustainment

Once squad members reach the sustainment phase, they will do what is needed with little to no direction. Team members are confident in their abilities and motivated to overcome obstacles to complete the task at hand. Leaders should pay close attention for signs of complacency, especially during routine tasks, to ensure that bad habits do not become the new standard. Managing conflict is important during any phase of team building, but it is especially critical during the sustainment phase. Complacency from some team members will cause conflict. When members fail to perform up to the



established standards and norms, it breaks the trust within the team. The leader must step in and resolve the conflict to restore trust and accountability. This handbook covers conflict in more detail in Chapter 3.

Resolving Conflict

Conflict is the tension between individuals or groups because of real or perceived differences.

1. Conflicts can be a disagreement over:
2. Task. A disagreement about the task or goals. ●
3. Process. A disagreement about how to accomplish the task. ●
4. Relationship (Personal). An incompatibility between individuals or groups. ●
5. Values. Differing and incompatible belief systems. ●
6. Information. Occurs when people lack necessary information, are misinformed, interpret information differently, or disagree about which information is relevant. ●
7. Task Interdependence. One person or team is dependent on another for resources or information. ●
8. Structural. Results from structural or process features of the organization.

Not all conflict is bad.

Conflict can be constructive or destructive, and constructive conflict can be beneficial to team performance, as long as the conflict is not personal.

Constructive conflict may occur when a structural process in an organization is recognized as the issue and is changed as a result of the conflict to allow smoother operations and mission accomplishment.

When conflict becomes personal, it becomes deconstructive.

A leader cannot ignore personal conflicts. If the team does not confront the problem, the team will develop a negative climate



TASK CONFLICT

Task conflict can be beneficial in the early stages of planning after receiving a mission. In most cases, it will help people think critically about the stated task and all of the implied tasks. However, if task conflict becomes more detrimental to the team over time when tasks are complex as it can lead to 'paralysis by analysis.'

Strength Indicators	Need Indicators
Breaks down work into process steps or tasks.	Operates 'in the moment' without deliberate thought of how to complete the task.
Accurately scopes out the length, sequence, and difficulty of tasks to achieve desired outcomes.	Fails to identify road blocks that delay or prevent task accomplishment.
Sets goals and clear objectives that are specific, measurable, and time bound.	Does not develop a plan of action when coordinating tasks across teams and groups.
Facilitates subordinate and team task accomplishment without over-specification and micromanagement.	Reassigns tasks to different teams without evaluating the effect on existing workload priorities.
Underlying Causes	
Functions as a part of the reactionary environment, and does not seek to be proactive.	
Does not hold a clear sense of desired outcomes.	
Procrastinates and manages time ineffectively.	
Operates in isolation. Does not effectively delegate.	
Does not take time to see how all of the moving pieces fit together as a whole.	



PROCESS CONFLICT

Process conflict is conflict about how to accomplish the task, who is responsible for sub-tasks, and how to delegate responsibilities to accomplish the task. Soldiers uncertain of their roles increase the likelihood of this type of conflict. Leaders can reduce the amount of process conflict by ensuring everyone on the team is clear in their role and have a thorough plan on how to accomplish the task.

Strength Indicators	Need Indicators
Explains how subordinate roles support the unit's goals and work of others.	Provides subordinates with competing demands or contradictory messages about their role.
Establishes procedures for monitoring, coordinating, and regulating subordinates' activities.	Maintains a sink or swim attitude.
Informs subordinates of work expectations, particularly when taking on a new role.	Does not define or clearly communicate roles, desired outcomes, and goals to team members.
Successfully resolves subordinate conflicts regarding duty tasks or roles.	Assigns tasks without determining if work is in the scope of an individual's abilities.
Clearly outlines responsibilities and desired outcomes.	Refuses to be involved in subordinate conflicts and disagreements about "who does what."
Underlying Causes	
Does not conceptualize how contributions of team members should fit together.	
Unable to see the benefit of providing a clear message or guidance on role expectations.	
Over-tasked (or under-tasked) and not able to allocate distinct work roles.	
Lacks knowledge of position requirements and personnel capabilities when assigning work.	
Uninterested in managing work or people.	



RELATIONSHIP (PERSONAL) CONFLICT

Interpersonal differences are a common trigger of this type of conflict, which is the result of incompatibility or differences between individuals or groups. These disputes often lead to other dysfunctional conflict. This conflict is a primary source of stress. Because personal conflict is fueled by emotions and perceptions about another person or group and their personality, character, or motives, neither party may be interested in resolving the conflict. Because it is personal, it tends to become more extreme. Leaders must create a climate of mutual respect and open communication to reduce personal conflict. Table 3-3 lists strength and need indicators for personal conflict resolution.

Strength Indicators	Need Indicators
Identifies individual and group positions and needs.	Uses the same technique in every situation to influence others.
Sees conflict as an opportunity for shared understanding.	Negotiates with others without recognizing their priorities or interests.
Facilitates understanding of conflicting positions and possible solutions.	Uses extreme techniques such as being too hard or too soft when resolving conflicts.
Works to collaborate on solving complex problems in ways that are acceptable to all parties.	Isolates team members and pressures them to align with personal goals and priorities.
Builds consensus by ensuring that all team members are heard.	Does not seek to reconcile conflicting positions; only seeks to win.
	Focuses on negatives of others' interests.
Underlying Causes	
Does not seek the middle ground on issues, but demands that personal identified needs are met.	
Avoids conflict, and is uncomfortable in situations that demand identifying the conflict and solving the problem.	
Unable or unwilling to look for common causes or mutual goals.	
Is uncomfortable or does not like to work with teams towards common goals and priorities.	
Takes things personally.	
Does not maintain a solutions-based focus.	



VALUES CONFLICT

Soldiers and civilians come to the organization with their own set of values, and see the world from their own perspective. Some of these values may conflict with the Army values. A leader must resolve this conflict immediately. If the conflicted value is not congruent with the Army values, then the leader must motivate the individual or team to demonstrate the appropriate behavior. Whether the motivation comes from education, counseling, punishment, or all of the above. See Table 3-4 to assess a squad's ability to resolve values conflicts.

Strength Indicators	Need Indicators
Displays high standards of duty performance, personal appearance, military and professional bearing, and physical fitness and health.	Solves problems using the 'easy path' without regard for what is 'the right thing to do.'
Takes an ethical stance and fosters an ethical climate.	Puts personal benefit or comfort ahead of the mission.
Demonstrates good moral judgment and behavior.	Hides unpleasant facts that may arouse anger.
Completes tasks to standard, on time, and within the commander's intent.	Is publicly critical of the unit or its leadership, yet does nothing to help.
Demonstrates determination and persistence when facing adverse situations.	
Underlying Causes	
Has not accepted one or more of the Army values.	
Overly committed to self-interests, career goals, and personal achievement.	
Unable to translate Army values to personal behaviors.	
Afraid of facing demands or hardships that following Army values might bring.	
Not aware of personal behaviors and how they are perceived by others.	
Personal values conflict with Army values.	



INFORMATION CONFLICT

One of the leading causes of conflict is uncertainty. The lack of information because of poor communication increases the chance of this conflict type occurring. This is all but guaranteed to happen if the leader does not share the same information with all of the team or squad members (in-groups/outgroups). The best method of accomplishing this is to be open and honest with all members of the team. See Table 3-5 to determine a squad's ability to resolve information conflicts.

Strength Indicators	Need Indicators
Expresses thoughts and ideas clearly.	Creates inconsistent and confusing messages, arguments, and stories.
Double checks that subordinates understand the communicated message.	Communicates technical subject matter without converting it into general terms.
Reinforces the importance of current unit objectives and priorities for subordinates.	Places an emphasis on the wrong subject matter for an audience (too simplistic for management and too detail-heavy or strategically focused for subordinates).
Uses a communication method aligned with the information that will be expressed.	Shares information and understanding with only select favorites.
Communicates to subordinates as well as superiors to ensure everyone is in the loop.	Limits communication to subordinates and superiors in own chain of command.
Underlying Causes	
Has only a little preparation time before speaking to individuals or a group on a topic.	
Does not have accurate knowledge of the gaps in the audience's understanding of the subject.	
Not skilled in creating messages or explanations suited to the audience's background, comprehension level, language, culture, or other factors.	
Partial or incomplete understanding of the subject matter.	



TASK INTERDEPENDENCE CONFLICT

When one person or unit is dependent on another for resources or information, the potential for conflict increases. For example, a rifle company relies on others to deliver Class I, III, and V supplies before leaving the tactical assembly area. If those supplies are not delivered, there will be a conflict that results in the company missing their start point time.

STRUCTURAL CONFLICT

Structural conflict can be horizontal (between similar groups) or vertical (chain-of-command). This most often occurs because of a regulation, process, procedure, or the task organization. Leaders should work to adjust accordingly and within their authority.

Strength Indicators	Need Indicators
Uses effective assessment and training methods.	Requires that others follow the rules, allowing no room for deviation or innovations.
Challenges how the organization operates, especially those processes only done in a certain manner, "because they have always been done that way."	Holds on to techniques or procedures, regardless of their utility, efficiency, or effectiveness.
Discards techniques or procedures that have outlived their purpose.	Fails to seek advice or counsel when facing a new or complex task.
Regularly expresses the value of seeking counsel and expert advice.	
Encourages leaders and their subordinates to reach their full potential.	
Motivates and stimulates innovative and critical thinking in others.	
Seeks new approaches to problems.	
Underlying Causes	
Feels that rules and procedures were put in place to follow, no matter what the outcome.	
Supporter of traditional values and approaches to problems.	
Afraid of change and the possible difficulties and turmoil that accompany new techniques or procedures.	



MANAGING CONFLICT

When conflict arises in a team (and it will), it presents an opportunity to either make the team stronger or break it apart, depending on how the leader and the team resolve it. ATP 6-22.6 lists some ground rules for managing conflict that leaders should follow. Teams should establish rules before conflict arises so everyone understands how to work through conflict and use it to improve team performance.

AVOID PERSONAL ATTACKS

Address how team members' behavior or performance affects the team. Do not attack team members personally. When a member suffers a personal attack it can affect them for a long time, long after the member improves their performance or corrects the problematic behavior. This leads to resentment and other personal attacks in the future.

PREVENT HEATED OUTBURSTS

Angry outbursts cause other members to shut down mentally. Outbursts do not resolve conflict, but rather drive it below the surface until it reappears, even more damaging than before. The team as a whole gets defensive, stops collaborating, loses trust, and damages the relationship with the member who had the outburst. Outbursts are mental responses to other issues that can usually be resolved once emotions are removed from the equation. Early in the team development process, leaders must lay a ground rule that before emotions come out in an outburst, the team member should disengage from the conversation and reengage only when they feel they can discuss in a rational manner.

APPROACH OTHER TEAM MEMBERS DIRECTLY

If a team member has a conflict with another member of the team, they should deal with that team member directly, face-to-face. Too often, team members discuss their issues with other team members. This erodes trust within the team. It is not always possible to have an in-person meeting. If the problem cannot wait until a face-to-face meeting is possible, a phone call is the next best solution. If a phone call is not possible, an email may suffice, but only as a last resort.

NEVER ASSUME HOSTILE

Intent Miscommunication is the most common cause of conflict within a team. Members normally do not try to cause a conflict purposely. Either the meaning of the conversation or task was misunderstood, or something else went awry, as if the member did not fully comprehend the standards or how their behavior was interpreted. When attempting to resolve the conflict, team or squad leaders must understand that members are usually not trying to cause conflict.



ACT TO CONTROL CONFLICT

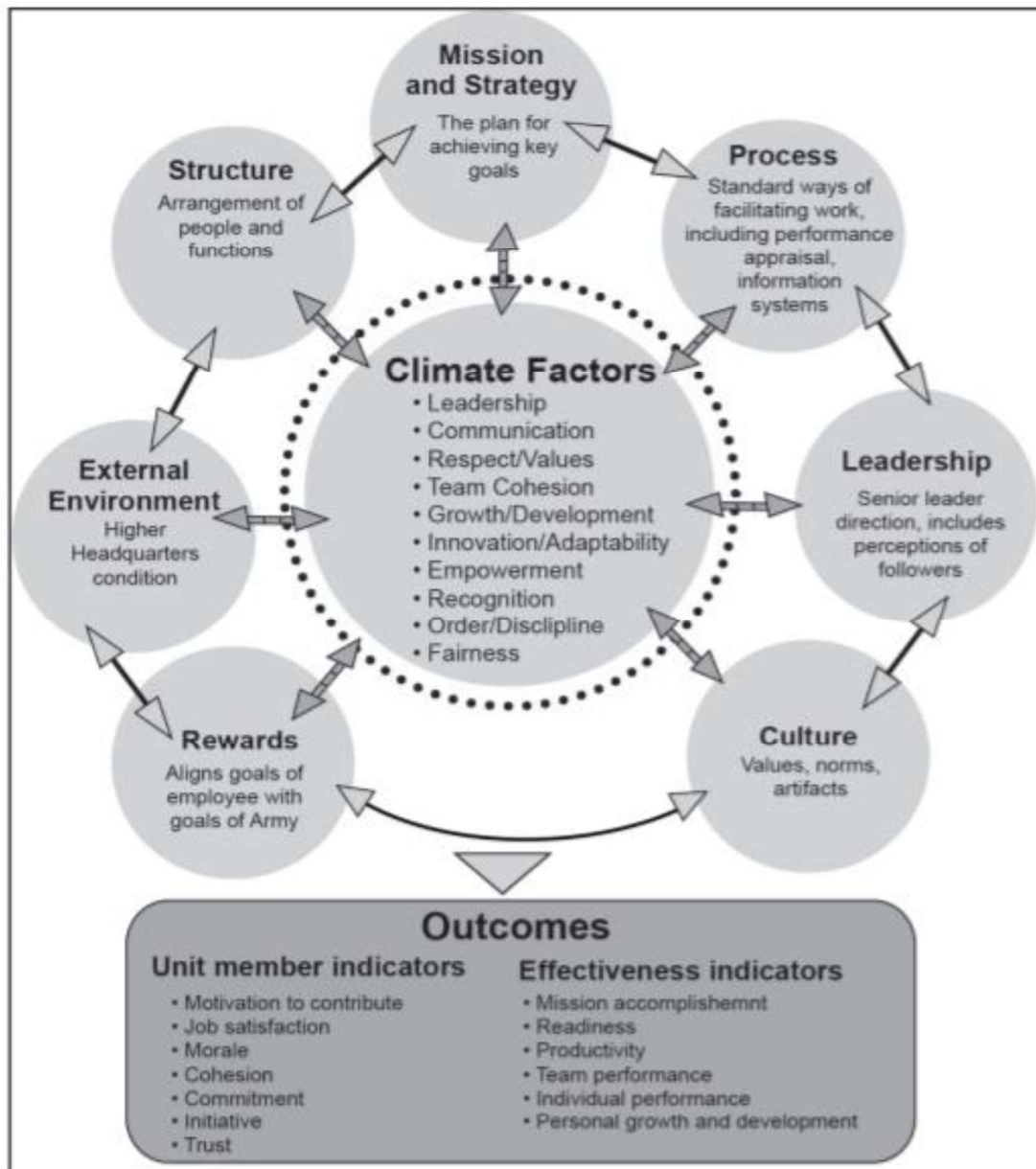
Leaders must learn when and how to control conflict. As stated earlier, conflict can improve team performance if handled effectively because it can lead to improved processes. If ignored, conflict can spread throughout an organization and grow to proportions that the leader cannot handle on their own. If the conflict occurs in a public forum, the team leader or another member of the team must intervene and move the parties to a private location. Conflict in a public form can have long lasting negative effects, even after the reason for the conflict is resolved.

Avoiding conflict is not a recommended course of action, as this allows the conflict to grow and affect team performance. As soon as a conflict arises to the attention of the leader, the leader should resolve it before it impacts team performance.



ESTABLISHING A POSITIVE CLIMATE.

There are 10 factors that determine the climate





LEADERS' ROLE IN FOSTERING A POSITIVE CLIMATE

A leader is responsible for establishing a positive climate in their organization. The elements that influence the climate are: •

1. **Modeling appropriate behavior, •**
2. **Maintaining Army culture and core values, and •**
3. **Caring for members.**

If a leader fails at any one of these, they will not have a high performing team and will possibly have a dysfunctional group. They are also more likely to have discipline problems. Either the team members will select an informal leader to follow, one who performs all of the elements, or they will follow the poor leader and become a squad that does not perform to standard.

Modeling Appropriate Behavior

Modeling appropriate behavior is one of the competencies in the Army Leader Requirements Model, under Leads by Example. Effective leaders must demonstrate, not only by words but also by actions, the behaviors they want others to emulate. Other members of the team look to the leader to understand how they should behave and perform. When the leader is not present and a squad or team member is unsure of how to behave, they will look to an informal leader who will, if the climate is positive, demonstrate positive behavior. The following list from Building and Maintaining a Positive Climate Handbook shows other ways leaders can model appropriate behavior: •

Displaying Character. Leaders can display character by completing tasks on time and modeling standards for performance, personal appearance, physical fitness, and ethics. They can also display character by modeling sound judgement and reasoning, determination, persistence, and patience. •

Exemplifying the Warrior Ethos. Leaders can demonstrate the warrior ethos on and off the battlefield by showing resilience during prolonged and demanding conditions, and by doing the right thing despite adversity, challenges, and setbacks. •

Leading with Confidence in Difficult Situations. Leaders should demonstrate competence in their leadership abilities, display confidence and composure even when situations are not going well, and maintain a positive outlook in the face of adversity or setbacks.

•**Demonstrating Competence.** Leaders can demonstrate technical and tactical competence by performing their duties to a high standard. They should share their knowledge of how to use equipment, procedures, and methods, while also remaining innovative. •

Demonstrating Conceptual Skills. Leaders should think critically about complex situations, understand cause and effect relationships, develop plans, and lead others. •



Seeking Diverse Ideas and Points of View. Leaders should encourage honest communication and be open to alternative explanations and approaches for solving difficult problems.

Case Study 1: Impact of Trust on Building a Positive Climate

Staff Sergeant (SSG) Bunnell had to make a choice. Where should he position his three sniper teams to watch over their battalion's 40-kilometer portion of Main Supply Route (MSR) Tampa, so they could best engage and destroy the insurgents emplacing improvised explosive devices (IEDs) along the route?

SSG Bunnell had been with this squad since just before the unit deployed to Iraq a month ago. This was the squad's first mission outside of the forward operating base (FOB) without the unit that usually conducted their left seat/right seat rides.

Insurgent IED activity had increased in recent days along the route, causing fatalities, injuries, and damaging or destroying vehicles. The squad all listened in when the staff briefed the mission. They paid close attention throughout the brief, but paid special attention when the S-2 updated on the pattern of the recent IED activity, and the times she believed they were emplaced.

SSG Bunnell gathered the squad around the map so he could collect their thoughts on selecting the site. His five-man-team selected three different positions, which all differed from where he had believed the best position would be. Bunnell had each team member explain the reason why they thought the team should use their selected position.

After each member had discussed their recommended positions, SSG Bunnell showed the squad the positions that he had selected. Only one of his positions matched with any of the team's recommendation. Bunnell went on to detail his thought process for selecting each position. Each of the squad members nodded in agreement at their squad leader's selected positions and reasons for selecting the sites.

"Why did you have us recommend a position to you if you already knew our sniper positions?" asked Specialist (SPC) Jackling.

SSG Bunnell replied, "Listen, I am not always going to have time to explain to you why I make certain decisions. Most of the time I am going to just direct you to do something and not have time to explain why I chose that course of action. Other times, like this, the situation allows me to explain my thought process. This way you can understand why I chose a specific course of action. You will understand how I think and what I look for to determine the best way to accomplish the mission. It is all about trust. You trusting me, me trusting you, and all of us trusting the team."



Case Study 1: Impact of Trust on Building a Positive Climate Continued

Another team member asked, “SSG Bunnell, if we know how you think, and the kind of information you need to make a decision, what should we do if you seem to go against your own way of thinking, or do not have all of the information?”

“Then you should raise the concern. I am going to make the best decision I can with the information that I have. Now that you know what info I need, if you have information that I need to know to make an informed decision, make sure I have considered that information,” SSG Bunnell replied.

Question 1. Do you think SSG Bunnell’s actions helped build trust within the squad?

Question 2. Do you believe that the squad is less likely to question decisions SSG Bunnell makes in the future?

Question 3. Are professional development opportunities also helpful for building trust within a formation?

CULTURE

Culture consists of the foundational values, beliefs, and behaviors that drive an organization’s social environment, and plays a vital role in mission accomplishment. The symbols, or artifacts, consist of material things like the Army flag, Medal of Honor, uniforms, etc., but artifacts also include stories.

General George Washington crossing the Delaware, General Ulysses S. Grant during the Civil War, the Rangers scaling Pointe du Hoc, the 82nd Airborne Division jumping into Normandy, the Big Red One assaulting Omaha Beach on D-Day. Stories of the heroics from Medal of Honor recipients like those that Audie Murphy, Roger Donlon, Thomas Payne, and Matthew Williams all add to the lore and reinforce the belief system, and thus the culture of the U.S. Army. Changing culture is difficult. The Army has changed culture throughout its history, but it has always been a slow and difficult process. The U.S. Army is one of the most trusted institutions in all of government. After World War II, the Army and military as a whole were viewed as victors, and an institution whose members deserved the utmost respect. Those feelings began to shift after the Korean and Vietnam wars. What changed is that the public had more access to operations than ever before. Any missteps by Soldiers or leaders were broadcast on national television immediately, influencing the public perception and ultimately the culture of the Army. Today’s Army lives in an even more open environment. Social media provides everyone the opportunity to receive news and opinions in near real time. Social media influencers can sway public opinion rapidly, which has an effect on military culture. Maintaining Army Culture and Core



Values As stated earlier in this chapter, culture takes a long time to change, and strategic leaders drive that culture. The Army core values align with the Army culture. Soldiers need to understand and embrace the Army values, living them in all aspects of life.

The Army values are:

- Loyalty. Bear true faith and allegiance to the Constitution of the United States, the Army, your unit, and other Soldiers.
- Duty. Fulfill your obligations.
- Respect. Treat people as they should be treated.
- Selfless Service. Put the welfare of the nation, the Army, and your subordinates before your own.
- Honor. Live up the Army values.
- Integrity. Do what is right, legally and morally.
- Personal Courage. Face fear, danger, or adversity

Caring for Members

The best leaders take care of the entire Army team, which consists of Soldiers, Army civilians, and their families. Good leaders balance the needs of the mission and the welfare of their members by knowing their squad, and regularly assessing their mental, physical, and mental well-being and providing appropriate relief when needed.⁷ A leader cannot assess and detect changes in their subordinates unless they know them. Looking a team member in the eye and talking with them, and not just about work-related issues. Meeting the families and understanding the challenges each Soldier and Army civilian face is an important part of building the mutual trust every Army member should strive to achieve and maintain.

Caring for members also includes professional development. Assessing their professional and functional education needs, and aligning those with organizational needs. Selecting team members with potential to attend school benefits not only the Soldier, but also the unit and the Army as a whole. Balance the needs of the Soldier and Army with the needs of the unit and leader. Many leaders struggle with this when determining whether to send a Soldier to their professional military education training or when conducting a combat training center rotation. Rewards and punishment are also a part of taking care of Soldiers.

Reward the desired behavior, the behavior that demonstrates the Army values. The reward should be meaningful, and in front of the team. It does not have to be a military award. It could be something as simple as a three-day pass, or early release from a duty day.

Conversely, punish those whose behavior contradicts the Army values. Punishment can range from counseling, to withholding promotions, to non-judicial punishment.

To be effective, rewards and punishments should be fair, and consider the whole person when administering. It is important to enforce standards.



Members will know that their leader cares for them when they take ownership of what their squad does or fails to do. The leader must own it! Leaders must know their team members, know their families, know where they are from, what they like to do for hobbies, etc. A leader will find it difficult to see indications of issues early on if they do not know about their Soldiers or team.

Case Study 2: Balancing Family Needs with the Mission

The Blue Spaders had just returned from a 14-day exercise in Hohenfels, Germany. After performing recovery operations on Friday and Saturday, and having Sunday and Monday off, the battalion was back at it on Tuesday with Day 3 recovery operations. Sergeant First Class (SFC) Cajina was watching his platoon in the motor pool lay out all their equipment for the afternoon inspections. He noticed SSG Brown, the 2nd Squad Leader constantly checking his cell phone and looking upset about something.

Cajina knew that SSG Brown was normally upbeat and constantly engaged with his squad in whatever they were doing. SFC Cajina pulled SSG Brown to the side for some privacy and asked if everything was all right.

Brown replied, "SFC Cajina, you know my daughter Olivia. She's having her first piano recital now at school; my wife has been blowing my phone up asking if there is any way I can make it. Olivia is nervous and was really wanting me to be there. I told her we have an inspection and I cannot."

SFC Cajina then asked SSG Brown if one of his team leaders could handle the inspection without him. "Of course he can, he has done this a few times" Brown replied.

SFC Cajina explained to SSG Brown "Listen, most of the time the Army, mission will come first. Other times you need to take care of family first. When the Army has to come first, you are going to know it. Right now, you have a little girl who needs her daddy. Go be there for her."

SSG Brown left the motor pool with a huge smile on his face as he texted his wife to tell her to save him a seat.

Question 1. What are your thoughts on SFC Cajina's decision?

Question 2. Is this an example of taking care of your members?

Question 3. How do you think SSG Brown's family felt about that decision?

Question 4. What do you think the other members of the platoon thought of the decision?



HOW TO HAVE “HARD CONVERSATIONS”

Hard Conversations on current events and leadership experiences in relation to the Army Values and Character Development are part of Foundational Day. See the Foundational Day section for a list of leader resources to facilitate these discussions as well as example vignettes. Below are a few guidelines on how to prepare for these discussions.

Know the official Army position on the topic.

Plan out the conversation:

What initial question will you ask to generate conversation?

What progressively more difficult questions will you ask to further facilitate the conversation?

Anticipate the potential controversial answers/opinions that will be expressed and how to mitigate conflict while validating the answer/opinion. Redirect to the official Army position when needed. Provide personal experiences when appropriate.

Be empathetic to multiple points of view.
(while not compromising Army Values or the Army position on the topic)

Ask what Soldiers have learned from the discussion.

Ask if anyone's opinion has been influenced or changed due to the conversation.

Reiterate what you want the Soldiers to take away from the discussion and the Army position and how it correlates to the Army Values.

Finish the discussion on a positive note especially if the discussion became contentious. Assess if further discussion is needed. Continue the discussion as needed or establish a follow-on conversation if needed with individuals or the group.





ENGAGE

DESCRIPTION: A prevention model that emphasizes peer-to-peer engagement at the earliest sign of deviation from normal behavior. Enables bystander intervention and develops a Culture of Trust within the unit to enhance resilience.

CATEGORY: Mental, Family, Physical, Spiritual, Social

CLASS SIZE: Based on classroom size and COVID restrictions

LEAD TIME: 3 weeks

EXECUTION TIME: 2 hours

COST: \$0

MATERIALS: Class Room, Projector, Participant guide

POC: R2 Performance Center /

COUNSELING ENHANCEMENT WORKSHOP (CEW)

DESCRIPTION: The purpose of the Counseling Enhancement Workshop (CEW) is to enhance leader-to-subordinate counseling skills, improve relationships within units, enhance the performance of units, and improve the overall Army climate. Soldiers will practice the skills in real-life scenarios as presented in role-plays throughout this workshop.

CATEGORY: Mental, Social

CLASS SIZE: Max 20

LEAD TIME: 2 weeks

EXECUTION TIME: Max 2.5 days

COST: \$0

MATERIALS: Class room, participant guides, computer with A/V, clicker, projector, flip charts/easel, white board, markers, tape, pens, paper, highlighters

POC: R2 Performance Center

ASSERTIVE COMMUNICATION

DESCRIPTION: Communicate clearly and with respect, especially during a conflict or challenge. Use the IDEAL model to communicate in a Confident, Clear, and Controlled manner. Resilience is strengthened due to stronger relationships.

CATEGORY: Mental, Family, Physical, Spiritual, Social

CLASS SIZE: 20 - COVID / 35 - non-COVID

LEAD TIME: 2 Weeks

EXECUTION TIME: 2hrs, 30 min

COST: \$0

MATERIALS: Class Room, Projector, Participant guide

POC: Unit Master Resilience Trainer



MORAL LEADER TRAINING

DESCRIPTION: The purpose of this training is to help soldiers understand how morals and ethics influence the decision making process. This class builds resiliency by strengthening moral and ethical character.

CATEGORY: Mental, Spiritual
CLASS SIZE: Varies, contact UMT
LEAD TIME: 2 hrs.
EXECUTION TIME: 2 hrs.
COST: \$0
MATERIALS: Handouts provided
POC: Unit Ministry Team (UMT)

SHARP ESCAPE ROOM CHALLENGE

DESCRIPTION: The SHARP Escape Room Challenge provides a means for unit leaders and SHARP personnel to conduct supplemental training and enable Army personnel to demonstrate their knowledge and awareness on SHARP fundamentals within a unique, hands-on environment. The SHARP Escape Room Challenge requires teamwork, communication, delegation, creative and critical thinking, and attention to detail.

CATEGORY: Mental, Social
CLASS SIZE: 3-4 personnel per team plus a facilitator (Squad Leader as example) and SME (credentialed Victim Advocate or Sexual Assault Response Coordinator)
LEAD TIME: 1 month
EXECUTION TIME: 30 minutes
COST: \$0
MATERIALS: Instructor provides all materials
POC: BN/BDE Sharp Rep

Team Building

DESCRIPTION: A variety of hands-on exercises, discussions, and training to equip unit teams with the skills, cohesion, and culture necessary for high level unit performance. Customizable team building sessions target topics such as communication, trust, leadership, problem solving, and role clarity.

CATEGORY: Mental, Spiritual, Social
CLASS SIZE: Typically 9-30
LEAD TIME: 3 weeks
EXECUTION TIME: Typically 1-3 hours
COST: \$0
MATERIALS: Provided by R2 Performance Center
POC: R2 Performance Center



GREAT TEAMS WORKSHOP

DESCRIPTION: A collaborative process between selected Soldiers and leaders from across the unit to engage in a series of workshops and discussions aimed at solidifying or redefining the unit's shared vision, values, and standards.

CATEGORY: Mental, Spiritual, Social

CLASS SIZE: 20 - COVID / 35 - non-COVID

LEAD TIME: 30 days

EXECUTION TIME: 4-12 hours

COST: \$0

MATERIALS: Class room, projector, participant guide, flipcharts

POC: R2 Performance Center

PAINTBALL

DESCRIPTION: This is a competition on the field of paintball battle to focus on team building and comradery.

CATEGORY: Mental, Family, Physical, Social CLASS

SIZE: Up to 20 per group, 40 per day LEAD

TIME: 2 Weeks

EXECUTION TIME: Up to 4 hours, dependent upon group size

COST: \$25 a person

MATERIALS: Provided by Warrior Adventure Quest

POC: Warrior Adventure Quest



TEAM CHALLENGE COURSE

DESCRIPTION: This obstacle course challenges teams to count on one another and conquer the course.

CATEGORY: Mental, Physical, Social

CLASS SIZE: Up to 40

LEAD TIME: 2 Weeks

EXECUTION TIME: Up to 2 hours

COST: \$150 for groups, up to 40 people

MATERIALS: Provided by Warrior Adventure Quest POC: Warrior Adventure Quest /



EQUIPMENT CHECKOUT CENTER

DESCRIPTION: Participants can enjoy daily activities provided by Equipment Checkout Center with outdoor games, Campers, Boats, Camping Equipment, etc. in a fun and safe environment. Promoting outdoor activity challenges, team work, and socialization.

CATEGORY: Mental, Family, Physical, Social
CLASS SIZE: N/A
LEAD TIME: 2 Weeks
EXECUTION TIME: N/A
COST: Varies on equipment
MATERIALS: Equipment provided by staff
POC:

PAVILION RESERVATIONS

DESCRIPTION: Rent a pavilion for your next unit function, retirement ceremony or FRG meeting! Electricity and water hook-ups available at select pavilions.

CATEGORY: Mental, Family, Physical, Social **CLASS SIZE:** Varies, with proper social distancing
LEAD TIME: 2 Weeks
EXECUTION TIME: Min 2 hours
COST: \$10 an hour
MATERIALS: Equipment provided by staff
POC:

DODGEBALL

DESCRIPTION: Dodgeball will include 2 opposing teams comprised of 6 players. The object of the game is to eliminate all opposing team members by hitting them with a thrown dodgeball on any part of their body except the head.

CATEGORY: Mental, Physical, Social
CLASS SIZE: 30 max
LEAD TIME: 48 Hours
EXECUTION TIME: 2hrs, 30 mins.
COST: \$100 per group
MATERIALS: Dodgeballs (12) Small Cones (6)
Large Cones (4) Lysol Cleaner (2 bottles) Cleaning Rags (10). All materials provided
POC: Army Wellness Center /



ZIP LINING

DESCRIPTION: Patrons ascend a cargo net and zip-line off the high ropes odyssey course, while enjoying bird eye views of the Outdoor Adventure Park.

CATEGORY: Mental, Physical, Social
CLASS SIZE: 20 Max
LEAD TIME: 2 Weeks
EXECUTION TIME: 2 Hours
COST: 15 per person
MATERIALS: Helmet, harness, safety lines (lobster claws), and zip line trolley. All materials provided
POC:

ANNUAL SHARP TRAINING

Description: Discuss the SHARP program: the reporting options and the processes of sexual violence reporting.

CATEGORY: Mental, Social
CLASS SIZE: Conducted at unit level and can vary based on social distancing
LEAD TIME: Based on unit schedule
EXECUTION TIME: 30 to 60 minutes **COST:** \$0
MATERIALS: Required slide show from ATN. Can be given by any leader with a VA or SARC present to oversee training
POC: Lead SARC,



APPENDIX 1: ARMY VALUES/CHARACTER VIGNETTES AND DISCUSSION EXAMPLES

OPPORTUNITY 1. JUST DANCE

I'm headed to a popular bar downtown. When I get there, I make my way to a bunch of my fellow NCOs who are on the other side of the pool table. SGT Kendle, who is new to the battalion is there, and so is SGT Richards, who Kendle confessed to you that she thinks is hot. Not long after your arrival, he hands her a shot. "Uh, no, it's too early for that," Kendle responds. Richards retorts, "hang with the big boys if you're trying to play." Shrugging, Kendle does the shot, wincing as the strong taste goes down.

After a while, I notice Richards puts his arm around Kendle's waist, and she slips out of his hold and heads for the dance floor. Richards and his friends start high-fiving after making several inappropriate gestures watching her dance. Kendle comes back from the dance floor to a row of lined up shots; she was dancing with another girl on the dance floor, but her new friend dances on. Two of the guys at the table say they're out—their wives are going to be mad if they don't come home soon, so Richards gives theirs to Kendle; she signals to her friend to come over, but her friend doesn't see her, so she ends up doing both shots.

After a bit, Richards leads her out on the dance floor, I see him steadying Kendle as she's starting to sway. He takes her back to the bar and they look like they do another shot. Her friend comes over to check on her; Kendle hugs her and stumbles into a bar stool. The friend turns and glares at Richards, eventually passing Kendle to him to go back to the dance floor. At this point, Kendle is barely upright, and Richards half carries her outside, high-fiving a few friends on the way out. I see him place her into a cab and get in himself.

OPPORTUNITY 2. BATTLEFIELD

Sunday evening I was hanging in the barracks playing Battlefield 4 and eating a pepperoni pizza. I went down to CJ's room to ask if he had made it past this crazy level where I was stuck. As I was walking down the long white hallway (does it look like a prison hall, or is it just me?), I heard David bust out in his room: "... that's why we broke up, Jasmine! You say you want to get married, but you can't stop spending money so we can get out of this financial hole we put ourselves into!" I shook my head and chuckled as I walked past—dang, hasn't everyone had that conversation with their girlfriend? As I got to CJ's room he asked, "Jeez, is that Dave? Fight with Jasmine again?" "Yeah," I said, but then we turned our talk to Recker's duel with the enemy.

As it turns out, CJ was no help at all, so it wasn't long before I headed back to my room. David's door was cracked, so I took a peek and saw David tilting back a bottle of Jack Daniels and slumped in his chair. "You ok, Dave?" I asked, poking my head in the door. "Yeah, man," he said, letting out a long sigh. "Jasmine is the bane of my existence is all. I love her, but she is killing me with her spending. We owe over \$25K in credit cards and she doesn't understand that she can't buy everything she sees." "That sucks," I said. He went on: "And I'm jammed up with SSG Walsh, 'cuz I was late to formation twice last



week, so instead of being able to go to the bank to talk about a loan, I had to paint the **stupid rocks** outside of the company area.” He took another swig from the bottle. “You know what really sucks? My mom’s got cancer, and I can’t leave to do anything about it.” He paused. “Sometimes I wonder if I was gone would it even matter, because I can’t fix anything,” he said, to no one in particular. “Screw it.” Suddenly, he noticed me again. “Whaddya need, Vic?” I took a step back, “nothing, dude, just getting my butt kicked in this game I’m playing. I’ll leave you alone.” Dave sighed again, “Yeah, don’t stay here. I’ll just bring you down more. I’m just going to sit here with my friend Jack and think about all the other ways to eff up my life.” I felt down as I walked back, thinking, “that kid is sucking at life right now,” but shrugged it off, and plugged in again to kick this game’s butt. Well, attempt to, anyway. The next morning Dave didn’t make it to formation on time again, and Walsh blew a fuse. “That kid is going to feel the pain this week!” he shouted; face flushed red, “ZERO personal time!” As he went off in search of Dave, the rest of us started our “fun run” with the BC.

OPPORTUNITY 3. NOWHERE TO GO

It’s 7:30 on a Friday night, outside of Ft. Nowhere. I had been invited to a house party by Mario, one of my teammates, at his friend Owen’s house. It sounded good to me: BBQ, horseshoes, music, and general merriment.

I open the door and walk into the ruckus. There’s a group of people lining up shots – tequila, maybe? - On the kitchen counter. The toast went up and the shots went down. One of the guys, Smith, I think, choked hard as the liquor went down. As he pounded Smith on the back, Owen shouted, “Man up, dude! It’s going to be a long night for you!” I heard my buddy Mario yell from the backyard “Ross, the beer is back here!” I moved through the kitchen to the backyard towards the laughter, grill, and beer. A couple of hours later I saw Owen and Smith lining up what was probably their 6th or 7th round of shots, and a crowd gathered to watch the boys hoist their glasses, toast, and down the drinks. I saw Smith stumble and turn a weird shade of purple after his shot, but Owen reached over and propped him up.

Then he yelled, “Get it together, Smith! It’s only 10! The night is YOUNG!” Jessica, Owen’s wife, handed Smith a wet towel to wipe his face and led him to a chair.

I went back to pitching horseshoes; I needed to win back the \$20 I had lost to Owen earlier in the night. Hours passed, and it was close to 1 a.m. I was done for the night. I started digging for my car keys and a hand grabbed mine as I was pulling them out of my pocket. “No way, Ross,” said Mario, “If you’re leaving, call a damn cab. You can get your car tomorrow.” Seemed like a good idea to me, so out came the phone and the dispatcher said 10-15 minutes.

“Hey, what happened to that kid Smith?” I asked Mario. He shrugged, “Beats me, brother, I think I saw him hugging the toilet upstairs.” A horn sounded outside and my ride was here. I said my goodbyes and took one last shot for the road. As I walked out the door I heard Owen bellowing “Smith, get up! The next round is ready!” The door closed on the raucous laughter and the music was louder than ever. I shook my head, stumbled to the cab, anxious to get in my bed for the night.



OPPORTUNITY 4. OVERWHELMED

“Hey, Trish,” I said. “Just calling to catch up with you and offer any help to you.”

Trish sounded flustered as she explained how she had been trying to think about some major decisions while caring for her three young children. Trish lost her husband, SFC Rick Arias, eight months ago in a training accident as our husbands’ unit was preparing for deployment. She lives with their three children, Bree (age 13), Ricky (age 10), and Jenna (age 4), in a nearby neighborhood. When I offered to bring dinner to her tonight, she accepted.

I arrived with dinner later that afternoon to find the house in disarray. All three children were acting out, and Trish was on the verge of tears. We hugged; I could feel the tension Trish had bottled up in her. She seemed happy to see me, though, and was grateful for the dinner. The children, however, were out of control. Bree argued with her mother about anything Trish said; Ricky refused to eat the chicken, and Jenna wouldn’t let go of Trish’s hip.

After dinner, I helped tidy the kitchen. I noticed a 12-pack of beer in the fridge, and another on the floor, with groceries in bags that needed to be put away. There was a medication bottle for Prozac at the top of Trish’s opened purse on the counter—well, of course she’d be taking an antidepressant. We sat and talked of many things: all the paperwork she had to do and how it was so hard to understand, where she should move to be closer to her family, how to find schools where the kids would be happy and be able to make new friends. We spoke of the mental toll this loss had had on the entire family, and how maybe family counseling could help. It was a heavy talk; Trish was clearly overwhelmed. And I detected some resentful unhealthy comments from Trish about her life and the Army.

It came time for me to leave. I promised to keep in contact with Trish and help however I could. On the drive home, I just couldn’t stop picturing all of the beer and how this loss had so affected this family.

OPPORTUNITY 5. REACH OUT

My old teammate Reid seems like he’s had a rough year, even though he’s always been sort of a downer. He’s 200 miles away from me at another post, but we’re still Facebook friends, and so I’ve seen his comments and he seems more and more bummed lately, saying how people are fake and no one really cares about anyone else.

Reading through my feed one night, I saw Reid’s most recent post: “well, that’s all folks.” It seemed so vague and off to me; something just did not seem right, so I messaged him to see if everything was okay. He immediately responded with “no.” I tried to get more information, but he logged off Facebook. I still had his cell number, so I tried texting him. I asked again, “Are you okay?” and he responded, “Not really.” He didn’t respond to my next text. So I called him.

He answered. I asked if he was okay and he said, “not at all.” I talked to him for a while on the phone, and he told me he was just tired of nothing ever getting better for him, and he just didn’t want to deal with anything anymore. He felt like he was just trying to keep surviving. His roommate had suddenly moved out, leaving him with a hefty rent to pay alone. I tried a couple of suggestions: “Tried the gym?”



to which he responded, “Nah, let my membership lapse. Too much money.” “Didn’t our friend Max just PCS there?” to which he responded, “Yeah, but he’s got his own problems. Why bother.” It seemed like whatever I said, I got “I can’t” as a response. I wasn’t sure what to say or do next.

OPPORTUNITY 6. SLAM HEARD ROUND THE WORLD

Its 8:30 on a Saturday night, and me and my girlfriend are having a double-date of sorts at my friend Doug’s apartment. Doug’s had kind of a rough go recently; he was late to first formation a couple times the past week, and it was totally out of character for the usually dependable soldier he is. I asked him what was going on, and he explained that ex-wife was dragging out proceedings over custody of their son. On top of that, his grandmother (who is his closest living relative) was back in the hospital again.

My girl wanted to go bar hopping downtown, but I explained that Doug could use some company, so we are hanging out at his place instead.

Everyone is having a good time; we had some beers and started playing Cards Against Humanity. Well, Doug had a classic inappropriate response card, which I thought was hilarious. Apparently Christie, Doug’s girl, didn’t think so, so she stormed off to the kitchen and poured herself a shot. Doug followed her out there, and that’s when the real argument began.

“Stop being so sensitive! If you can’t take the heat, then don’t play the game,” Doug said. Christie came back with, “well, if you wouldn’t spend all your money on your ex-wife and taking care of your grandma, we could actually go OUT on the weekend instead of staying IN and playing stupid games with your lame friends!”

Meanwhile, my girl and I are getting more and more uncomfortable. I mean, we’re in another room but we can hear EVERYTHING. We are hoping maybe they’ll end up hugging it out, so we keep to ourselves.

Instead of hugging it out, Doug is getting more enraged and Christie isn’t backing down. Doug slams his beer on the floor, sending beer and glass everywhere, and then storms to the bedroom and slams the door. Christie yells about the mess, throws a paper towel on it, and then barges into the bedroom. The yelling continues. My girl and I figure the party is definitely over, so we grab an UBER and head downtown for some real fun.

OPPORTUNITY 7. LONG WEEKEND

Right before a long weekend, I decide to catch up on my SLRRT (Soldier Leader Risk Reduction Tool) requirements while I’m doing the individual safety counseling for my squad. Next up is SGT Parks. I think, “This should be quick; He’s a geo-bachelor, and he doesn’t really do much other than hang out with the other guys in his squad. Does he do ANYTHING without them?” I recall he asked about changing his SGLI beneficiary and I had directed him to S1, so I think I’ll start there.

SGT Parks walks in and has a seat. I ask him, “Hey Parks, how has your week been? Did S1 take care of you?”



Parks scowls and says, "Yeah, it was pretty easy. I had to change my SGLI because I think I'm getting divorced and I don't want that woman to clean me out. I keep hearing this horror stories about other people losing all kinds of money," he shifted in the chair, then stood up and got louder, "and I'm not letting THAT HUSSY get a DAMN CENT of what's mine! Ever!" Parks started pacing, so I try to change the subject.

I reply, "I'm sorry to hear that, but I think you're being smart about your money. So, uh, what's the good stuff happening in your life?" Parks perks up a bit and replies, "You know that gun show downtown? Yeah, I finally have enough saved and I am going to pick up that hand gun I told you about a while back. Yeah, one more things Crazy can't take from me."

"Oh, cool," I said. I can't remember what the heck he was talking about, but this counseling is cutting into my time with the other Soldiers, so I just go with it. Trying to wrap up, I continue, "You got anything going on for the long weekend?"

Parks says, "Not really. Might drive around a bit...." He kind of trails off. Just then, I get a knock on the door. It's SPC Brown, my next counseling. I finish up with Parks and say, "okay, be safe. See you Tuesday." Parks gets up and says, "Roger that, Sergeant," and takes off. I finish up the counseling, lock my door, hold formation, and go enjoy my long weekend.

OPPORTUNITY 8. SUPER BOWL SMOKE

"Hey, bro, how's it going?" I heard SPC Johnson, my battle buddy from Basic, holler across the PX food court. Several months had passed since my unit had returned from Afghanistan. We spent a few minutes catching up and the conversation ended with him inviting me to his Super Bowl party. The party was next Sunday at Blake's place, another one of my friends from Basic who had ETS'ed and remained in the area.

I arrived at Blake's around 5:00 p.m. and was greeted by Blake, Johnson and Stanley, and it felt awesome that the Quad Squad was reunited again. I filled a plate with some fine grub and finally made my way to the back deck where the crew was hanging out. It was a cool night so Blake had the fire pit going and the game displayed on a big screen. The Quad Squad reminisced about Basic, and as I was giving a once-over of my last deployment during the pregame, I noticed a guy, one of Johnson's Soldiers, starting to roll a joint, likely. Stanley and Johnson had disappeared inside. I looked at Blake, who laughed it off, and said, "don't be a snitch, bro—it's cool—let 'em do their own thing."

By the time Stanley and Johnson had returned, the joint-smoking Soldiers had wandered off, but the smell of weed lingered in the air. Stanley noticed and started to question me and where it came from. I took a quick glance at Blake, remembering the "let them do their thing" comment, and told Stanley I didn't know who the offenders were. If I told Johnson that it was his Soldiers that it would have ruined his night—I didn't want to trash this great time. Plus, it was well-known that Johnson's Soldiers had a history of bar fights—I didn't want to become their next victim.



The conversation of the marijuana faded, and I was thankful because I didn't want to be blackballed or be known as the whistleblower. Besides, there were plenty of other people out on the deck who saw Johnson's Soldiers smoking so I figured the word would spread. I finished watching the game, which was epic, and my team won. After the game I went back to the barracks and prepped for a work call the next morning.

EXAMPLE DISCUSSION QUESTIONS

What alerted you in this scenario? Make a list of alerts. What did you use to get more information? Do you still need to get more information? What barriers might keep you from engaging? What's your responsibility in this scenario? Why or why not do you have responsibility? What are possible ways of engaging? What are the consequences of not engaging?

*Unit leaders to develop discussion questions unique to each vignette and the Army Value and Character developmental needs of their Soldiers and leaders.



APPENDIX 2: ARMY VALUES VIGNETTES

Respect

Scenario: “Look How Much I Can Drink” SGT Williams is an average performer in your squad but is very well liked. He accomplishes his duties and shows up on time. Lately, he’s bragged about how much he can drink in one sitting. One Sunday, he was so drunk that you had to carry him from the bar. He’s definitely a functional alcoholic. You’re the only one who knows about his drinking habits. What would you do?

Scenario: Your senior medic has started having domestic issues, and he is angry and volatile at work. He’s an inspiring music artist, and you’ve noticed him recruiting Soldiers of all ranks to collaborate with him on his album. He often stays very late, and others have brought it to your attention that he’s trying to get money from his co-collaborators to complete his album. When he’s at work, he trains and coaches his subordinates and has not missed a deadline or failed to complete any task.

Scenario: “The Rolex Watch” Your duties while you are deployed overseas in the Middle East include out-reach to local people of influence. You establish a relationship with a native prince, whom you admire and respect, and you value his ability to relate to the people. He seems to genuinely value your relationship as well, and he wants to cement the relationship by giving you a Rolex watch. You know that as uniformed personnel you should not receive gifts from foreign government representatives, but you are also aware that to decline the gift will be highly offensive to the prince.

Duty

Scenario: “I Prefer to Be Alone” SPC Anderson has been in your squad for about eight months now. He’s always been a little bit of an introvert, but he was initially friendly, would make small talk during down-time and would go out to dinner with other Soldiers in the squad when asked. In the last couple of weeks, you’ve noticed that he’s been sitting off by himself during downtime, disappearing as soon as everyone is released, and you know he said no to at least a couple invitations to hang out with others. You want to make sure he’s okay, but you also want to respect his privacy. What would you do?

Scenario: “Numbing with Alcohol” PFC Ayres joined your platoon a year ago. You consider her a friend. She confided in you that she copes with depression and anxiety by drinking. On Sunday, she called you to pick her up because she was very drunk. She promised to quit and things seemed better for a few weeks. Then you found her passed out in the latrine. What would you do?

Scenario: You’re a squad leader preparing to PCS. A friend of yours, a solid NCO whose opinion you trust completely, was in the same company in Korea as your current squad’s incoming squad leader. She described this squad leader as being the kind of NCO who wants to do just enough to get by without drawing any attention to himself. It’s not that he’s bad or lazy, just mediocre and more motivated to stay under the radar than to live the NCO creed and mentor his Soldiers. Now that the NCO has arrived you can see it for yourself. You’re torn about what, if anything, to do. You want the new squad leader to



be a great leader to these young Soldiers, they deserve that. On the other hand, it's really his choice what kind of leader he wants to be and not your place to say anything.

Scenario: SSG Brit is a hard-demanding NCO. She gets the job done and always meets the standards. Her team lacks cohesion, and they accomplish the mission so they can get away from her as fast as possible during the day.

As the platoon leader, you encourage your platoon sergeant to talk to her, but her behavior has not changed. As her senior rater, and also the platoon sergeant's rater, you think the counseling should have gone differently. You decide to counsel her yourself and use the information in a developmental counseling for your platoon sergeant, who you think did not adequately perform his task.

Scenario: SFC Gause is being recognized at the installation's next volunteer ceremony. As his platoon leader, you recommended him without his knowledge, and the ceremony has some requirements as far as uniform and talking points. You need to sit down and prepare SFC Gause, knowing he volunteers and stays away from the spotlight.

Scenario: PFC Chen has been underperforming in all the tasks you have given her. While counseling PFC Chen, she tells you she has tried changing, nothing works, and she will always perform poorly.

Scenario: SSG Mitchell starts yelling at you, a 1LT, as you are counseling him on his performance during his last assigned range detail. It is not loud enough to be heard out of the office, but he is clearly upset and throwing papers around on the desk, saying he will not sign the counseling form.

Scenario: SGT Mentee is your top-performing team chief, and you are preparing his third quarterly NCOER counseling as his rater. This NCOER will likely be one of the ones reviewed for promotion to senior NCOER ranks later in his career. You want to be sure this counseling is exceptionally accurate in capturing his successes, as well as providing him with some areas in which to grow before it is written.

Scenario: SPC Bleu was promoted to SPC just over a year ago. Through many talks in the field, he told you that he does not know what to do next. He has thought about college, trade school, or maybe reenlisting, but he feels like he's stuck at a crossroads and figures if he goes through the motions long enough, he might become inspired.

Scenario: SSG Smith is a rock-solid performer in your platoon. All that you really know about him is that he lives on-post with his wife and young child. After hygiene, you run into him in the parking lot. SSG Smith gives the greeting of the day and then says, "How's it going, Sir/Ma'am?"

Throughout the week, you notice SSG Smith has been a little down. You run into him in the hall and ask how it's going. You come to find out he's been providing monthly financial support to his elderly parents. SSG Smith says, "It's been rough, I've been trying to help my parents out a little bit with money, but it's hard."

The following week, SSG Smith is called into the Commander's Office and is presented with a letter of indebtedness from a local business. The Commander addresses him. "SSG Smith, I'm disappointed in you; I thought better of you. Failure to pay debts is inconsistent with the integrity of an NCO. Maybe we promoted you too soon. Get this fixed immediately. Dismissed." You notice SSG Smith leaving the **office**



dejected and upset that all his solid work for the past year has apparently been forgotten and has gone unnoticed and unappreciated. He tells you, “Nobody seems to care about what is really going on.”

A couple of days later on his way home, SSG Smith decides to stop by the bar and have a few drinks. As the drinks ‘numb’ the pain and disappointment, he collects himself and continues home. Unaware that he is driving erratically, he is pulled over by the MPs and cited for a DUI. His bright career is in jeopardy. A couple of days later after he got counseled, he mentions to you, “My life is over.”

Scenario: “We May Have to Shoot Down the Aircraft” On September 11, 2001, America was changed. Two planes flew into the two towers of the World Trade Center, which collapsed, and another plane flew into and did severe damage to the Pentagon. As our leaders gathered to attempt to manage the chaos, word came there was a fourth plane. The leaders determined they had to try to prevent another catastrophic attack. According to Commander Anthony Barnes, “The Pentagon thought there was another hijacked airplane, and they were asking for permission to shoot down an identified hijacked commercial aircraft. I asked the vice president that question and he answered it in the affirmative. I asked again to be sure. ‘Sir, I am confirming that you have given permission?’ For me, being a military member and an aviator—understanding the absolute depth of what that question was and what that answer was—I wanted to make sure that there was no mistake whatsoever about what was being asked. Without hesitation, in the affirmative, he said any confirmed hijacked airplane may be engaged and shot down.”

Integrity

Scenario: While deployed in 2008, 1SG Craft walked right into a tough situation during a routine inspection when he discovered a married female Soldier with a male Soldier, who was not her husband, in her quarters at two in the morning. To compound the problem, alcohol and drugs were found. 1SG Craft said that he could have easily left it alone and walked away. But, he knew that was not the right choice.

How might the two Soldiers’ actions impact the trust within the unit?

What would be the effects of his decision on “building Trust within the Army and with the American people”?

How did his expert knowledge (Military Expertise) play into his evaluation of the situation? What may be the effects of his decision on organizational morale and Esprit de Corps?

How is he acting as a Steward of the Army Profession?

What specific behaviors/statements in the scenario show 1SG Craft’s professional identity and character, and their contributions to or detractions from Honorable Service?

Source/Video/Resources: <https://capl.army.mil/case-studies/vcs-single.php?id=97&title=hard-right-easy-wrong>



Scenario: “In the Pocket” On Friday afternoon you and your squad leader, SSG Jones, went to the Post Exchange for fishing supplies. You noticed that SSG Jones quietly hid some expensive lures in his pockets. You consider him to be a really good guy and you are pretty shocked by what you saw. What would you do?

Scenario: You’re a married squad leader living off post. You understand the challenges of being a Soldier, husband and parent, and try your best to be great at all three. You also do everything you can to ensure that your Soldiers have as much time as possible to spend with their families. When it comes to extra duty, you’ve weighed the pros and cons of utilizing your single team leaders instead of the married team leaders in the other squads. You decide that with the upcoming deployment, the married Soldiers need the extra time to spend with their families, more than the single Soldiers do.

Scenario: SGT Hensley is a relatively new Soldier to your section, and everything has been going well. Three months down the road, you suddenly find out he’s been dating your daughter and has now asked her to marry him. Monthly counseling, as well as promotional counseling, is now due.

Scenario: SGT Akipiri has recently been promoted to HIMARS (High Mobility Army Rocket System) chief. Her gunner and driver are both male and have been overheard in the barracks discussing how they do not want her as a chief. They want SGT Joseph, a male NCO, to come back, stating they would rather have an all-male crew. SGT Akipiri must now do their initial counseling before a two-week long field exercise for crew certifications.

Scenario: SGT Jackson completes every task given to her only when walked through it by a supervisor. The additional duties you have given her to encourage growth and round out her NCOER go untouched. She has stated she is not interested in developing others or going to any schooling; she will just wait until her contract is up.

Scenario: “Instagram Friends” You are Facebook friends with some of your Soldiers, and you see them posting behaviors that are unbecoming of military personnel. On one hand, you feel it is your duty to address such behaviors, but, on the other hand, you question if you should because their posts were private, and the behaviors were done while the Soldiers were not in uniform.

Scenario: When walking out of the PX, you witness a Soldier in the distance pull his hat out of his back pocket, and in doing so, he didn’t notice that something fell out of his pocket. You notice a member of your unit who was walking close behind pick up the item from the ground—you realize it’s a wad of money and put the money in her pocket. You know she has been a bit short on cash lately, has a family, and it’s the middle of the holiday season.



Loyalty

Scenario: PV2 Colter describes wanting to get out of the Army any way he can! His unit leadership continues to mentor and train PV2 Colter as he struggles to adjust to the Army. While deployed PV2 Colter has experiences that forever change his loyalty to the Army and the members of his unit.

Why do you think PV2 Colter wanted to get out of the Army so bad?

Why didn't his leadership write him off as a bad apple and begin the chapter processes?

How and why did PV2 Colter deployment experience completely change his loyalty to the Army and the members of his unit?

How can you encourage Soldiers that are struggling to adjust to Army Values?

Source/Video Links/Resources: <https://capl.army.mil/case-studies/vcs-single.php?id=17&title=- flash-point>

Scenario: "A Rock Star Fallen" CPL Young used to be your rock star. She worked her butt off and you came to expect her to excel at just about every task she had to complete. Last month her APFT score dropped noticeably. A few weeks ago she made a mistake while repairing a Stryker. And earlier this week she fell out of a ruck march. This just doesn't seem like her. What would you do?

Personal Courage

Scenario: As a squad leader in a line company you're beginning to get comfortable in your role as a leader. As a lower enlisted you understood that it was your role to be a doer. It was hard as a team leader to begin to make the switch from doer to supervisor and it was even harder for you, at first, as a squad leader. You've received a new E5 team leader who is struggling with the transition, too. He is constantly volunteering his Soldiers for details and extra work. You've not wanted to intervene in the past because you believe that some lessons have to be learned the hard way. Now you're noticing some animosity in the both the team and the squad. Although you want this young E5 to "earn" his stripes, you also believe a leader's ultimately responsible for the morale of his/her Soldiers...and you don't want your team leader's Soldiers to lose their motivation on your watch.

Scenario: Your platoon sergeant has tasked each squad with nominating one Soldier to compete for the Soldier of the Year (SOY), and you've tasked each of your team leaders to present one Soldier for the SOY. The A Team Leader has given you SPC Jarrett's name and the B Team Leader has given you SPC Lopez's name. After listening to each of the team leaders present their cases for their respective Soldiers, you're left to make the decision. They're both quality Soldiers, but SPC Lopez is a problem...not in performance, but in that you have a personal relationship with her. You're both from the same town



and root for the same football team. You watch every game you can together and often talk about sports over lunch.

During these times, you've also been able to mentor her as a young Soldier coming up in the Army ranks.

Scenario: SSG Geisler PCS'd to your new unit from your old unit 30 days after you and is now a subordinate in your platoon. You've caught him in several lies regarding equipment shortages which he claims are from the PCS. You are aware that the missing equipment is from a training incident where it was destroyed and obviously not replaced. When you tried discussing the incident in an informal manner, he said, "We're friends, why can't you just be cool about this?"

Scenario: SGT White is known to go to IG and higher echelons to use the open-door policy to get leaders fired – those leaders he thinks he can't work with. You were told on his last deployment that he got his platoon leader fired by potentially creating information that led to the still-pending investigation into SHARP-related areas. His work performance is generally below average by all accounts, and he was just assigned as your senior team chief.

Scenario: SSG Googdad's section has never fallen behind in a Soldier-related performance metric: no late appointments, no late annual training certificates, and no overdue ACFT or range qualifications. He has more rotation in the last six months than any other section chief.

Scenario: "Wrongful Transfer of Ammunition" During JRTC ammunitions update, a few individuals conspired to blame the decision to wrongfully transfer blank and live ammo on the new chief. They knew that it was not his fault, but they needed a scapegoat so they wouldn't get in trouble themselves.

Scenario: "To Pass or Not to Pass" You are in charge of training foreign military service members. You administer a test, and a foreign officer fails. You are told to pass him anyway so as not to embarrass him (failing in his culture is considered unacceptable). You believe it is unfair to the rest of the team to pass him when he didn't earn it. You also know that because of his culture, he might be inclined to hurt himself if humiliated by failure.

SELFLESS SERVICE

Scenario: SSG Murphy's spouse called the unit commander and also left messages in the FRG (Family Readiness Group) Facebook group concerning her husband. She stated that he's verbally abusive and drinks too much. The commander asked SFC Prichard to address the issue with SSG Murphy and back-brief him. SSG Murphy is well-liked and gets his work done without issue. You've occasionally smelled alcohol on him before physical readiness training in the morning, but disregarded it thinking it was mouthwash because SSG Murphy outperforms 90% of your company.

Scenario: SSG Jackson has been acting out of character lately. His work performance is suffering, and he is often late or just not around when work is being done. When you sit down to discuss with him what might be going on, he tells you that the 1SG and platoon sergeants in the company are making fun of him for his last APFT. While talking, you notice that for every subpar performance, SSG Jackson shifts blame to someone else. In one instance, he even states the wind made him shoot poorly at the last



range despite it being a generally clear, wind-free day. You recognized that his way of viewing things is stopping him from improving his performance.

Honor

Scenario: Off-duty Army LT Caron Nazario was pulled over in a traffic stop. He did not initially comply with police officer instructions and as the situation escalated he was eventually pepper-sprayed by the police officer. LT Nazario was aggressively detained before being released by the police officers without being charged with a crime or given a traffic citation.

Did LT Nazario conduct himself honorably during the traffic stop? Why or why not?

Why did LT Nazario not initially comply with the police officers initial request to get out of his car?

What could LT Nazario have done to deescalate the situation? What could the police officers have done to deescalate the situation?

Was LT Nazario justified in his actions and speech? Did the LT Nazario's action bring honor to the Army and his unit? Why or why not?

Did the police officers actions bring honor to their sworn duties as law enforcement officers and their unit? Were their actions and speech justified?

Sources/Video Links:

- 1.) <https://www.npr.org/2021/04/11/986271819/officer-who-handcuffed-and-pepper-sprayed-black-army-lieutenant-is-fired>
- 2.) <https://www.wric.com/news/officer-that-pepper-sprayed-army-lieutenant-may-not-be-decertified-despite-new-virginia-law/>

Scenario: "Invitation to Eat with Host Nation Soldiers" While you are deployed, you are invited to eat with host nation soldiers. You accept, but you realize that they are sitting on the ground, eating from one dish, and using their hands. You are aware that declining the invitation is considered rude, but you are very uncomfortable about the lack of cleanliness.

Scenario: In March 2006 near Mahmudiyah, Iraq, four Soldiers raped a 14-year-old Iraqi girl and murdered her and her family. After learning of these acts, despite imminent risk of retaliation, a member of their platoon, PFC Justin Watt, reported the incident to his chain of command. Ultimately, all four Soldiers were tried and convicted. PFC Watt stated, "If you have the power to make something right, you should do it. Investigation is not my job. But if something went down—something terrible like that—then it's my obligation to come forward."

PFC Watt reported that he received death threats and was called a traitor following his reporting of this incident. PFC Watt's decisions and actions demonstrate the courage that is required to do what is right despite risk, uncertainty, and fear.



Appendix 2: MASTER RESILIENCE TRAINER DISCUSSION OVERVIEWS

PRINCIPLE 1: ENERGY MANAGEMENT

TASK: Discuss the Resilience skill of Energy Management

CONDITIONS: Leader led discussion when Soldiers have 10 to 15 minutes of engagement

STANDARDS: Know the benefits of applying the skill of Energy Management in professional and personal environments

DEFINITION: Energy management is a self-regulation skill used to help Soldiers mobilize energy so that they may recover from the physical and mental stresses of work and day-to-day life, helping them to perform at their best more consistently.

Key Principles

- Helps build self-regulation
- Allows us to be in control of our physical state, thoughts, and emotions in stressful situations.
- Increases the possibility of optimal performance in our professional and personal lives.
- Provides us the ability to mobilize our energy to the level it needs to be, when it needs to be there

Benefits of using the skill:

Through specific self-regulation skills such as tactical breathing and priming emotions, Energy Management allows Soldiers to not only be energy efficient (using only what is required for the task at hand), it also helps improve critical skills such as reaction time, maintaining precision accuracy and motor control, and sustaining composure.

Leader Discussion:

- How do you already use the skill of deliberate/tactical breathing?
- What specific aspects of your job do you think can be improved through the use of Energy Management?
- How can this help you in your day-to-day life outside of work?
- What advice would you provide to those wanting to use Energy Management to improve performance?



PRINCIPLE 2: GOAL SETTING

TASK: Discuss the Resilience skill of Goal Setting

CONDITIONS: Leader led discussion when Soldiers have 10 to 15 minutes of engagement

STANDARDS: Know the benefits of applying the skill of Goal Setting in professional and personal environments

DEFINITION: In order to afford ourselves with the greatest opportunity to successfully achieve our goals, we must ensure that we've structured a solid approach to activating, directing, adjusting, and sustaining the behaviors which are most inclined towards assisting us to reach our desired outcome.

Key Principles

- Goals Enhance Performance: Goal Setting can produce motivation, direct attention, increase effort and persistence, and promote new strategies.
- Motivation Matters: You are more likely to achieve goals when the motivation comes from within you and is tied to your personal values.
- Self-Regulation: Is the primary target of Goal Setting

Benefits of using the skill:

- Increased motivation and energy towards goal achievement.
- Deliberate steps and techniques for enhanced adherence during problematic stages of goal progression.
- Systematic accountability checkpoints to assist with overall goal success.

Discussion Questions:

- In what ways can enhancing motivation and sustaining attention towards a task help with accomplishing personal goals?
- How does creating a SMART action plan assist with the long-term achievement potential of a desired goal?

Ways to use the skill:

- Identify and leverage internally, self-identified values to motivate throughout the goal setting process.
- Utilize mental contrasting to energize dedication by indulging in benefits of goal achievement and dwelling on preventative obstacles.
- List SMART actions and Power Statements that aid in daily progress.
- Install systems and accountability partners to ensure long-term adherence throughout the duration of the goal-setting process.

LEADER NOTES/BACKGROUND

How to facilitate discussion:



- The MRT Goal Setting model is not for all types of goals.
- Goals with quick timelines do not require a complex 7 step process.
- This goal setting model helps to outline a deliberate plan which can increase adherence to the actions necessary to reach large goals.

Examples for Discussion Questions:

- 4. SMART action statements meet the criteria of being Specific, Measurable, Action-focused, Realistic and Time-bound.
- 5. To ensure that an internally held value is meaningful to us, we should check to see if we feel energized or ease when using said value.
- 6. Benefits and obstacles must be alternated during the mental contrasting component of the skill to maximize energization.
- Ways to use the skill:
- 7. Allot adequate time to complete the 7-step Goal Setting model (approx. 1 hour). Then ensure that components of the 'Action Phase' (steps 5-7) are referenced daily and implemented regularly to enhance successful goal acquisition.



PRINCIPLE 3: AVOID THINKING TRAPS

TASK: Discuss the Resilience skill of Avoid Thinking Traps

CONDITIONS: Leader led discussion when Soldiers have 10 to 15 minutes of engagement

STANDARDS: Know the benefits of applying the skill of Avoid Thinking Traps in professional and personal environments

DEFINITION: Thinking Traps are overly rigid patterns in thinking that cause us to miss critical information about a situation or individual. Thinking Traps decrease our ability to be flexible, accurate, and thorough in our thinking.

Key Principles

THEY'RE COMMON: It's common to fall into a Thinking Trap, particularly when stressed.

THEY NARROW OUR FIELD OF VISION: Thinking Traps often lead us to miss important information.

NOTICE PATTERNS: What are the patterns in the Traps you fall into?

USE MENTAL CUES AND CRITICAL QUESTIONS: Be on the lookout for your common Traps and use the Mental Cues and Critical Questions to help broaden your awareness of important information.

MENTAL AGILITY: Mental Agility is the primary target of Avoid Thinking Traps.

Leader Discussion

Benefits of using the skill:

- Thinking Traps cause us to make decisions about situations or people with little to no evidence to support our decision. Avoiding Thinking Traps help us to be more accurate in our thinking.
- Identifying the Thinking Traps you tend to fall into can help you correct your thinking in the moment and avoid the traps in the future.
- More Leader Discussion
- Discussion Questions:
 - Why are Thinking Traps so common?
 - How do Thinking Traps impact personal and unit resilience?
 - How can you improve your effectiveness by Avoiding Thinking Traps?
- Ways to use the skill:
 - Being a good leader requires awareness of your own Thinking Traps. By knowing your Traps, you can make sure not to miss critical information that might cause you to make a bad decision.
- Not all thoughts are Thinking Traps but when a decision or judgment needs to be made, checking our thoughts for Thinking Traps can help insure that we are looking at all the evidence before we make a decision.



LEADER NOTES/BACKGROUND

Common Thinking Traps

- Jumping to Conclusion: Believing one is certain about a situation despite having little or no evidence to support it.
- Mind Reading: Assuming that you know what another person is thinking or expecting another person to know what you are thinking.
- Me, Me, Me: Believing that you are the sole cause of every problem you encounter.
- Them, Them, Them: Believing that other people or circumstances are the sole cause of every problem you encounter.
- Always, Always, Always: Believing that negative events are unchangeable and that you have little or no control over them.
- Everything, Everything, Everything: Believing that you can judge one's worth/character based on a single event or believing that what caused the problem is going to negatively affect many areas of one's life.



PRINCIPLE 4: DETECT ICEBERGS

TASK: Discuss the Resilience skill of Goal Setting

CONDITIONS: Leader led discussion when Soldiers have 10 to 15 minutes of engagement

STANDARDS: Know the benefits of applying the skill of Goal Setting in professional and personal environments

DEFINITION: In order to afford ourselves with the greatest opportunity to successfully achieve our goals, we must ensure that we've structured a solid approach to activating, directing, adjusting, and sustaining the behaviors which are most inclined towards assisting us to reach our desired outcome.

KEY PRINCIPLES

- "Ah-Ha" Moment: Stop when your beliefs help to explain your consequences (Emotions and Reactions). Icebergs can create Thinking Traps: Sometimes our beliefs/values push us into one or more Thinking Traps. What, not why: "What" questions lead to depth; "Why" questions lead to defensiveness.
- Self-Awareness: Self-Awareness is a primary target of this skill.

Leader Discussion

Benefits of using the skill:

- Increased awareness and control over Mental/reaction patterns in our behavior.
- Greater recognition of indicators determining when to detect underlying core values/beliefs which may be driving counterproductive behavioral patterns.
- Improved reflective capabilities leading to greater decision making.
- Discussion Questions:
 - How can knowing our core values and beliefs lead us to more desirable behavioral outcomes if recognized and addressed?
 - How do we know if we are experiencing overly-rigid iceberg patterns?
- Ways to use the skill:
 - Recognize indicators of when we need to detect potential icebergs in our thinking.
 - Evaluate potential icebergs by asking reflective "what" questions.
 - Once the "Ah-Ha" moment (core value/belief) is discovered, determine if the iceberg may be overly-rigid in some scenarios, or if a change/adjustment to the iceberg might create more productive outcomes.

LEADER NOTES/BACKGROUND

How to facilitate discussion:

- The skill of Detect Icebergs is structured to help build self-awareness in regards to



why we experience patterns in our emotions and reactions.

- By recognizing indicators and common patterns in how we respond to certain activating events, we can begin to reflect and uncover core values and beliefs that drive our consequences.

Examples for Discussion Questions:

- How do we know if a core value/belief is something we should maintain or adjust/get rid of?
- Why do we want to be reflective when seeking icebergs that may be driving counterproductive patterns in our behavior?

Ways to use the skill:

- Detect Icebergs should be utilized when indicators (acting out-of-proportion to our HOTMT, T-C Disconnect, strong Thinking Trap patterns) have lead us to question why we behaved in such a manner.
- “What” questions allow us to reflect and gain insight into how our core values/beliefs might be affecting the manner in which we respond in certain scenarios.



PRINCIPLE 5: PROBLEM SOLVING/UNDERSTANDING

TASK: Discuss the Resilience skill of Problem Solving

CONDITIONS: Leader led discussion when Soldiers have 10 to 15 minutes of engagement

STANDARDS: Know the benefits of applying the skill of Problem Solving in professional and personal environments

DEFINITION: Effective problem solvers include any critical information they might have missed so that they can understand the problem and focus on solution strategies. Effective problem solvers focus on thoughts about WHY a problem occurs and evaluate which factors are controllable. Solving a problem effectively means finding solution strategies that bring about positive change.

KEY PRINCIPLES

Slow down: For problems that do not require quick solutions, slow down and get more information.

Identify the causes: Use Critical Questions to identify causes that you initially missed.

Mental Agility: Mental Agility is a primary target of Problem Solving by gaining a more accurate and thorough understanding of a particular problem.

LEAD DISCUSSION

Benefits of using the skill:

- Increased levels of accuracy, understanding, and clarity in a situation.
- Clearer understanding of what factors that may have caused a problem that are under one's control.
- Simple identification of an action plan to implement positive change through solution strategies.
- Discussion Questions:
 - How have your beliefs about a situation potentially misguided you to a counterproductive or incorrect solution?
 - What can you do about a problem that you have absolutely no control over?
- Ways to use the skill:
 - Understand complex, personally relevant, and meaningful problems in a thorough manner to potentially go around our belief system.
 - Ask yourself (or someone else) hard questions to investigate the true causes of problems you are facing and want to find productive solutions.

LEADER NOTES/BACKGROUND

How to facilitate discussion:



- The MRT Problem Solving model is not for all types of problems.
- Problems with simple solutions do not require complex understanding.
- Examples of Critical Questions:
 - How did I contribute to this problem?
 - How did others/circumstances contribute to this problem?
 - What specific behaviors contributed to this problem?

Examples for Discussion Questions:

- 4. If one believes they are a great leader their mind will notice evidence that supports their belief.
- 5. A strongly held belief could cause a person to miss critical information relevant to understand a problem.
- Ways to use the skill:
- 6. Not all problems have simple solutions, many have multiple factors that require thorough understanding.
- 7. Ask yourself (or someone else) to be as open and honest when seeking information to help understand a relevant problem.



PRINCIPLE 6: PUT IT IN PERSPECTIVE

TASK: Discuss the Resilience skill of Put it in Perspective

CONDITIONS: Leader led discussion when Soldiers have 10 to 15 minutes of engagement

STANDARDS: Know the benefits of applying the skill of Put it in Perspective in professional and personal

DEFINITION: The mission of Put it in Perspective is to reduce our anxiety levels when we are engaging in catastrophic thinking. Catastrophizing is when we waste critical energy thinking about the irrational worst case outcomes of a situation. At this point our brain becomes a 'runaway train' and it is highly unlikely we can take purposeful action. The goal of this skill is to take purposeful action to handle the situation that has gotten us thinking this particular way.

KEY PRINCIPLES

Order matters: Stop Catastrophizing by Capturing the Worst Case Thoughts, then Generating the Best Case Thoughts-both of which help you to identify the Most Likely Outcomes.

Develop a plan: Once you are focused on the Most Likely Outcomes, Develop a plan for dealing with the situation.

Optimism: Optimism is a primary target of PIIP by allowing one to take purposeful action and gain a sense of control.

LEAD DISCUSSION

Benefits of using the skill:

- Increased levels of understanding, realistic optimism, and control.
- Reduction of problematic anxiety levels due to uncertainty.
- Increased accountability to understand and ultimately handle situation.

Discussion Questions:

- 4. When are triggers in your life that might have caused you or someone you care about to engage in catastrophic thinking?
- 5. What can I do if my Most Likely Outcomes are real-world and are very anxiety inducing?
- Ways to use the skill:
- 6. Uncertainties can cause our brains to fill in missing information when critical information is not present.
- 7. Slow your brain down, reduce your anxiety levels by going through the steps of Put it in Perspective maintaining the appropriate order and provide adequate time for each step in the model.



LEADER NOTES/BACKGROUND

How to facilitate discussion:

- Catastrophic thinking is NOT contingency planning.
- Contingency plans are productive while, catastrophic thinking wastes critical energy.
- Examples of difference between contingency plans and catastrophizing:
 - Imagine you are planning on an upcoming range...
 - Does it make sense to have a plan for weather? (Contingency)
 - Does it make sense to have a plan for nuclear holocaust? (Catastrophizing)
- Examples of triggers for catastrophic thinking:
 - Something you value highly is at stake.
 - Look down at the local Target, and cannot find child.
 - The situation is unclear or uncertain.
 - Receive a text message from loved one saying, "We need to talk."
- Already run down or depleted
 - Sustained operations may limit our ability to slow down our thought process.

Steps of Putting it in Perspective:

- Step 1: Describe the Activating Event.
 - "What happened to make you think this way?"
- Step 2: Capture Worst Case thoughts.
 - "Get every Worst Case thought out of your head."
- Step 3: Generate Best Case thoughts.
 - "What is the Best Case thing that could happen from this?"
- Step 4: Identify Most Likely outcomes.
 - "What is really going to happen and how will I really feel?"
- Step 5: Develop a plan for dealing with Most Likely outcomes.
 - "What can you do about these real world outcomes and emotions?"



PRINCIPLE 7: MENTAL GAMES

TASK: Discuss the Resilience skill of Mental Games

CONDITIONS: Leader led discussion when Soldiers have 10 to 15 minutes of engagement

STANDARDS: Know the benefits of applying the skill of Mental Games in professional and personal environments

DEFINITION: Mental Games are played when we need to compartmentalize or distract ourselves from counterproductive thinking. We focus our attention on fun and challenging games or techniques to 'change the channel' on our counterproductive. These games are designed to be quick work around to isolate our counterproductive thinking then ultimately to continue our task-at-hand with a more focused and productive mindset.

KEY PRINCIPLES

Practice: These techniques require practice in order to derive full benefit.

Double-Up: Mental Games can be used in conjunction with other skills in the program. Utilize these deliberate mental breaks with Energy Management techniques or even use Mental Games to help endure on the path to accomplishing a goal.

Optimism: Self-regulation is a primary target of Mental Games by allowing our mind to shift our focus away from counterproductive thinking.

LEADER DISCUSSION

Benefits of using the skill:

- Increase focus on task engagement after participating in Mental Games.
- Reduction of counterproductive anxiety levels revolving around task.

Discussion Questions:

- When are times in your life that might have caused you or someone you care about to engage in counterproductive thinking?
- What types of games work best for you? (See Examples on Next Slide)

Ways to use the skill:

- Uncertainties can cause our brains to fill in missing information when critical information is not present.
- Reduce your anxiety by allowing your mind to focus on a game that involves your full attention and is enjoyable.

LEADER NOTES/BACKGROUND

How to facilitate discussion:

- Requirements for a Mental Game:
 - Must require full attention



- Must be hard and fun
- Must be games or techniques you can do within a few minutes

Examples of Mental Games:

- Math games: Count back from 1,000 by 7s.
- Categories games: Name all the sports figures, war heroes, etc. you can in two minutes.
- Army alphabet: Repeat it backwards.
- Lyrics: Recite upbeat song lyrics.
- Positive Imagery: Create a detailed positive image of a situation or memory that helps you feel calm, positive, or confident. Include as many details in the image as possible so that the image is vivid.



PRINCIPLE 8: REAL-TIME RESILIENCE (RTR)

TASK: Discuss the Resilience skill of RTR

CONDITIONS: Leader led discussion when Soldiers have 10 to 15 minutes of engagement

STANDARDS: Know the benefits of applying the skill of RTR in professional and personal environments

DEFINITION: Real-Time Resilience is used when we need to change counterproductive thinking into more effective thinking. By replacing counterproductive thoughts with productive thoughts, we can enhance confidence in the task at hand. Note: Productive thoughts are NOT always positive.

KEY PRINCIPLES

Practice: These techniques require practice in order to derive full benefit.

Accuracy over speed: Focus on accuracy and passing the gut test, not speed.

Learning Curve: Pitfalls are common and occur when your RTR response doesn't eliminate the counterproductive thought.

Do-over: When you notice a Pitfall, pause and generate a stronger response.

Optimism: Optimism is a primary target of RTR by fighting back against counterproductive thoughts and replacing with more helpful thoughts in the moment.

LEAD DISCUSSION

Benefits of using the skill:

- Increase confidence in abilities about the task at hand after fighting back against counterproductive thoughts
- Reduction of counterproductive anxiety levels revolving around task.

Discussion Questions:

- When are times in your life that might have caused you or someone you care about to engage in counterproductive thinking?
- What type of RTR response works best for you?



PRINCIPLE 9: CHARACTER STRENGTH

TASK: Discuss the Resilience skill of Character Strengths

CONDITIONS: Leader led discussion when Soldiers have 10 to 15 minutes of engagement

STANDARDS: Know the benefits of applying the skill of Character Strengths in professional and personal environments

DEFINITION: Characters Strengths is about focusing on what is right with you compared to focusing on areas of weakness. Your top Character Strengths are called your Signature Character Strengths. We use our Signature Character Strengths most comfortably. Knowing and using your Character Strengths help you overcome challenges and will strengthen your leadership style.

KEY PRINCIPLES

Know your Character Strengths: Knowing your Character Strengths is as important as knowing your weaknesses.

All 24 won't be Signature Character Strengths: Some Character Strengths come more easily to you than others.

Non-signature Character Strengths: Some situations require that you pull on Character Strengths that are not your Signature Character Strengths.

Shadow Side: Each Character Strength has a Shadow Side that can get you in trouble or limit you.

Benefits of using the skill:

- Identify Character Strengths in Self and Others helps to build Strengths of Character.
- Knowing and using your Character Strengths and the Character Strengths of others will increase energy, motivation, and success

Discussion Questions:

- Who are you at your best?
- How can you use your Signature Character Strengths to achieve optimal performance?
- How can you strengthen the unit through your focus on Character Strengths?

Ways to use the skill:

- Useful in challenges: Use your Character Strengths and the Character Strengths of others to successfully overcome challenges.
- Useful as a leader: Using your Signature Character Strengths as part of your leadership style will make you a more effective leader.
- Useful in teams: Leverage the Character Strengths of team members so that you



increase the effectiveness and energy of the team

LEADER NOTES/BACKGROUND: 24 VIA CHARACTER STRENGTHS (BY VIRTUE)

Wisdom and Knowledge

- –Curiosity and interest in the world
- –Love of learning
- –Judgment, critical thinking, open-mindedness
- –Creativity, ingenuity, and originality
- –Perspective (wisdom)

Courage

- –Bravery and valor
- –Industry, diligence, and perseverance
- –Honesty, authenticity, and genuineness
- –Zest, enthusiasm, and energy

Humanity

- –Capacity to love and be loved
- –Kindness and generosity
- –Social intelligence

Justice

- –Citizenship, teamwork, and loyalty
- –Fairness, equity, and justice
- –Leadership

Temperance

- –Forgiveness and mercy
- –Modesty and humility
- –Caution, prudence, and discretion
- –Self-control and self-regulation

Transcendence

- –Appreciation of beauty and excellence
- –Gratitude
- –Hope, optimism, future-mindedness
- –Humor and playfulness
- –Spirituality, sense of purpose, and faith

LEADER NOTES/BACKGROUND

How to identify Signature Character Strengths

- One believes that he/she is being “true to him/herself” when using the Character Strength.
- When using the Character Strength, one feels energized rather than exhausted.
- The motivation to use the Character Strength comes from within the person (no one else has to remind or persuade him/her to use it).



The Shadow Side of Character Strengths

- Overusing a Character Strength
- Using a Character Strength in the wrong context/ situation, or at the wrong time
- Using a Character Strength in a manipulative way
- Valuing your Character Strengths to the point of devaluing the Character Strengths of others
- Using the Character Strength in a way that is not attuned to others



PRINCIPLE 10: ASSERTIVE COMMUNICATION

TASK: Discuss the Resilience skill of Assertive Communication

CONDITIONS: Leader led discussion when Soldiers have 10 to 15 minutes of engagement

STANDARDS: Know the benefits of applying the skill of Assertive Communication in professional and personal environments

DEFINITION: Assertive Communication enhances your ability to communicate clearly and with respect, especially during a conflict or challenge. Using the IDEAL model can help you communicate in a confident, clear, and controlled manner. Assertive Communication is used when there is a problem that needs to be solved or an issue that needs to be addressed and you want to approach the person in a manner that will strengthen the relationship.

KEY PRINCIPLES

Takes practice: Assertive Communication takes practice.

Flexibility: Adjust your style of communication to the situation/person you are communicating with.

Skill, not personality: Communication styles are skills, not personality styles

Re-Engage: Take a break from the conversation. Relax/rethink and then try again.

Connection: Connection is a primary target of Assertive Communication.

LEAD DISCUSSION

Benefits of using the skill:

- Increased ability to have the right conversation instead of the wrong argument.
- Provides a tool that one can use to evaluate one's understanding of the issue before engaging in a confident, clear, and controlled conversation to try and resolve or discuss problems or concerns.

Discussion Questions:

- What gets in the way of Assertive Communication?
- What beliefs and values do you have that may help you communicate assertively or keep you from communicating in an assertive fashion?

Ways to use the skill:

- Incorporate other MRT skills like ATC, Avoid Thinking Traps, Problem Solving, and Detect Icebergs to identify and understand the problem prior to having a conversation.
- Use the IDEAL model to identify and understand the problem, describe the problem objectively and accurately, express your concerns, ask the other person for his/her perspective, ask for a reasonable change, and list the positive outcomes that will



occur if the person makes the agreed upon change.

LEADER NOTES/BACKGROUND

Steps of IDEAL model

1. Identify and understand the problem.

Use ATC and Thinking Traps to make sure you are being flexible, accurate, and thorough in your thoughts. Also use Detect Icebergs, Problem Solving, Put It In Perspective, Deliberate Breathing, Shadow sides of Character Strengths, and Signature Character Strengths if necessary.

2. Describe the problem objectively and accurately.

The who, what, when, and where
Do not exaggerate the problem

3. Express your concerns and how you feel (when appropriate).

Do not exaggerate your concerns and feelings surrounding the problem.

4. Ask the other person for his/her perspective and then ask for a reasonable change

5. List the positive outcomes that will occur if the person makes the agreed upon change. Consider positive (and negative) outcomes appropriate to the situation.



PRINCIPLE 11: EFFECTIVE PRAISE

TASK: Discuss the Resilience skill of Effective Praise

CONDITIONS: Leader led discussion when Soldiers have 10 to 15 minutes of engagement

STANDARDS: Know the benefits of applying the skill of Effective Praise in professional and personal environments

DEFINITION: Effective Praise identifies what the person did that brought about the positive outcome so that the person can continue performing that behavior and building on his or her success.

KEY PRINCIPLES

Effective Praise: Name the strategy, process, or behavior that led to the good outcome. It builds motivation, optimism, and winning streaks.

Connection: Connection is the primary target of Effective Praise.

LEAD DISCUSSION

Benefits of using the skill:

- Naming the specific strategy, effort, or skill that led to the good outcome demonstrates that you were really watching, demonstrates authenticity, and enables that person to build upon that success.
- Effective Praise teaches the person how they brought about the positive outcome so they can replicate it in the future.

Discussion Questions:

- How is Effective Praise already used in the Army?
- What beliefs or values do you have that would keep you from using Effective Praise or help you to use Effective Praise more effectively?

Ways to use the skill:

- When someone we care about succeeds or does well we often say “good job” or give a thumbs- up. Effective Praise goes one step further to name the process, strategy, or behavior that led to the good outcome.
- Praise what is praiseworthy. You decide what is praiseworthy.
-

LEADER NOTES/BACKGROUND

Effective criticism is the partner to Effective Praise

- When someone fails, underperforms, or struggles we use effective criticism to name the process, strategy, or behavior that led to the problem and how to correct it in order to help him or her improve. This way, lessons are learned from failure.



- When someone succeeds or you notice progress has been made, Effective Praise points out what he or she did well so that lessons can also be learned from success.

PRINCIPLE 12: ENGAGING AS A BYSTANDER

You are working in your vehicle and you overhear a conversation from the soldiers next to you. The conversation seems to be centered around their trip to a strip club this past weekend. There are lots of comments about the strippers' bodies and their actions in the club and it's making you very uncomfortable.

How do you deal with this situation?

BYSTANDER SCENARIO # 2

Sara, a battle loves Cross-fit. She is in the gym after work doing squat exercises and she ask another battle, John, to spot her. He grabs her by the hips and helps with her exercise. Sara seemed a bit uncomfortable with John's actions but did not say anything. She did however make eye contact with you. Jim continues to hang around Sarah while she trains.

How do you deal with this situation?

MAINTAINING A POSITIVE OUTLOOK

TASK: Methods to Maintaining a Positive Outlook

CONDITIONS: Discussion - Question based

STANDARDS: Know methods that help you maintain a positive outlook

REFERENCES:

<https://www.military.com/military-fitness/general-fitness/attitude-another-day-in-which-to-excel-sir>

<https://www.forbes.com/sites/forbescoachescouncil/2020/06/16/five-keys-to-maintaining-a-positive-mindset/?sh=81b1f017da90>

MAIN POINT #1: What a positive outlook does for you.

SUB POINT: Opens you to absorbing more information and helps you do your job.

SUB POINT: Helps improve family and working relationships.

SUB POINT: Allows you to build your resources and coping skills.

INSTRUCTION FACILITATION

DISCUSSION POINTS: What does Positive outlook do for you? **QUESTIONS:**

- What are some of the things you can do to maintain a positive outlook?
- What are some of the benefits of having a positive outlook?



MAIN POINT #2: What are ways to maintain a positive outlook? SUB POINT: Take part in positive activities.

SUB POINT: Wake up early, exercise, and plan ahead.

SUB POINT: Healthy interactions/relationships, work/personal.

INSTRUCTION FACILITATION DISCUSSION POINTS:

- What are ways to maintain a positive outlook? QUESTIONS:
- What are some positive activities you can interact in?
- What are some things you can do to promote positive thinking?

MAIN POINT #3: How does a positive outlook affect the group? SUB POINT: Promotes team building.

SUB POINT: Increases morale in the unit.

SUB POINT: Helps you and others face adversity.

INSTRUCTION FACILITATION

DISCUSSION POINTS: How does a positive outlooks effect the group QUESTIONS:

1. How does having a positive outlook contribute to team building?
2. What does having a positive outlook do for morale?
3. How does having a positive outlook help you to face adversity?

Contact your unit Master Resilience Trainer for more information and assistance in conducting the blocks of instructions.

***CONTACT DIVISION MRT, to find your local certified MRT Trainers and additional resources at (270) 412-0519**

***An expanded summary of each MRT module with Key Principles, Leader Discussions, and Leader Notes/ Background is located in appendix 2. Contact your unit Master Resilience Trainer for more information and assistance in conducting the blocks of instructions.**



101st AIRBORNE (AIR ASSAULT) BATTLE NARRATIVES

The Winter 1945 counteroffensive - World War II.

The Screaming Eagles determination holding Bastogne during the Battle of the Bulge, repelling attacks from the surrounding and outnumbering Germans, has been recorded in history as one of the greatest feats of Arms in the history of the United States Army. But some of the worst fighting for the 101st Airborne Division during World War II took place after the siege had been broken, and the Screaming Eagles were joined by Patton's 3rd Army, the 17th Airborne Division, and other Allies in the January, 1945 counteroffensive to collapse the Bulge.

The situation for the 101st Airborne Division was dire from 17-26 December 1945, as they fought surrounded in Bastogne, with critical shortages in every class of supply before fighting even began. Many of the Division's weapons had been lost or damaged during the Rhineland campaign, forcing Soldiers to beg, borrow, steal and share guns. Ammunition was also in short supply, especially for the artillery. BG McAullife, DIVARTY commander of the 101st and acting Commander of the Division during the siege of Bastogne, had several additional artillery battalions to reinforce DIVARTY's three, but was unable to use their combined might due to the ammunition shortage, until aerial resupply arrived.

Weather during the siege of Bastogne was miserable, with pervasive cold and wet, and sky conditions that prevented air support or aerial resupply of any kind. When the skies cleared the day after Christmas, a massive influx of gliders and parachutes brought the critical ammunition, food, medical supplies and winter clothing that the Division would need for the continuing battle. With the clear skies came intense cold, with the temperatures dropping below freezing and daily averages approaching zero. As the remainder of Allied forces arrived in vicinity of Bastogne and began their own battles to collapse the Bulge in each of their sectors, snow began to fall and the conditions worsened, providing Allies and Germans alike some of the least favorable fighting weather of the entire six years of World War II.



MG Taylor, the Division Commander, rejoined the Screaming Eagles as the siege of Bastogne was broken, and with them he brought the congratulation and praise of every allied commander he had visited in his race from America back to the front lines. Immediately, the Division prepared to attack, as a part of the larger Allied counteroffensive that would turn the tide of the Germans last desperate attack, and ultimately win the war.

Paratroopers fought in the worst imaginable conditions during those weeks in January, 1945, assaulting on foot through snow several feet deep and with visibility sometimes limited to a few feet. The trees in the old-growth forests made navigation difficult, and provided lethal shrapnel from artillery air bursts. Fighting positions had to be chipped by hand out of frozen ground, with ever-present threat of being run over by German tanks or killed by artillery as the motivation to dig deep and camouflage positions carefully. And all of this followed the weeks of the siege, with men already tired, hungry and nearly every man suffering from some sort of physical limitation, such as frostbite, skin conditions, sprains, to say nothing of the countless battle injuries. Many of the Screaming Eagles had been wounded multiple times, but continued fighting, not wanting to leave their understrength combat units for the safe and warm rear echelon areas. The result of their sheer determination and strength, was an unstoppable Allied push on the Western front, collapsing the bulge in Belgium and driving into the heartland of Germany, each step of the way bought in blood.



The Battle of Hamburger Hill - Vietnam

One of the greatest battles fought by the 101st Airborne Division (Airmobile) in Vietnam, 3rd Brigade's week-long combat with a North Vietnamese Army (NVA) regiment on Dong Ap Bia is also one of the most politicized and misunderstood events of the war. In the summer of 1969, the Screaming Eagles gained control of the resource and population dense coastal lowlands in the vicinity of Hue, and were tasked to prevent the NVA from infiltrating through the A Shau Valley and the central highlands. The A Shau Valley, two miles wide and twenty-five miles in length, provided the enemy cover to store and stockpile equipment, train and prepare forces, and served as a base of operations to infiltrate the coastal low lands. The Valley was fed by an extension of the Ho Chi Minh Trail through the nearby boarder with Laos, and was descriptively nicknamed "the warehouse." Access to the valley from the coast was limited to one unimproved and very dangerous highway, and control was coveted by both the US and the NVA. The terrain between the costal lowlands and the valley rose to steep peaks of 5-8,000 feet, and was covered with dense triple canopy jungle, impenetrable stands of bamboo, deep ravines, draws, and saddles, all bordered to the west by soaring peaks and the neutral country of Laos.

The Division's greatest operational challenge from 1968-1972 was how to wrest control of the nearly inaccessible valley from the NVA. Vertical maneuver to gain access was essential, due to the limited road access and impassible terrain. In May of 1969, 3rd Brigade faced off against the NVA on hill 937, known as Ap Bia Mountain, on the western edge of A Shau Valley and scored a decisive victory in a bloody battle that media coverage would soon title "Hamburger Hill". The 101st had intelligence that the NVA had been operating in the vicinity of hill 937, but their strength and resources were not known. 3-187th 'Rakkasans' assaulted May 10th by helicopter northeast of the mountaintop to search and destroy, and immediately faced intense enemy attacks, originating from a series of well-hidden bunkers and fortifications. On the southern slopes of Dong Ap Bia, 1-506th 'Currahee' was inserted, and immediately began working their way toward the summit. Unknown to the Screaming Eagles, the enemy force was



the 29th regiment, the “Pride of Ho Chi Minh” the most elite, best-trained and well-equipped unit of the NVA. They had heavily fortified Dong Ap Bia with reinforced bunkers, tunnels, storerooms and even a hospital, and were fully resourced with nearly unlimited ammunition and supplies. 3-187th walked into overwhelming enemy strength, and the weather worked against them as well, with tropical storms and torrential downpours hindering every movement. The battalion assaulted the hilltop several times through the following week, with indirect fire support of artillery and attack helicopters from surrounding fire bases. As LTC Wheldon Honeycutt, the commander of 3-187th realized the extent of the fortifications on Dong Ap Bia, and that his Rakkasans were outnumbered, he called for reinforcements and continued to assault the hilltop, knowing that relentless offensive operations were the only way for his battalion to complete the mission – and survive.

The terrain was nearly impassable, with mud slides and downed trees everywhere from artillery and mortar fire making the already steep mountainsides a painstaking climb. The Currahee battalions would spend an entire mud and sweat-soaked day climbing and negotiating the terrain, sometimes only to gain a few hundred meters. Meanwhile on Ap Bia Mountain, the Rakkasans faced some of the most brutal combat of the Vietnam war, as they endured relentless and cunning attacks from the outnumbering, highly trained and determined 29th NVA regulars that originated from what seemed to be a never-ending complex of bunkers and tunnels. Forward observers would pummel suspected enemy fortifications with artillery fire and rockets from supporting Cobra gunships, only to have enemy attacks resume the moment indirect fires let up. Casualties for the Rakkasans mounted daily, and the enemy attacks made medevac and aerial resupply nearly impossible. An embedded reporter with the Rakkasans sensationalized the battle, reporting back to America that Ap Bia Mountain was a ‘human meat grinder’ and that the senseless slaughter of American Soldiers was to capture a hill with no tactical significance.

The weather finally co-operated as the monsoon rains let up, and 3rd Brigade was able to mount a coordinated, 4-battalion strong assault on the NVA positions on Ap Bia Mountain.



After several hours of preparatory artillery and attack helicopter fires, the 1-506th and 3-187th, reinforced by the fresh 1-501st and 2-3 ARVN battalions, mounted a final, successful assault on May 20th, capturing the mountain and routing the surviving NVA.

The 29th NVA regiment, with an estimated strength of 1200-1500 Soldiers, was killed, captured, or fled their mountain stronghold. Ultimately, the 29th was prevented from their mission of using the A Shau Valley to stage attacks into the densely populated coastal lowlands around Hue. Engaging and destroying the 29th on their home turf – in the remote mountains west of A Shau – prevented unimaginable destruction and civilian casualties. The Screaming Eagles, especially the 3-187th, endured heavy losses – not to capture a hill, as the media misunderstood, but to close with and destroy the enemy before they could disperse and cause mayhem.



Screaming Eagles Movement to Contact in Desert Storm.

In the aftermath of Vietnam, the Nixon Doctrine promised to end interventions and counterinsurgencies, and again focus the Army on large scale combat operations (LSCO), primarily the threat of a Soviet invasion of Western Europe. The remodeling of the Division required the development of a new and appropriate warfighting doctrine, and the integration of new technologies utilized within a new Division structure that was designated 'Air Assault' to distinguish it from the Vietnam-era Airmobile doctrine. To prepare Soldiers for the skills necessary to conduct deep air assault operations the old Airborne School grounds at Fort Campbell became the new Air Assault School, a course of instruction billed as "the ten toughest days in the Army." Expertise in helicopter mobility based skills was recognized with the award of the Air Assault qualification badge to successful graduates. Over a period of nearly 20 years, the Division expanded its aviation assets with the addition of hundreds of additional helicopters, while Soldiers trained and perfected the Air Assault doctrine in preparation for LSCO.

The big test for the Screaming Eagles in their new format came in August of 1990 with the Iraqi invasion of Kuwait. In the DESERT SHIELD phase of the war, the defense of Saudi Arabia, the 101st Airborne Division (Air Assault) was deployed to the Gulf and prepared to fight a covering force battle to delay a potential attack launched by Iraqi forces from Kuwait against Saudi Arabia. The Iraqi attack never came, but with the addition of additional US divisions and units from many allied nations into Saudi Arabia, the plan evolved into an offensive strike to forcibly eject Iraq from Kuwait, Operation DESERT STORM. The Division began working the plan for an Air Assault operation of a scale never before attempted, the exact type of operation for which it had been training and adapting for fifteen years.

The DESERT STORM campaign plan called first for a small attack aviation strike force from the Division to help prepare for the air campaign, a thirty day operation which would in turn to set the conditions for the coalition ground attack into Iraq and Kuwait. Task Force Normandy, a



detachment of six AH-64 helicopters from the Division's 1-101 AV Battalion, was formed and placed under the command of then LTC Dick Cody, commander of the 1-101 AV. The highly secretive operation successfully destroyed the air defense ring surrounding Baghdad with TOW missiles, clearing the way for the Air Force to launch the air campaign with minimal ground to air threat. While the air campaign raged, the Division repositioned 300 miles to the west and prepared to execute a series of air assaults designed to protect the western flank of the ground operation, prevent enemy units from escaping, and interdict any reinforcements from central Iraq into Kuwait.

Between 24 and 28 February, 1991, the Division executed three brigade sized air assaults within ninety-six hours. Years of preparation culminated with the record-breaking movements. Three battalions of UH-60s and a battalion of CH-47s massed together provided over 130 dedicated assault aircraft, enough to lift the Soldiers of an entire brigade. The first air assault operation lifted the 1st Brigade 117 miles into Iraq to capture and operate Forward Operating Base (FOB) Cobra. With ground and logistics for follow-on operations in place at Cobra, the massed aviation assets of the Division could leap forward another 155 miles to lift 3rd Brigade in a second lift. The Rakkasans were moved even further north to seize and establish a blocking position along Highway 8, the link between Baghdad and Kuwait City. Once complete, aviation assets massed again to conduct a third air assault with 2nd Brigade, moving them ninety five miles east to FOB Viper, a position from which the Division's three AH-64 attack battalions could rearm and refuel in a short turn, and assist in providing final blows against the retreating Iraqi Army along the "Highway of Death" in the vicinity of Basra. The flawlessly executed series of sequential air assaults moved over 3,000 Soldiers with several tons of armament and fuel 367 miles in only ninety six hours.

Prior to the ground operations, allied commanders were unsure of the level of enemy opposition they would face, but prepared for the worst. Iraq had the 4th largest standing army in the world in 1990, and had been trained and equipped by the Soviets. Fearing a near-peer level of tactical lethality, the 101st Airborne Division invaded Iraq with the serious possibility of



mass casualties and chemical attacks from Saddam Hussein's stockpile. As the sequential air assaults closed in on Iraqi forces, the infantrymen of the 327th (1st Brigade), 502nd (2nd Brigade) and 187th (3rd Brigade) moved with lightning speed to overwhelm the Iraqi troops with the combined arms of the Division, coordinating artillery fires, attack helicopter assets and numerous ground force weapon systems.

Very quickly it became apparent that the Iraqi command structure and communications had disintegrated in the initial allied air campaign, and units manning defensive positions along the border fought with varying degrees of dedication. In one battle, 1st BDE assaulted a large bunker complex, calling in air strikes from Air Force A-10's and DIVARTY while attack helicopters maintained a steady volume of fire. Faced with this overwhelming firepower, the Iraqi battalion commander with his staff formally surrendered, providing the Division with 361 enemy prisoners of war. In other locations, defenders fought to the death, either unwilling or unable to surrender. All throughout the battle space, Screaming Eagles faced the chaos and confusion of enemy forces fighting, surrendering and retreating simultaneously, with no coordination or cohesion.

Physically, the lighting assault was an endurance event for the entire Division. Aviators flew countless sorties, cycling through the Division forward arming and refueling point (FARP) where hundreds of support personnel worked around the clock to provide millions of gallons of fuel and rounds of ammunition. Infantrymen closed with the enemy over hundreds of miles of nearly featureless desert, enduring temperatures sometimes soaring above 100 degrees in the day and below freezing at night. The hundreds of helicopters, trucks and heavy equipment of the Division operated around the clock, requiring a full-court press from aircrews, drivers and maintenance personnel. The superior physical conditioning of the Air Assault Division, combined with months of in-theater acclimatization, ensured that the men and women were up to the challenge of utilizing cutting-edge equipment and technologies to their fullest extent.

The result of the careful planning, training and flawless execution of Operation Desert Storm was a stunning tactical success beyond the wildest expectations of the Pentagon. The



Iraqi Army, faced with the overwhelming might of the 35-nation coalition, proved to be no match despite their comparable equipment and training. In under 100 hours, the ground campaign achieved complete domination, driving Saddam's army out of Kuwait and pursuing them deep into Iraq, ultimately stopping only 150 miles from Baghdad. Over 3000 Iraqi tanks were destroyed, an estimated 30-40,000 enemy troops killed, and thousands were taken prisoner. The 101st Airborne Division did not suffer a single KIA in Operation DESERT SHIELD/DESERT STORM due to direct enemy action, marking the entire deployment a resounding success and validation of the new Air Assault vertical envelopment doctrine.

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This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, leaving a small margin at the top. There are no vertical lines or other markings on the page.