



In-Processing Resilience Training Participant Guide

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Resilience is the ability to grow and thrive in the face of challenges and bounce back from adversity. Resilience can be built through a set of core competencies that enable mental toughness, optimal performance, strong leadership, and goal achievement. A resilient individual is one who is willing to take calculated, necessary risks and to capitalize on opportunity.

Resilience Competencies:

1. Self-awareness
2. Self-regulation
3. Optimism
4. Mental Agility
5. Strengths of Character
6. Connection

Key Principles

- **Bounce, not break:** Resilient people bounce, not break, when faced with an adversity or challenge.
- **Can be developed:** Everyone can enhance his or her resilience by developing the MRT competencies.



Hunt the Good Stuff is based on research by Martin Seligman and colleagues and by Robert Emmons. Hunt the Good Stuff is when you take the time to notice and reflect on positive experiences in your life. It builds Optimism and positive emotions, such as gratitude.

Key Principles

- **Builds** positive emotion, optimism, gratitude (studied by Robert Emmons)
- **Counteracts** the negativity bias
- **Leads to:**
 - Better health, better sleep, feeling calm
 - Lower depression and greater life satisfaction
 - More optimal performance
 - Better relationships



Instructions: In groups of three, record six good things that relate to PCSing in the boxes labeled "Good Thing." After each good thing, write a reflection sentence in the corresponding box labeled "Reflection" using the reflection questions on the slide.

Good Thing 1:	Reflection:
Good Thing 2:	Reflection:
Good Thing 3:	Reflection:
Good Thing 4:	Reflection:
Good Thing 5:	Reflection:
Good Thing 6:	Reflection:



Instructions: Record six good things in the boxes labeled "Good Thing." After each good thing, write a reflection sentence in the corresponding box labeled "Reflection" using the reflection questions on the slide.

Good Thing 1:	Reflection:
Good Thing 2:	Reflection:
Good Thing 3:	Reflection:
Good Thing 4:	Reflection:
Good Thing 5:	Reflection:
Good Thing 6:	Reflection:



Hunt the Good Stuff is based on research by Martin Seligman and colleagues and by Robert Emmons. Hunt the Good Stuff is when you take the time to notice and reflect on positive experiences in your life. It builds Optimism and positive emotions, such as gratitude.

Instructions: Record important debrief points for Hunt the Good Stuff and ideas for how to use this skill within your personal and professional life. List any ideas you have for formal and informal mechanisms for practicing and reinforcing the skill of Hunt the Good Stuff. Consider both individual and group applications.



- Our energy levels, whether too low or too high, impact our ability to perform in our personal and professional lives.
- Effectively managing our energy is possible but requires deliberate and diligent effort.
- Tactical Breathing is a tool that, when used regularly, allows you to manage your energy level and facilitates optimal performance.

Key Principles

- **Increase efficiency:** Tactical Breathing causes your body to use energy more efficiently, giving you more energy when you need it.
- **Enhance control:** You can regulate your physiology, thinking, and emotions to perform more optimally.
- **Practice:** Getting the full benefits from Tactical Breathing takes practice.
- **Self-regulation:** Self-regulation is a primary target of Tactical Breathing.

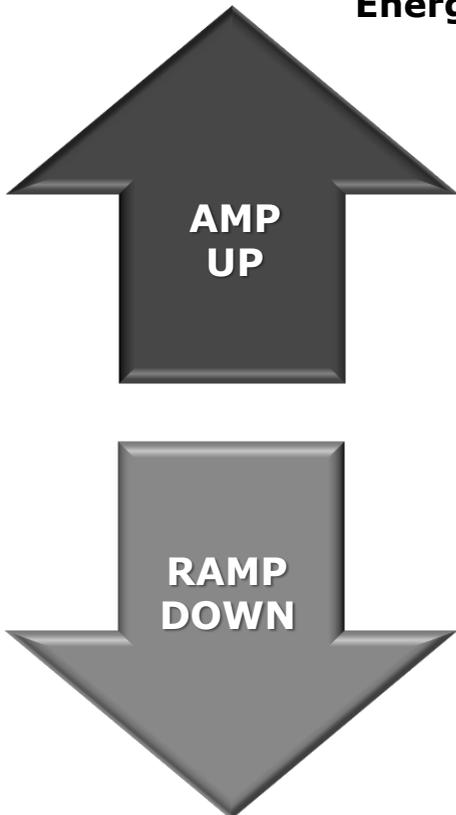


How You Perform

You “perform” all the time. In the space below, list the various things you care about, that you want to do well, that require you to have your head in the game, and perhaps that you have to do under some amount of pressure. Consider performances in your personal and professional life, e.g., hobbies, etc.

<hr/>	<hr/>

Energy Activation and Performance



Some performances require a high level of energy activation or a burst of energy. Other performances require a much lower level of energy.

To perform optimally, you need to know what level of energy activation the performance requires and have the Self-awareness to assess where your energy level is in relation to where it needs to be.

Then you have to have an effective strategy in place to manage your energy level and shift your energy where it needs to be for the performance in front of you.



Identify three specific situations in which you could benefit from being able to effectively shift your energy so that you can perform at your best.

1. _____
2. _____
3. _____

1. PHYSICAL FUNDAMENTALS

Inhale through your nose if possible

Chest remains still as you inhale

Breathe slow, low, and deep to a 5/5 cadence...
5-count inhale,
5-count exhale

As your breath deepens, allow your abdomen, sides, and lower back to expand

“Unlock” excess muscle tension as you exhale

2. MENTAL FUNDAMENTALS

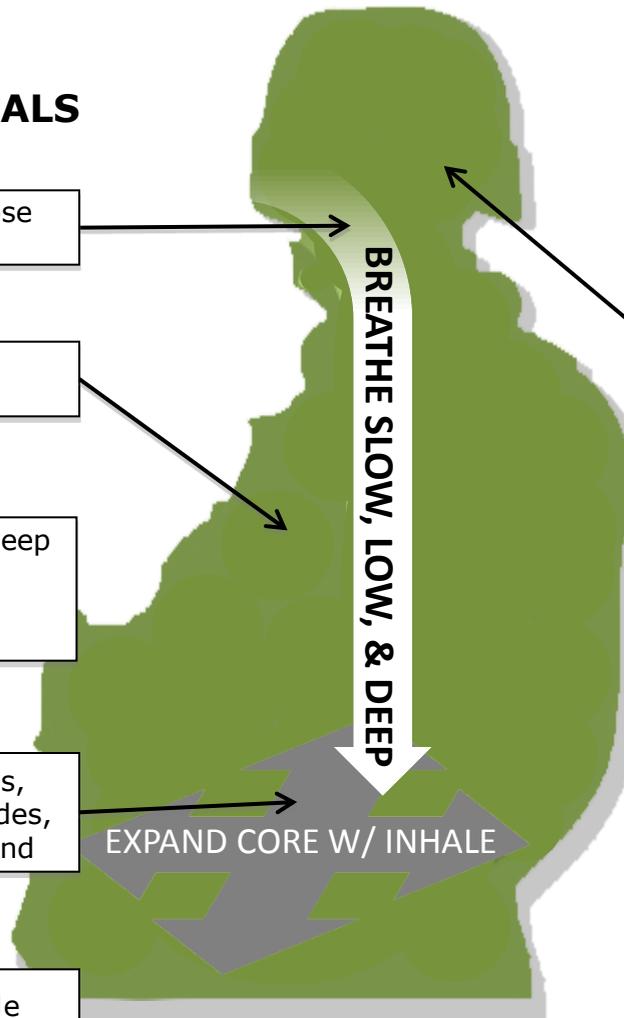
Let your mind become quiet and focused with each breath

Focus on 5/5 breath cadence or repeat a focus cue on exhale

3. EMOTIONAL FUNDAMENTALS

Gain greater poise and control with each deep breath

Experience positive emotion from the past or connected to what you're about to do





Notes

Deep breathing
+ 5-second cadence

Deep breathing
+ Relaxation cue

Deep breathing
+ Focus on sensation

Deep breathing
+ Positive emotion

Being Deliberate about Tactical Breathing

Like any other skill, to become “good” at Tactical Breathing you’ll need to put in regular practice. Identify three specific opportunities when you will practice Tactical Breathing for at least a few minutes at a time.

1. _____
2. _____
3. _____



'Tactical Breathing' is a self-regulation technique that includes physical, mental, and emotional components which together produce an immediate and fundamental change in our physiology—to better prepare for performance and better recover from performance.

Prior to performance, Energy Management/Tactical Breathing prepares us to respond to high demands with greater composure, precision, accuracy, and motor control as well as enhanced memory, recall and attention. During breaks in action (recovery) Energy Management/Tactical Breathing facilitates various health- and performance-promoting changes.

Instructions: Record important debrief points for Energy Management/Tactical Breathing and ideas for how to use this skill within your personal and professional life. List any ideas you have for formal and informal mechanisms for practicing and reinforcing the skill of Energy Management/Tactical Breathing. Consider both individual and group applications.



Thinking Traps

1. **Jumping to Conclusions:**

Believing one is certain about a situation despite little or no evidence to support it

2. **Mind Reading:**

Assuming that you know what another person is thinking, or expecting another person to know what you are thinking

3. **Me, Me, Me:**

Believing that you are the sole cause of every problem you encounter

4. **Them, Them, Them:**

Believing that other people or circumstances are the sole cause of every problem you encounter

5. **Always, Always, Always:**

Believing that negative events are unchangeable and that you have little or no control over them

6. **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

Mental Cues and Critical Questions

1. **Jumping to Conclusions:**

Slow down: What is the evidence for and against my thoughts?

2. **Mind Reading**

Speak up: Did I express myself? Did I ask for information?

3. **Me, Me, Me:**

Look outward: How did others and/or circumstances contribute?

4. **Them, Them, Them:**

Look inward: How did I contribute?

5. **Always, Always, Always:**

Grab control: What is changeable? What can I control?

6. **Everything, Everything, Everything:**

Get specific: What is the specific behavior that explains the situation?
What specific area of my life will be affected?



Key Principles

- **Activating Event:** the who, what, when, and where; a situation (challenge, adversity, or positive event) that triggers Thoughts, Emotions, and Reactions.
- **Thinking Traps are common:** It's common to fall into a Thinking Trap, particularly when stressed.
- **Thinking Traps narrow our field of vision:** Thinking Traps often lead to missing important information.
- **Notice patterns:** What are the patterns in the Traps you fall into?
- **Use Mental Cues:** Use the Mental Cues to help you notice when you have missed critical information
- **Use Critical Questions:** Be on the lookout for your common Traps and use the Critical Questions to help broaden your awareness of important information.
- **Mental Agility:** Mental Agility is a primary target of Avoid Thinking Traps.



Instructions: From examples 1-4, **choose two** examples to complete. For each example there are four corresponding thoughts that contain Thinking Traps. Label each thought with a Thinking Trap. It is possible that one thought has more than one Thinking Trap.

1. You get into a fight with your spouse about moving. You think ...

a. **Thought:** "Our marriage is just not cut out for Army life. We are never going to make it!"

Thinking Trap(s):

b. **Thought:** "My spouse is making this move way more difficult than it needs to be!"

Thinking Trap(s):

c. **Thought:** "I am really letting my family down. I haven't been there for them."

Thinking Trap(s):

d. **Thought:** "My life is falling apart."

Thinking Trap(s):

2. On your way to work you can't find the building your looking for and show up a half hour late. You think ...

a. **Thought:** "Today is going to be a bad day."

Thinking Trap(s):

b. **Thought:** "Everyone thinks I'm unreliable. They are not going to trust me."

Thinking Trap(s):

c. **Thought:** "They should have provided me with better directions."

Thinking Trap(s):

d. **Thought:** "I am never going to get adjusted here. I can't figure this place out."

Thinking Trap(s):



3. You send a long email to your new command about your current housing situation asking for their advice, and you get a one sentence reply. You think...

a. **Thought:** "He doesn't care about my situation. He only cares about himself."

Thinking Trap(s):

b. **Thought:** "There's nothing I can do to fix my housing situation."

Thinking Trap(s):

c. **Thought:** "I shouldn't have bothered my command with this. I knew I shouldn't have sent that email."

Thinking Trap(s):

d. **Thought:** "My command is mad at me."

Thinking Trap(s):

4. Your new squad does not complete a task exactly as you wanted them to. You think ...

a. **Thought:** "They should have known not to do that!"

Thinking Trap(s):

b. **Thought:** "I am a terrible leader."

Thinking Trap(s):

c. **Thought:** "These Soldiers are lazy."

Thinking Trap(s):

d. **Thought:** "They did this on purpose. They don't respect my leadership."

Thinking Trap(s):



Instructions: From examples 5-7, **choose one** example to complete. For the example you choose, generate one thought to illustrate each of the Thinking Trap categories.

5. Your shipments do not arrive on their estimated arrival date. You think...

a. **Jumping to Conclusions:**

b. **Mind Reading:**

c. **Me, Me, Me:**

d. **Them, Them, Them:**

e. **Always, Always, Always:**

f. **Everything, Everything, Everything:**



6. You get in a fight with your spouse because you were not able to be around to help unpack. You think...

a. Jumping to Conclusions:

b. Mind Reading:

c. Me, Me, Me:

d. Them, Them, Them:

e. Always, Always, Always:

f. Everything, Everything, Everything:



7. You and your new battle buddy miss a deadline on a project. You think...

a. Jumping to Conclusions:

b. Mind Reading:

c. Me, Me, Me:

d. Them, Them, Them:

e. Always, Always, Always:

f. Everything, Everything, Everything:



Drs. Aaron Beck and Martin Seligman identified common patterns in thinking that are problematic, particularly when under stress. These Thinking Traps undermine mental toughness and performance and lead to an inaccurate understanding of the situation. You can use the Mental Cues and Critical Questions to avoid the Traps and to see the situation more accurately.

Instructions: Record important debrief points for Avoid Thinking Traps and ideas for how to use this skill within your personal and professional life. List any ideas you have for formal and informal mechanisms for practicing and reinforcing the skill of Avoid Thinking Traps. Consider both individual and group applications.



The goal of Put It In Perspective (PIIP) is to lower anxiety so that you can accurately assess the situation and deal with it. It is **not** to pretend “all is well,” to deny real problems, or to take away anxiety completely.

Catastrophizing

- Catastrophizing is triggered by an Activating Event.
- Catastrophizing is when you waste critical energy ruminating about the irrational worst case outcomes of a situation.
- Catastrophizing is **not** the same as identifying the Worst Case and contingency planning. Contingency planning is productive. Catastrophizing is counterproductive.
- Catastrophizing is a slippery slope. It’s downward-spiral thinking.
- Catastrophizing creates high levels of anxiety, decreases focus, and increases helplessness.
- Catastrophizing prevents you from taking purposeful action.

To Put It In Perspective

1. Describe the **Activating Event**
2. Capture **Worst Case** thoughts
3. Generate **Best Case** thoughts
4. Identify **Most Likely** outcomes
5. Develop a plan for dealing with **Most Likely** outcomes



Key Principles

- **Catastrophizing depletes energy:** 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:** Optimism is a primary target of Put It In Perspective.



Put It In Perspective: Specific Triggers of Catastrophic Thinking

Instructions: 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.

1.

2.

3.

4.

5.

6.

7.



1. Describe the Activating Event (the situation in which SSG Garrett catastrophized):

2. Capture Worst Case:
Capture SSG Garrett's Worst Case thoughts.

4. Identify Most Likely:
Identify the Most Likely outcomes. Consider feelings, behaviors, events, long and short-term outcomes, and effects on SSG Garrett and others.

3. Generate Best Case:
Generate SSG Garrett's equally unlikely Best Case thoughts.

2

4

3

**5. Develop a plan for
SSG Garrett to deal with the
Most Likely outcome:**



1. Describe the Activating Event (a situation in which you catastrophized or might catastrophize):

2. Capture Worst Case:

Capture your Worst Case thoughts.

4. Identify Most Likely:

Identify the Most Likely outcomes. Consider feelings, behaviors, events, long and short-term outcomes, and effects on yourself and others.

3. Generate Best Case:

Generate equally unlikely Best Case thoughts.

2

4

3

5. Develop your plan for dealing with the Most Likely outcome:



1. Describe the Activating Event (a situation in which you catastrophized or might catastrophize):

2. Capture Worst Case:

Capture your Worst Case thoughts.

4. Identify Most Likely:

Identify the Most Likely outcomes. Consider feelings, behaviors, events, long and short-term outcomes, and effects on yourself and others.

3. Generate Best Case:

Generate equally unlikely Best Case thoughts.

2

4

3

5. Develop your plan for dealing with the Most Likely outcome:



Catastrophizing decreases mental toughness and prevents problem solving. You can stop Catastrophizing by Putting It In Perspective: capturing the Worst Case, generating the Best Case, identifying the Most Likely outcomes, and then developing a plan for dealing with the likely implications.

Instructions: Record important debrief points for Put It In Perspective and ideas for how to use this skill within your personal and professional life. List any ideas you have for formal and informal mechanisms for practicing and reinforcing the skill of Put It In Perspective. Consider both individual and group applications.



Real-Time Resilience is used to deal with counterproductive thoughts that are interfering with the ability to effectively engage with the Task at hand. It is used to lower anxiety and anger and to enhance a person's attention and positive attitude.

Sentence Starters

- Use evidence to prove the thought is false.
 - That's not (completely) true because...
- Generate a more optimistic way of seeing it.
 - A more optimistic way of seeing this is...
- Put It In Perspective.
 - The most likely implication is... and I can...

Pitfalls: Common mistakes made when responding to counterproductive thoughts

- Dismissing the grain of truth
- Minimizing the situation
- Rationalizing or excusing one's contribution to a problem

Key Principles

- **Accuracy over speed:** Focus on accuracy and passing the gut test, not speed.
- **Practice:** Real-Time Resilience takes ongoing practice.
- **Learning curve:** The pitfalls are common and part of the learning process.
- **Do-over:** When you hear a pitfall, pause and generate a stronger response.
- **Optimism:** Optimism is a primary target of RTR.



Instructions: For each Task at hand listed below there are five corresponding counterproductive thoughts. Write a Real-Time Resilience response to each of the counterproductive thoughts use the strategies of evidence, optimism, and put it in perspective. Remember that good evidence is vivid, specific, and concrete. Try to begin each sentence with one of the Sentence Starters (e.g., "That's not true because...", "A more optimistic way of seeing this is...", "A more likely implication of this is...and I can..."). Avoid pitfalls, i.e., dismissing the grain of truth, minimizing the situation, and rationalizing or excusing one's contribution to a problem.

Task at hand #1: You are about to brief your CO for the first time.

Counterproductive Thoughts:

Real-time Resilience Responses:

a. I am terrible at giving briefs.

b. If I don't get this perfect my career is over.

c. I've failed at everything else; I'm going to fail at this.

d. I don't perform well under stress.

e. I am going to say something stupid and lose all respect.



Real-Time Resilience: Practical Exercise (continued)

Instructions: Choose an example of a time in your own life when you had a Task at hand to complete, but were having counterproductive thoughts, and write it in the box where it says "Task at hand #2." Your partner will generate and say aloud counterproductive thoughts you may have been having; record these thoughts in the left-hand column. For each counterproductive thought, generate and say aloud a Real-Time Resilience response; record these responses in the right-hand column. When crafting your responses, use the strategies of evidence, optimism, and put it in perspective. Remember that good evidence is vivid, specific, and concrete. Try to begin each sentence with one of the Sentence Starters (e.g., "That's not true because...", "A more optimistic way of seeing this is...", "A more likely implication of this is...and I can..."). Avoid pitfalls, i.e., dismissing the grain of truth, minimizing the situation, and rationalizing or excusing one's contribution to a problem.

Task at hand #2:

Counterproductive Thoughts:	Real-time Resilience Responses:
a.	
b.	
c.	
d.	
e.	



Real-Time Resilience is the skill of fighting back against counterproductive thoughts as soon as they occur so that you remain task-focused and motivated. Real-Time Resilience involves proving your thoughts false with evidence.

Instructions: Record important debrief points for Real-Time Resilience and ideas for how to use this skill within your personal and professional life. List any ideas you have for formal and informal mechanisms for practicing and reinforcing the skill of Real-Time Resilience. Consider both individual and group applications.



Assertive Communication is important in dealing with family and colleagues (communication that works in combat or with your Platoon Sergeant doesn't work at home). Use the IDEAL model to communicate in a Confident, Clear, and Controlled manner.

3 Cs: Confident, Clear, Controlled

- **Confident:** You believe in your ability to handle the situation and are composed.
- **Clear:** The message is easy to understand and is not exaggerated.
- **Controlled:** You are "tracking" the other person and modulate yourself if necessary.

IDEAL Model

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

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.



Assertive Communication: Practical Exercise (Communication Styles)

Instructions: As you watch the Aggressive, Passive, and Assertive Communication clips, pay attention to the specific descriptors (body language, language, voice tone, etc.) that illustrate each of the three styles of communication and record the specific descriptors in the space provided below. After each clip, work together in small groups to fill in the unspoken messages box for the style you just saw.

	Aggressive	Assertive	Passive
What are descriptors of each style (e.g., language, body language, voice, space, pace, etc.)?			
What are the unspoken messages that each style sends to the other person?			



Instructions: Below is a script of an aggressive conversation. Circle at least 10 words or phrases that make the script aggressive. After you have circled the words or phrases that make the script aggressive, rewrite the words or phrases in the box that says "Corrections" so that the script is assertive, not aggressive.

What is the scenario?

Your new neighbor plays loud music in his garage a few times a week, and it keeps you awake at night.

I Identify the problem:
My new neighbor is so inconsiderate!
Corrections:

D Describe the problem:
You are always playing your loud music and it keeps me and all of our neighbors awake all night long. You're so inconsiderate.
Corrections:

E Express your concerns:
Were you raised in a barn with no neighbors? It pisses me off that you don't have the decency to turn off your music at night.
Corrections:

A Ask for a reasonable change:
Why the heck do you think anyone on our block wants to hear that terrible noise all night long? You need to stop playing music after 1000.
Corrections:

L List the positive outcomes:
You better turn it off, or I will call the cops.
Corrections:



Instructions: Below is a script of a passive conversation. Circle at least 10 words or phrases that make the script passive. After you have circled the words or phrases that make the script passive, rewrite the words or phrases in the box that says "Corrections" so that the script is assertive, not passive.

What is the scenario?
Your and your new neighbor take turns driving the kids to school. Your neighbor was late picking up your kids two times last week and one time this week.

I Identify the problem:
Corrections:

D Describe the problem:
It is half past eight...and...my kids are ready to go to school.
Corrections:

E Express your concerns:
Well, it is not that big of a deal, but my kids are sometimes late for school, but it is really fine. Don't worry about it.
Corrections:

A Ask for a reasonable change:
Can you maybe try and pick my kids up on time if it is not too inconvenient for you?
Corrections:

L List the positive outcomes:
It would be great if you could try to make sure the kids get to school on time, but no worries if it is too much to ask!
Corrections:



Assertive Communication is Confident, Clear, and Controlled. Assertive Communication can be enhanced through the IDEAL model: I = Identify and understand the problem, D = Describe the problem objectively and accurately, E = Express your concerns and how you feel (when appropriate), 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.

Instructions: Record important debrief points for Assertive Communication and ideas for how to use this skill within your personal and professional life. List any ideas you have for formal and informal mechanisms for practicing and reinforcing the skill of Assertive Communication. Consider both individual and group applications.



Active Constructive Responding (ACR) is based on the work of Dr. Shelly Gable. Dr. Gable studies the effects of sharing a positive experience with others and the effect that the other person's response to our positive experience has on our relationship.

There are four different types of responses a person can have when someone shares a positive experience. The four responses are:

	Constructive	Destructive
Active	<ul style="list-style-type: none">• Authentic interest• Elaborates the experience	<ul style="list-style-type: none">• Squashing the event• Negative focus
Passive	<ul style="list-style-type: none">• Distracted, understated support• Conversation fizzles out	<ul style="list-style-type: none">• Ignoring the event• Changing the conversation to another topic

Of the four cells, only **Active Constructive** responses enhance the well-being of both parties. Below are examples of each of the four styles of responding:

- **Active Constructive Responding:** The person responding offers praise, asks questions and helps the sharer to elaborate on the positive experience by eliciting more information and asking questions that draw out details of the situation and its meaning.
- **Passive Constructive Responding:** The person responding is not actively engaged in the conversation and does little to build on the conversation or explore the event.
- **Passive Destructive Responding:** The person responding ignores the event by sidetracking the conversation or switching topics completely.
- **Active Destructive Responding:** The person responding actively points out negative implications of the situation and highlights the downsides of the event.



Key Principles

- **Four types of responding:** There are four ways people tend to respond when others share a positive experience: Active Constructive, Passive Constructive, Passive Destructive, and Active Destructive.
- **ACR:** ACR conveys authentic interest, and the responder helps the sharer think more deeply about the positive experience.
- **Benefits of ACR:** ACR leads to stronger relationships, belonging, well-being, and life satisfaction for both parties.
- **Connection:** Connection is a primary target of Effective Praise and ACR.



Step 1: Make a list of the key people in your life (e.g., family member, friends, colleagues, Platoon members, etc.).

Amanda, Jessica, SSG Garrett, my Soldiers

Step 2: Record each individual's name in the box or boxes that indicate your typical way of responding to their positive news. Note the percentage of time you respond in that style (consider what you say, how focused versus distracted you are, your body language, etc.).

	Constructive	Destructive
Active	<i>Jessica (60%) Amanda (10%) My Soldiers (70%) SSG Garret (50%)</i>	<i>Jessica (20%) Amanda (10%) My Soldiers (10%) SSG Garret (30%)</i>
Passive	<i>Jessica (10%) Amanda (60%) My Soldiers (10%) SSG Garret (10%)</i>	<i>Jessica (10%) Amanda (20%) My Soldiers (10%) SSG Garret (10%)</i>

Step 3: Check for factors that influence your style of communicating.

a. What factors drive you into boxes other than ACR?

- Mood
- Energy level
- Busy schedule
- How your family responded to you while you were growing up
- Focused on self*



Step 1: Make a list of the key people in your life (e.g., family member, friends, colleagues, Platoon members, etc.).

Step 2: Record each individual's name in the box or boxes that indicate your typical way of responding to their positive news. Note the percentage of time you respond in that style (consider what you say, how focused versus distracted you are, your body language, etc.).

	Constructive	Destructive
Active		
Passive		

Step 3: Check for factors that influence your style of communicating.

a. What factors drive you into boxes other than ACR?

- Mood _____
- Energy level
- Busy schedule _____
- How your family responded to you while you were growing up



Instructions: Work with a partner, talking about a positive experience from your life and responding to your partner's positive experience.

Person 1: Share a positive experience: Think of something meaningful and positive that happened in the last week. Describe this to your partner.

Person 2: Respond: Practice being Active Constructive by asking questions that help your partner relive the positive experience.

Discussion: Before switching roles, answer the questions below about the role you were in. You should answer each question twice, once in the "share" column, and once in the "respond" column.

Share	Respond
1. What was comfortable about doing this?	
2. What was uncomfortable about doing this?	
3. What did you learn about yourself through this process?	



Active Constructive Responding is based on the work of Dr. Shelly Gable, which demonstrates the positive effects of Active Constructive Responding on relationships.

Instructions: Record important debrief points for ACR and ideas for how to use this skill within your personal and professional life. List any ideas you have for formal and informal mechanisms for practicing and reinforcing the skill of ACR. Consider both individual and group applications.



Instructions: In the space below, record your notes on the Final Discussion and Debrief. List any ideas that you or the group has for how to use the skills you have learned in this program within your personal and professional life. Include formal and informal mechanisms for practicing and reinforcing the skills. Consider both individual and group applications.



Glossary



Activating Event: The who, what, when, where; a situation (challenge, adversity, or positive event) that triggers Thoughts, Emotions, and Reactions

Active Constructive Responding (ACR): An MRT skill used to respond to others to build strong relationships when they talk about positive experiences or describe a success; authentic interest; elaborates the experience; person feels validated and understood and it leads to stronger relationships

Active Destructive: A way of responding to someone's positive experience that squashes the event, brings the conversation to a halt, and leaves the person feeling ashamed, embarrassed, guilty or angry

Aggressive Communication: A communication style marked by talking over the other person, out-of-control emotion, accusatory and denigrating language and body language

Always, Always, Always: A Thinking Trap; believing that negative events are unchangeable and that you have little or no control over them

Assertive Communication: An MRT skill used to communicate clearly and with respect by using the IDEAL model to communicate in a Confident, Clear, and Controlled manner

ATP Synthesis: A process that happens in the cells of the human body that provides energy for muscles.

Avoid Thinking Traps: An MRT skill used to identify and correct counterproductive patterns in thinking through the use of Critical Questions

3 Cs (Confident, Clear, Controlled): The three adjectives that describe Assertive Communication

Catastrophizing: Wasting critical energy ruminating about the irrational worst case outcomes of a situation, which prevents you from taking purposeful action, leads to downward spirals, creates high levels of anxiety, decreases focus, and increases helplessness

Connection: An MRT competency; the capacity for strong relationships; the ability to understand others' perspectives; a willingness to ask for help; a willingness to support others



Critical Questions: Specific questions that help get around Thinking Traps and broaden your awareness of important information

Everything, Everything, Everything: A Thinking Trap; 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.

Hunt the Good Stuff: An MRT skill used to counter the negativity bias, create positive emotion, and to notice and analyze what is good

Icebergs: Core beliefs and core values that are usually connected to how we think the world "should" operate, assumptions we have about ourselves and others

Jumping to Conclusions: A Thinking Trap; believing that one is certain about a situation or what another person is thinking despite having little or no evidence to support it

Me, Me, Me: A Thinking Trap; believing that you are the cause of every problem you encounter

Mental Agility: An MRT competency; the ability to use flexible and accurate thinking when identifying and understanding problem; a willingness to try new strategies

Mind Reading: A Thinking Trap; assuming that you know what another person is thinking, or expecting another person to know what you are thinking

Negativity Bias: The tendency to notice and remember the negative aspects of a situation more than the positive aspects; we remember failures more readily than successes, analyze bad events more thoroughly than good events, and think particularly hard when we are thwarted

Optimism: An MRT competency; the ability to hunt what is good, remain realistic, identify what is controllable, maintain hope, and have confidence in self and team

Passive Communication: A communication style marked by sulking, submissiveness, fearfulness, appeasing, and little or no eye contact



Passive Constructive: A way of responding to someone's positive experience with quiet, understated support; conversation fizzles out and leaves the person feeling unimportant, misunderstood, embarrassed, or guilty

Passive Destructive: A way of responding to someone's positive experience that ignores the event; conversation never starts and leaves the person feeling confused, guilty, or disappointed

Pessimism: A tendency to see the worst aspect of situations; having a lack of hope or confidence about the future

Pitfalls: Common mistakes made when responding to counterproductive thoughts while practicing Real-Time Resilience. Pitfalls include: dismissing the grain of truth, minimizing the situation, and rationalizing or excusing one's contribution to a problem.

Put It In Perspective (PIIP): An MRT skill used to stop catastrophic thinking, reduce anxiety, and improve problem solving by capturing Worst Case thoughts, generating Best Case thoughts, identifying the Most Likely outcomes of a situation, and developing a plan to deal with the Most Likely outcomes

Real-Time Resilience (RTR): An MRT skill used to shut down counterproductive thinking to enable greater concentration and focus on the Task at hand

Resilience: The ability to grow and thrive in the face of challenges and bounce back from adversity

Self-awareness: An MRT competency; the ability to identify one's thoughts, emotions, and behaviors

Self-regulation: An MRT competency; the ability to express emotions appropriately, stop counterproductive thinking, and regulate impulses, emotions, and behaviors in order to achieve goals

Strengths of Character: An MRT competency; the ability to use the knowledge of your top Character Strengths to overcome challenges and meet goals

Tactical Breathing: An MRT skill used to regulate energy levels so that you can perform more optimally; requires deliberate control of physical, mental, and emotional components



Thinking Traps: Overly rigid patterns in thinking that can cause people to miss critical information about a situation or individual

Them, Them, Them: A Thinking Trap; believing that other people or circumstances are the cause of every problem you encounter



In-Processing Resilience Training Hunt the Good Stuff Journal

Developed by Karen Reivich, Ph.D.



Purpose: Most people spend far more time thinking about how they can correct something that has gone wrong, worrying about something that is about to go wrong, or simply replaying a failure or setback, than they do noticing and enjoying what has gone right. Evolution has seen to it that we remember failures more readily than successes, that we analyze bad events more thoroughly than good events, and that we tend to think particularly hard when we are thwarted. This predisposition has a clear upside: self-protection; however, it also has a downside: less positive emotion and lower life satisfaction.

Dr. Seligman and colleagues developed an activity to help us notice positive experiences to enhance our gratitude and positivity. Thinking about why events go well, what the positive events means to us, and how we can create circumstances that enable more good things to occur encourages a consciousness of blessings and molds a style of thinking that promotes optimism about the future.

Instructions: Every night this week, write down three positive experiences from the day. They can be small or large, things you brought on, things that you witnessed in others, or things in nature. Next to each positive event that you list, write a reflection (at least one sentence) on any of the topics below:

- 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

Here is an example:

Date: *9 July 2013*

Good Thing 1: *Yesterday my daughter had a great first day at her new school.*

Reflection: *She has learned how to make friends easily, and I admire that.*

Good Thing 2: *My CO took time from his day to tell me I was doing a good job.*

Reflection: *He cares about all of us and wants us to know that we're doing good work.*

Good Thing 3: *My buddy had his first round of chemo today.*

Reflection: *I'm grateful that there are good doctors and treatments to help save his life.*



Instructions: Record three good things each day. Next to each positive event that you list, write a reflection (at least one sentence) about:

- 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

Date: _____

Good Thing 1:

Reflection:

Good Thing 2:

Reflection:

Good Thing 3:

Reflection:



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