Master Resilience Training
Participant Guide
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MRT Version 3.1
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Welcome

It is our pleasure to welcome you to the Master Resilience Training (MRT). This is a joint initiative between the U.S. Army and the University of Pennsylvania.

The mission of this resilience course is to provide you with an opportunity to enhance your effectiveness and well-being and to develop your leadership potential.

- You will learn the six MRT competencies: Self-awareness, Self-regulation, Optimism, Mental Agility, Strengths of Character, and Connection.
- You will learn skills that make you a better leader and stronger Soldier, DA Civilian, or Family member by building your mental toughness and enhancing performance. These skills will also develop your ability to understand your thoughts, emotions, and behaviors and the thoughts, emotions, and behaviors of others.
- You will identify your top Character Strengths and the top Character Strengths of others and learn to use these Character Strengths to overcome challenges and build effective teams.
- You will master skills to strengthen your relationships through communication strategies. You will learn how to praise effectively, respond constructively to positive experiences, and discuss problems effectively.

We believe that you will learn critical skills that will enhance your resilience, effectiveness, and well-being. We are grateful for your involvement and trust that this program will provide you with tools you can use to enhance your resilience.
Instructions: Use the space below and on the following page to write down your MRT homework assignments.
Resilience and MRT Competencies

Rationale: You will learn about resilience and the competencies that contribute to resilience.

1. Resilience and MRT Competencies: Grow and thrive in the face of challenges and bounce back from adversity. Build core competencies that enable mental toughness, optimal performance, strong leadership, and goal achievement.
1. Write down three words that capture resilience:
   - ________________________________
   - ________________________________
   - ________________________________

2. With your group, discuss resilience using examples from your personal experiences. What are the strengths, skills, and abilities you believe are critical for resilience?
   - ________________________________
   - ________________________________
   - ________________________________
   - ________________________________
   - ________________________________
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   - ________________________________
   - ________________________________
   - ________________________________
Maturity of mind is the capacity to endure uncertainty.

–John Finley

Never give in—never, never, never, never, in nothing great or small, large or petty, never give in except to convictions of honor and good sense. Never yield to force; never yield to the apparently overwhelming might of the enemy.

–Winston Churchill

Life is not easy for any of us. But what of that? We must have perseverance and above all confidence in ourselves. We must believe that we are gifted for something, and that this thing, at whatever cost, must be attained.

–Marie Curie

Like the body that is made up of different limbs and organs, all mortal creatures exist depending upon one another.

–Hindu proverb

We don't see things as they are, we see things as we are.

–Anais Nin

If you're walking down the right path and you're willing to keep walking, eventually you'll make progress.

–Barack Obama

A life of reaction is a life of slavery, intellectually and spiritually. One must fight for a life of action, not reaction.

–Rita Mae Brown

When you get to the end of your rope, tie a knot and hang on.

–Franklin D. Roosevelt

Just as fire tempers iron into fine steel so does adversity temper one’s character into firmness, tolerance, and determination...

–Margaret Chase Smith, Lieutenant Colonel, U.S. Air Force Reserve and United States Senator (from FM6-22)
Resilience is the ability to grow and thrive in the face of challenges and bounce back from adversity.

1. **Self-awareness:**
   - Identify thoughts, emotions, and behaviors
   - Identify patterns in thinking and behavior, particularly counterproductive patterns
   - Be open and curious

What are two ways in which Self-awareness helps you personally and professionally?
1. 
2. 

2. **Self-regulation:**
   - Regulate impulses, emotions, physiology, and behaviors to achieve goals
   - Express emotions appropriately
   - Stop counterproductive thinking

What are two ways in which Self-regulation helps you personally and professionally?
1. 
2. 

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

What are two ways in which Optimism helps you personally and professionally?
1. 
2. 
4. Mental Agility:
   • Think flexibly, accurately, and thoroughly
   • Take other perspectives
   • Identify and understand problems
   • Be willing to try new strategies

What are two ways in which Mental Agility helps you personally and professionally?
1. 
2. 

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

What are two ways in which Strengths of Character helps you personally and professionally?
1. 
2. 

6. Connection:
   • Build strong relationships
   • Use positive and effective communication
   • Develop empathy, tracking
   • Be willing to ask for help
   • Support others

What are two ways in which Connection helps you personally and professionally?
1. 
2.
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.
### Instructions:
Along the top of the chart are the six critical MRT competencies. In the left-hand column are the skills taught as part of MRT. Place a ✓ in each box that is a primary target of the skill. Place an X in each box that is a secondary target.

<table>
<thead>
<tr>
<th>MRT Competencies</th>
<th>Self-awareness</th>
<th>Self-regulation</th>
<th>Optimism</th>
<th>Mental Agility</th>
<th>Strengths of Character</th>
<th>Connection</th>
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</thead>
<tbody>
<tr>
<td>Goal Setting</td>
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<tr>
<td>Hunt the Good Stuff</td>
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<td>ATC</td>
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<td>Energy Management</td>
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<td>Avoid Thinking Traps</td>
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<td>Detect Icebergs</td>
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<td>Problem Solving</td>
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<td>Put It In Perspective</td>
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<td>Mental Games</td>
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<td>Real-Time Resilience</td>
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<td>Character Strengths</td>
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<td>Assertive Communication</td>
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<tr>
<td>Praise and Active Constructive Responding</td>
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</tbody>
</table>
**Instructions:** For each of the skills listed below, write one sentence that captures the main point of the skill in your own words and that will serve as a reminder of how to use the skill effectively.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal Setting</strong></td>
<td></td>
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<tr>
<td>Hunt the Good Stuff</td>
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<td>ATC</td>
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<tr>
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<td>Detect Icebergs</td>
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<tr>
<td><strong>Problem Solving</strong></td>
<td></td>
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<tr>
<td>Put It In Perspective</td>
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<tr>
<td>Mental Games</td>
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<tr>
<td><strong>Real-Time Resilience</strong></td>
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<tr>
<td>Character Strengths</td>
<td></td>
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<tr>
<td>Assertive Communication</td>
<td></td>
</tr>
<tr>
<td><strong>Effective Praise and Active Constructive Responding</strong></td>
<td></td>
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<tr>
<td>MRT</td>
<td></td>
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</tbody>
</table>
MRT Skills

Rationale: You will learn the fourteen MRT skills that contribute to and help build resilience.

1. Goal Setting: Understand the key components of the 7-step goal setting process and practice the skill so it can be used independently to plan for achieving personal and career goals.

2. Hunt the Good Stuff: Counter the Negativity Bias, create positive emotion, and notice and analyze what is good.

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

4. Energy Management: Modulate energy to a level that is appropriate for the task-at-hand and that allows optimal performance.

5. Avoid Thinking Traps: Identify and correct counterproductive patterns in thinking through the use of Mental Cues and Critical Questions.

6. Detect Icebergs: Identify and evaluate core beliefs and core values that fuel out-of-proportion emotions and reactions.


8. 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.
9. **Mental Games:** Change the focus from, or compartmentalize, counterproductive thinking to enable greater concentration and focus on the task at hand.

10. **Real-Time Resilience:** Shut down counterproductive thinking to enable greater concentration and focus on the task at hand.

11. **Identify Character Strengths in Self and Others:** Identify Character Strengths in yourself and in others to recognize the best of yourself and the best of others.

12. **Character Strengths: Challenges and Leadership:** Identify Character Strengths in yourself and in others to improve teamwork, overcome challenges, and to be the most effective leader you can be.

13. **Assertive Communication:** Communicate clearly and with respect. Use the IDEAL model to communicate in a Confident, Clear, and Controlled manner.

14. **Effective Praise and Active Constructive Responding:** Praise effectively to build mastery and winning streaks and respond to others to build strong relationships.
Goal Setting

• Goal Setting, when done correctly, produces motivation, directs attention, increases effort and persistence, and promotes the development of new strategies.

• This 7-step Goal Setting process includes key components known to make goals more effective.

Step 1: Define your goal
Identify and commit to a goal, and determine how your personal values support the pursuit of your goal.

Step 2: Know where you are right now
Identify the benefits of achieving this goal, then reflect on the obstacles that presently stand in the way.

Step 3: Decide what you need to develop
Based on the inventory from Step 2, determine what Priority Areas you have to address in order to achieve your goal.

Step 4: Make a plan for steady improvement
Within each of the Priority Areas from Step 3, determine the work you need to start doing and how you need to think in order to move towards your goal.

Step 5: Pursue regular action
Once your plan is complete, develop strategies to start getting the work done and thinking in ways that will help you achieve the goal.

Step 6: Commit yourself completely
Develop strategies to ensure you maintain sight of your goal and don’t forget what it is you set out to achieve.

Step 7: Consistently monitor your progress
Regularly checking in to determine your progress and make adjustments as necessary to ensure you continue moving closer to your goal, even when obstacles arise.
Goal Setting
Example

What Motivates You?
- Taking care of my kids
- Feeling like a good person
- When others say I can’t
- Pride
- Not wasting time in my life
- Not wanting to fail

How Do You Motivate Those You Lead?
- Make them do pushups
- Acknowledge what they’ve done
- Make them feel shame or guilt
- Reward with a 4-day pass
- Lead by example
- Challenge them
- Competition

My Bucket List

Instructions: Use the space below to brainstorm the things you want to accomplish, places you want to visit, etc. in your lifetime.

- Pay off all my debt
- See the pyramids in Egypt
- Start my own business
- Have grandkids
- Build a house
- Go on a cruise
- Get a graduate degree
- Complete a half-Ironman
- Have $1 million in the bank
- Be able to pay my kids’ college tuition
- Go on a safari in Africa
- Teach my kids about their ancestors
- Start a charity
Goal Setting

What Motivates You?

______________________________
______________________________
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How Do You Motivate Those You Lead?

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My Bucket List

Instructions: Use the space below to brainstorm the things you want to accomplish, places you want to visit, etc. in your lifetime.

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MRT Version 3.1
Step 1: Define Your Goal

- Outcome (dream or performance) goal: Complete a half-Ironman

- Suspense: NLT 31 December of next year

- Internal motivation: Below are some common values. Select approximately five that have the greatest influence on how you live your life and the choices you make on a daily basis.

<table>
<thead>
<tr>
<th>Value</th>
<th>How It Will Help Me Achieve My Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gratitude</td>
<td>I have friends and loved ones who passed away too young and can’t pursue their goals. I’m grateful that I still have the opportunity.</td>
</tr>
<tr>
<td>Perseverance</td>
<td>I’m not a quitter. I work hard at whatever I put my mind to and I am committed to doing the same with this goal.</td>
</tr>
<tr>
<td>Personal courage</td>
<td>I’ve never tried anything like this, so it’s going to take some bravery to share it with friends and family, and to push through to the end.</td>
</tr>
<tr>
<td>Setting a good example for my kids</td>
<td>Seeing this goal through will demonstrate courage, perseverance, and other life lessons for my kids. It’ll also make them proud of me.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Even though it’ll just be me out there on race day, it’ll take the support and sacrifice of my whole family to make this dream a reality.</td>
</tr>
</tbody>
</table>

In 1-2 sentences, describe how each value will help you achieve your goal.
**Step 2: Know Where You Are Right Now**

With your partner, identify benefits and obstacles that will influence the achievement of your goal.

<table>
<thead>
<tr>
<th>BENEFITS</th>
<th>OBSTACLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>What would be the best things about achieving this goal?</td>
<td>What obstacles or personal behaviors might hinder your progress?</td>
</tr>
<tr>
<td>I will receive promotion points because of enhancing my PT score.</td>
<td>I can’t swim very well. I haven’t biked more than about 5 miles at one time.</td>
</tr>
<tr>
<td>I will be eligible for more schools.</td>
<td>I think about quitting a lot when I run. I need to develop a strategy to stop that.</td>
</tr>
<tr>
<td>I will have so much more energy because of my new level of fitness.</td>
<td>If I don’t make time for my spouse, the tension will become an obstacle. We need to spend time together.</td>
</tr>
<tr>
<td>I would be modeling excellence, courage, and persistence to my kids.</td>
<td>I don’t know anyone personally who’s completed a half- or full-ironman.</td>
</tr>
<tr>
<td>My blood pressure and resting heart rate will go down.</td>
<td>It would be helpful if I knew a trainer, nutritionist, etc.</td>
</tr>
<tr>
<td>I will feel great pride crossing the finish line representing all of the hard work of my training team.</td>
<td>I don’t drink enough water or eat a very healthy diet.</td>
</tr>
<tr>
<td></td>
<td>I crave energy drinks after lunch.</td>
</tr>
</tbody>
</table>

**Step 3: Decide What You Need to Develop**

With your partner and based on the obstacles you identified in Step 2, break down your goal into approximately 4 Priority Areas (broad areas that you cannot fail to address in order to achieve your goal).

1. Physical fitness
2. Nutrition
3. Attitude
4. Balance
### Step 4: Make a Plan for Steady Improvement

With your partner, pick one of your Priority Areas and create at least 3-4 Action Statements that identify the work you need to do to move towards your goal in this area, and at least 1-2 Power Statements that tell you how you need to think so you stay motivated to complete the Action Statements to the best of your ability.

**Action Statements should be SMART:**
- **Specific**
- **Measurable**
- **Action-focused**
- **Realistic**
- **Time-bound**

**Power Statements should be P3:**
- **Purposeful**
- **Productive**
- **Possibility**

**Priority Area #2**

<table>
<thead>
<tr>
<th>ACTION STATEMENTS</th>
<th>POWER STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 drink at least 80 ounces of water a day.</td>
<td>I expect great things out of my body, so I put only great things in.</td>
</tr>
<tr>
<td>1 eat 60% clean carbs, 30% healthy fat, and 10% lean protein every day.</td>
<td>Fuel the machine.</td>
</tr>
<tr>
<td>1 drink a recovery drink after each long workout (60 minutes or more).</td>
<td></td>
</tr>
<tr>
<td>1 drink no more than two 8-ounce alcoholic beverages a week.</td>
<td></td>
</tr>
</tbody>
</table>
**Step 5: Pursue Regular Action**
With your partner, prepare for putting your goal plan into action.

**Action Statement to complete in the next 24 hours:**

Drink at least 80 ounces of water.

**Power Statement that will motivate me to complete the Action Statement:**

“I expect great things out of my body, so I put only great things in.”

**What is your strategy or system to ensure you implement your SMART Actions regularly?**

I’ll focus on the Nutrition Priority Area, selecting one item a day to put on my to-do list until it becomes routine, then I’ll layer on Actions from another Priority Area.

**How/when will I check in on my strategy/system to ensure I complete my SMART Actions?**

I’ll revisit my to-do list each night when I get home and cross off any items I completed.

---

**Step 6: Commit Yourself Completely**
With your partner, develop a strategy for maintaining your motivation to achieve your goal.

**Strategy to stage my surroundings to automatically trigger pursuit of my goal:**

Find a picture of someone who looks like me completing an Ironman and post it in key places at home and work where I will see it all the time.

**Person to share my goal with who will keep me accountable, energized, and on track:**

My spouse, my kids

**When I... (an obstacle that will likely stand in my way, from Step 2):**

am craving an energy drink

then I will... *(Action Statement)*:

finish drinking from my water bottle and immediately refill it.

---

**Step 7: Continually Monitor Your Progress**
With your partner, plan for checking in on your progress towards your goal.

- **How often I’ll check in:** *Every 30 days*
- **First check-in date:** *1st of the month*

**When I face an unexpected obstacle, then I will leverage my value of:**

setting a good example for my kids

**by (Action or Power Statement):**

developing at least two possible solutions to demonstrate that they can learn from setbacks rather than fear them.
<table>
<thead>
<tr>
<th>Priority Area</th>
<th>Action</th>
<th>Power</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Fitness</strong></td>
<td>I run at least 5 miles twice a week and do a long run each weekend</td>
<td>The finish line is just the beginning of a whole new race</td>
</tr>
<tr>
<td></td>
<td>I swim/bike every other day for at least 60 minutes</td>
<td></td>
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<tr>
<td></td>
<td>I ice my knees after every run that’s longer than 6 miles</td>
<td></td>
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<tr>
<td></td>
<td>I compete in at least one race every other month until the half-Ironman</td>
<td></td>
</tr>
<tr>
<td><strong>Nutrition</strong></td>
<td>I drink at least 80 ounces of water a day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I eat 60% clean carbs, 30% healthy fat, and 10% lean protein every day</td>
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</tr>
<tr>
<td></td>
<td>I drink a recovery drink after each long workout</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I drink no more than two 8-ounce alcoholic beverages a week</td>
<td></td>
</tr>
<tr>
<td><strong>Nutrition</strong></td>
<td>I expect great things out of my body, so I put only great things in</td>
<td></td>
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<tr>
<td><strong>Attitude</strong></td>
<td>I practice confident self-talk deliberately at least 5 times a day</td>
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<tr>
<td></td>
<td>I tune into my self-talk and fight back against negative self-talk vigilantly</td>
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<td></td>
<td>I spend 5 mins 3 times a week seeing myself finish the race</td>
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<tr>
<td></td>
<td>I remain optimistic by hunting the good stuff every evening before bed</td>
<td></td>
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<tr>
<td><strong>Balance</strong></td>
<td>I am prepared, I am confident, I am capable</td>
<td></td>
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<tr>
<td></td>
<td>I draw strength from the other areas of my life and must give them attention too</td>
<td></td>
</tr>
<tr>
<td><strong>Balance</strong></td>
<td>I average 7 hours of sleep a night and go to bed NLT 2200</td>
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<tr>
<td></td>
<td>I plan at least one date night a month with my spouse</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I practice Deliberate Breathing for 10 mins before breakfast and again before bed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I make myself 100% mentally present in whatever I’m doing as I’m doing it</td>
<td></td>
</tr>
</tbody>
</table>

**Goal:** Complete a half-Ironman

**Suspense:** NLT 31 Dec of next year
**Goal Setting Step 1**

**Practice**

**Step 1: Define Your Goal**

- Outcome (dream or performance) goal: _______________________________________________

- Suspense: ____________________________________________________________

- Internal motivation: Below are some common values. Select approximately five that have the greatest influence on how you live your life and the choices you make on a daily basis.

<table>
<thead>
<tr>
<th>VALUE</th>
<th>ACCOUNTABILITY</th>
<th>FORGIVENESS</th>
<th>LEARNING</th>
<th>SELF-REGULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>_Accountability</td>
<td>__</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>_Achievement</td>
<td>__</td>
<td>__</td>
<td>__</td>
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</tr>
<tr>
<td>_Ambition</td>
<td>__</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>_Caring</td>
<td>__</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>_Caution</td>
<td>__</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>_Collaboration</td>
<td>__</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>_Communication</td>
<td>__</td>
<td>__</td>
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<td>__</td>
</tr>
<tr>
<td>_Compassion</td>
<td>__</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>_Competition</td>
<td>__</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>_Duty</td>
<td>__</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>_Enthusiasm</td>
<td>__</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>_Excellence</td>
<td>__</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>_Fairness</td>
<td>__</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>_Faith</td>
<td>__</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>_Family</td>
<td>__</td>
<td>__</td>
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<tr>
<td>__</td>
<td>__</td>
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</tr>
</tbody>
</table>

- In 1-2 sentences, describe how each value will help you achieve your goal.

- In 1-2 sentences, describe how each value will help you achieve your goal.

<table>
<thead>
<tr>
<th>VALUE</th>
<th>HOW IT WILL HELP ME ACHIEVE MY GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

MRT Version 3.1
### Step 2: Know Where You Are Right Now

With your partner, identify benefits and obstacles that will influence the achievement of your goal.

<table>
<thead>
<tr>
<th>Consider these categories:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
</tr>
<tr>
<td>Mental/attitude</td>
</tr>
<tr>
<td>Values/beliefs (Icebergs)</td>
</tr>
<tr>
<td>Support from others</td>
</tr>
<tr>
<td>Contacts/network</td>
</tr>
<tr>
<td>Knowledge</td>
</tr>
<tr>
<td>Financial</td>
</tr>
<tr>
<td>Character Strengths</td>
</tr>
<tr>
<td>Other areas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BENEFITS</th>
<th>OBSTACLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>What would be the best things about achieving this goal?</td>
<td>What obstacles or personal behaviors might hinder your progress?</td>
</tr>
</tbody>
</table>

### Step 3: Decide What You Need to Develop

With your partner and based on the obstacles you identified in Step 2, break down your goal into approximately 4 Priority Areas (broad areas that you cannot fail to address in order to achieve your goal).

1

2

3

4
**Step 4: Make a Plan for Steady Improvement**

With your partner, pick one of your Priority Areas and create at least 3-4 Action Statements that identify the work you need to do to move towards your goal in this area, and at least 1-2 Power Statements that tell you how you need to think so you stay motivated to complete the Action Statements to the best of your ability.

<table>
<thead>
<tr>
<th>Action Statements should be SMART:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Specific</td>
</tr>
<tr>
<td>• Measurable</td>
</tr>
<tr>
<td>• Action-focused</td>
</tr>
<tr>
<td>• Realistic</td>
</tr>
<tr>
<td>• Time-bound</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Power Statements should be P3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Purposeful</td>
</tr>
<tr>
<td>• Productive</td>
</tr>
<tr>
<td>• Possibility</td>
</tr>
</tbody>
</table>

**Priority Area #____**

<table>
<thead>
<tr>
<th>ACTION STATEMENTS</th>
<th>POWER STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
### Step 5: Pursue Regular Action
With your partner, prepare for putting your goal plan into action.

<table>
<thead>
<tr>
<th>Action Statement to complete in the next 24 hours:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Power Statement that will motivate me to complete the Action Statement:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What is your strategy or system to ensure you implement your SMART Actions regularly?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How/when will I check in on my strategy/system to ensure I complete my SMART Actions?</th>
</tr>
</thead>
</table>

### Step 6: Commit Yourself Completely
With your partner, develop a strategy for maintaining your motivation to achieve your goal.

<table>
<thead>
<tr>
<th>Strategy to stage my surroundings to automatically trigger pursuit of my goal:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Person to share my goal with who will keep me accountable, energized, and on track:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>When I... <em>(an obstacle that will likely stand in my way, from Step 2)</em>:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>then I will... <em>(Action Statement)</em>:</th>
</tr>
</thead>
</table>

### Step 7: Continually Monitor Your Progress
With your partner, plan for checking in on your progress towards your goal.

- How often I’ll check in: ______________________________________________________
- First check-in date: __________________________________________________________

<table>
<thead>
<tr>
<th>When I face an unexpected obstacle, then I will leverage my value of:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>by <em>(Action or Power Statement)</em>:</th>
</tr>
</thead>
</table>
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: Self-regulation is a primary target of Goal Setting.

Check on Learning

What is the skill? Goal Setting is a process to deliberately energize, direct, and sustain behavior to ensure progress.

When do I use it? Use Goal Setting when you want to take ownership for ensuring progress toward a desired outcome.

Goal Setting builds motivation and provides purpose and direction. An effective goal plan helps you to stay focused on what work you need to do, develop what attitudes you need to be successful, and sustain motivation until you have achieved your goal.

**Instructions:** Record important debrief points for Goal Setting and ideas for how to use this Goal Setting plan personally and professionally. List any ideas you have for formal and informal mechanisms for teaching, practicing, and reinforcing the skill of Goal Setting. Consider both individual and group applications.
The ATC Model, originally developed by Dr. Albert Ellis, highlights the link between Thoughts and Emotions or Reactions. You use the ATC model to identify the Activating Event (A), your Heat-of-the-Moment Thoughts (T), and the Consequences (C) your Thoughts generate.

**Activating Event**
The trigger: a challenge, adversity, or positive event

**Thoughts**
Your interpretations of the Activating Event; what you say to yourself in the heat of the moment

**Consequences: ER**
E: Emotions
R: Reactions
**Purpose:** We all have situations that we handle effectively and other situations that we don’t handle as effectively as we need to.

**Instructions:** On a scale of 1-10, rate how effective you are in dealing with the following types of situations. Put an asterisk (*) next to situations you would like to handle more effectively.

<table>
<thead>
<tr>
<th>not at all effective</th>
<th>very effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Balancing personal and professional responsibilities</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Being part of a team</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Fitness and training pressures</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Conflicts with friends</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Receiving praise</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Conflicts with family members</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Letting down people on your team</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Physical discomforts</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Working with people from many backgrounds</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Conflicts with people you work with</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>PCS/Moving</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Getting chewed out</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Hectic schedule</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Interactions with peers</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Interactions with senior leaders</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Receiving a promotion</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Communicating with family members</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Ambiguity/Uncertainty about the future</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Dating and social situations</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Pre-deployment</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Post-deployment</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Change</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Finances</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Spiritual concerns</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Time alone</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Success</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Failure</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Other: __________________________</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>Other: __________________________</td>
</tr>
</tbody>
</table>
Instructions: Use the space below to generate recent, meaningful, and specific examples of situations you did not handle as effectively as you needed to. Look at the types of situations on the previous page that you rated yourself low on when coming up with examples.

Instructions: For homework, use the space below to generate a recent, meaningful, and specific example of a time where your Emotions and Reactions were out of proportion to your Heat-of-the-Moment Thought.
**Instructions:** Use the list of questions below to help yourself identify Activating Events to work with throughout the training.

1. When was the last time something happened that stressed you out?

2. When was the last incident in which you were faced with a conflict?

3. What about at home? Is there a recent, vivid time when you were faced with some news that made you anxious? Excited? Annoyed? Angry? Disappointed?

4. What about at work? Is there a recent, vivid time when you were faced with some news that made you anxious? Excited? Annoyed? Angry? Disappointed?

5. What’s the best thing that’s happened to you recently? Recall a vivid, specific positive event that sparked positive emotion.

6. Can you think of a time when you didn’t do as well as you’d hoped and it impacted your confidence or future performance?
<table>
<thead>
<tr>
<th>Thought Themes</th>
<th>Emotions/Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loss</td>
<td>Sadness/Withdrawal</td>
</tr>
<tr>
<td>Danger</td>
<td>Anxiety/Agitation</td>
</tr>
<tr>
<td>Trespass</td>
<td>Anger/Aggression</td>
</tr>
<tr>
<td>Inflicting harm</td>
<td>Guilt/Apologizing</td>
</tr>
<tr>
<td>Negative comparison</td>
<td>Embarrassment/Hiding</td>
</tr>
<tr>
<td>Positive contribution</td>
<td>Pride/Sharing, planning future achievements</td>
</tr>
<tr>
<td>Appreciating what you have received</td>
<td>Gratitude/Giving back, paying forward</td>
</tr>
<tr>
<td>Positive future</td>
<td>Hope/Energizing, taking action</td>
</tr>
<tr>
<td>Dad AE (who, what, when, where):</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td>I asked my son to play basketball after returning from deployment. He said no.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thoughts:</th>
<th>Consequences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you said to yourself in the heat of the moment</td>
<td>ER: Emotions, Reactions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Heat-of-the-Moment Thought:</th>
<th>E:</th>
</tr>
</thead>
<tbody>
<tr>
<td>My son doesn’t want to be with me.</td>
<td>Bummed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thought Theme:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Loss</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Heat-of-the-Moment Thought:</th>
<th>R:</th>
</tr>
</thead>
<tbody>
<tr>
<td>He’s an ungrateful brat.</td>
<td>Shook head, left room, and started drinking.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thought Theme:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Trespass</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Heat-of-the-Moment Thought:</th>
<th>E:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ticked off</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thought Theme:</th>
<th></th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Heat-of-the-Moment Thought:</th>
<th>E:</th>
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<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Thought Theme:</th>
<th></th>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Heat-of-the-Moment Thought:</th>
<th>E:</th>
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</table>

<table>
<thead>
<tr>
<th>Thought Theme:</th>
<th></th>
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</tbody>
</table>

Are my emotions and reactions helping or harming? Please describe.
My emotions and reactions are harming me in this situation. I’m not effectively dealing with my anger or sadness by yelling at my son and leaving the room. And, my emotions and reactions are getting in my way of having time with my son, which is exactly what I want!
Describe a recent, vivid, and meaningful AE (who, what, when, where):
I fell out of a three-mile company run.

<table>
<thead>
<tr>
<th>Thoughts: What you said to yourself in the heat of the moment</th>
<th>Consequences: ER: Emotions, Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heat-of-the-Moment Thought:</strong> My ISG is going to be pissed.</td>
<td><strong>E:</strong> Worried and anxious</td>
</tr>
<tr>
<td><strong>Thought Theme:</strong> Danger</td>
<td><strong>R:</strong> I try to avoid him and don’t make eye contact.</td>
</tr>
<tr>
<td><strong>Heat-of-the-Moment Thought:</strong> Nobody else has a problem running three miles.</td>
<td><strong>E:</strong> Embarrassed</td>
</tr>
<tr>
<td><strong>Thought Theme:</strong> Negative Comparison</td>
<td><strong>R:</strong> Try to ignore people; stay quiet.</td>
</tr>
<tr>
<td><strong>Heat-of-the-Moment Thought:</strong> I’m slowing the unit down.</td>
<td><strong>E:</strong> Guilty</td>
</tr>
<tr>
<td><strong>Thought Theme:</strong> Inflicting Harm</td>
<td><strong>R:</strong> Apologize to folks and tell battles I’ll work harder.</td>
</tr>
<tr>
<td><strong>Heat-of-the-Moment Thought:</strong></td>
<td><strong>E:</strong></td>
</tr>
<tr>
<td><strong>Thought Theme:</strong></td>
<td><strong>R:</strong></td>
</tr>
</tbody>
</table>

Are my emotions and reactions helping or harming? Please describe.
My reaction isn't helping. I'm avoiding people because I'm embarrassed.
Describe a recent, vivid, and meaningful AE (who, what, when, where):

<table>
<thead>
<tr>
<th>Thoughts: What you said to yourself in the heat of the moment</th>
<th>Consequences: ER: Emotions, Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heat-of-the-Moment Thought:</strong></td>
<td>E:</td>
</tr>
<tr>
<td><strong>Thought Theme:</strong></td>
<td>R:</td>
</tr>
<tr>
<td><strong>Heat-of-the-Moment Thought:</strong></td>
<td>E:</td>
</tr>
<tr>
<td><strong>Thought Theme:</strong></td>
<td>R:</td>
</tr>
<tr>
<td><strong>Heat-of-the-Moment Thought:</strong></td>
<td>E:</td>
</tr>
<tr>
<td><strong>Thought Theme:</strong></td>
<td>R:</td>
</tr>
<tr>
<td><strong>Heat-of-the-Moment Thought:</strong></td>
<td>E:</td>
</tr>
<tr>
<td><strong>Thought Theme:</strong></td>
<td>R:</td>
</tr>
</tbody>
</table>

Are my emotions and reactions helping or harming? Please describe.
Describe a recent, vivid, and meaningful AE (who, what, when, where):

<table>
<thead>
<tr>
<th>Thoughts: What you said to yourself in the heat of the moment</th>
<th>Consequences: ER: Emotions, Reactions</th>
</tr>
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<tbody>
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<td><strong>E:</strong></td>
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<td>Thought Theme:</td>
<td><strong>R:</strong></td>
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</tbody>
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Are my emotions and reactions helping or harming? Please describe.
Key Principles

**Separate A, T, C:** Separate the A from the T from the C.
- **A:** Just the facts—who, what, when, where
- **T:** Your interpretation, what you say to yourself in the heat of the moment
- **C:** Your Consequences (E/R)

**Detect patterns:** Identify any patterns in your thoughts that undercut your performance and mental toughness.

**Self-awareness:** Self-awareness is a primary target of ATC.

Check on Learning

**What is the skill?** ATC is a method to identify your Thoughts about an Activating Event and the Consequences of those Thoughts. Our Thoughts are under our control.

**When do I use it?** Use ATC anytime you’re curious about your Emotions or Reactions, when you don’t like your Emotions or Reactions, or when you’re stuck in a pattern and wearing one set of glasses.

**How do I use it?** Describe the Activating Event objectively, identify your Thoughts, and identify your Consequences (ER: Emotions, Reactions).
The ATC Model, originally developed by Dr. Albert Ellis, highlights the link between Thoughts and Emotions or Reactions. You use the ATC model to identify the Activating Event, your in-the-moment Thoughts, and Consequences (Emotions, Reactions).

**Instructions:** Record important debrief points for ATC and ideas for how to use ATC personally and professionally. List any ideas you have for formal and informal mechanisms for teaching, practicing, and reinforcing the skill of ATC. Consider both individual and group applications.
Managing energy is essential to optimal performance. Deliberate Breathing is a tool used to gain control of your physical state, bring your focus to the present moment, and prepare you to perform more optimally.

Deliberate Breathing requires you to practice:

1. Rhythmic Breathing
2. ATC control for your Individual Zone for Optimal Functioning
How You Perform

In the space below, list the various performances you care about, that you want to do well, and perhaps you have to do under some amount of pressure. Consider performances in your personal and professional life, hobbies, etc.

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Qualifying with my weapon</td>
<td>Studying/test-taking</td>
<td></td>
</tr>
<tr>
<td>Taking an APFT</td>
<td>Coaching my kid’s soccer team</td>
<td></td>
</tr>
<tr>
<td>Playing golf</td>
<td>Starting an IV</td>
<td>Running</td>
</tr>
<tr>
<td>Giving a briefing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Place up/down arrows next to each to indicate whether that performance requires a low or high level of energy. Circle any performances that you do not consistently have the correct amount of energy.

**Individual Zone of Optimal Functioning**

Identify emotions/physiological reactions and attentional focus that indicate Too Little, Too Much, and Just Right for the specific performance.

Performance: **Playing golf**

![Energy Activation Diagram]

- **Too Little**
  - Mind wandering
  - Tired
  - Overconfident
  - Bored
  - Slow

- **Too Much**
  - Tight
  - Second-guessing
  - Shallow breaths
  - Heart pounding
  - Jittery
  - Frazzled

- **Just Right**
  - Quiet mind
  - Focused
  - Confident
  - Hopeful

Identify a Heat-of-the-Moment Thought that would likely drive the Consequences you identified as Just Right for the specified performance.

“*I trust my preparation.*”
How You Perform
In the space below, list the various performances you care about, that you want to do well, and perhaps you have to do under some amount of pressure. Consider performances in your personal and professional life, hobbies, etc.

Place up/down arrows next to each to indicate whether that performance requires a low or high level of energy. Circle any performances that you do not consistently have the correct amount of energy.

Individual Zone of Optimal Functioning
Identify emotions/physiological reactions and attentional focus that indicate Too Little, Too Much, and Just Right for the specific performance.

Performance: ________________

Identify a Heat-of-the-Moment Thought that would likely drive the Consequences you identified as Just Right for the specified performance.
I struggled with really feeling gratitude, but was able to keep my focus by repeating my thought. My body felt more relaxed than before.

---

### Breathe Rhythmically

Record notes about your Thoughts, Emotions, and physical Reactions.

4 second cadence rhythm was comfortable. My thoughts wandered, so I focused on counting. Body was relaxed and heavy.

---

### Deliberate Breathing Practice Example

#### Breathe Rhythmically with ATC (recovery)

<table>
<thead>
<tr>
<th>Thoughts:</th>
<th>Consequences:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heat-of-the-Moment Thought:</strong> “I’m glad I have this time to focus on me so I can give my all to those I love and those I lead.”</td>
<td><strong>E:</strong> Gratitude <strong>R:</strong> relaxed muscles</td>
</tr>
<tr>
<td><strong>Thought Theme:</strong> Appreciating what you have received</td>
<td></td>
</tr>
</tbody>
</table>

Record notes about your Thoughts, Emotions, and physical Reactions.

I struggled with really feeling gratitude, but was able to keep my focus by repeating my thought. My body felt more relaxed than before.

---

### Breathe Rhythmically with ATC (performances)

<table>
<thead>
<tr>
<th>Performances</th>
<th>Thoughts</th>
<th>IZOF Indicators (Cs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving a counseling statement</td>
<td>“They need to learn; I can teach them.”</td>
<td>Dissatisfied Motivated Calm</td>
</tr>
<tr>
<td>Entering and clearing a room</td>
<td>“Clear. Corner.”</td>
<td>Nervous Steady Focused</td>
</tr>
<tr>
<td>Qualifying on the range</td>
<td>“Release and Squeeze.”</td>
<td>Excited Relaxed</td>
</tr>
</tbody>
</table>
Deliberate Breathing Practice

**Breathe Rhythmically**

Record notes about your Thoughts, Emotions, and physical Reactions.

---

**Breathe Rhythmically with ATC (recovery)**

<table>
<thead>
<tr>
<th>Thoughts:</th>
<th>Consequences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you need to say to yourself in the heat of the moment (can also be a cue or an image)</td>
<td>ER: Emotions, Reactions</td>
</tr>
</tbody>
</table>

**Heat-of-the-Moment Thought:**

**Thought Theme:** Appreciating what you have received

**E:** Gratitude

**R:**

---

**Breathe Rhythmically with ATC (performances)**

<table>
<thead>
<tr>
<th>Performances</th>
<th>Thoughts</th>
<th>IZOF Indicators (Cs)</th>
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<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

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MRT Version 3.1
Key Principles

Enhance control: You can regulate your physical state, thinking, and emotions to perform more optimally.

Increase efficiency: Deliberate Breathing causes your body to use energy more efficiently, giving you more energy when you need it.

Practice: Getting the full benefits from Deliberate Breathing takes practice.

Self-regulation: Self-regulation is a primary target of Energy Management.

Check on Learning

What is the skill? Effectively utilizing, sustaining, and restoring energy to thrive under extreme stress.

When do I use it? On a daily basis, and before, during, and after performance situations.

How do I use it? Breathe slowly and deeply, direct your focus to one mental target, and incorporate feelings like gratitude and appreciation.
Deliberate and diligent efforts to maintain and recover energy are necessary for optimal performance and facilitating daily recovery. Deliberate Breathing is a tool to use energy more efficiently so you can be in control of your energy levels and have energy when you need it.

**Instructions:** Record important debrief points for Energy Management and ideas for how to use Deliberate Breathing personally and professionally. List any ideas you have for formal and informal mechanisms for teaching, practicing, and reinforcing the skill of Deliberate Breathing. Consider both individual and group applications.
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 Critical Questions to avoid the traps and to see the situation more accurately.

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
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?
Describe a recent, vivid, and meaningful AE (who, what, when, where):
I failed my last APFT.

<table>
<thead>
<tr>
<th>Thoughts: What you said to yourself in the heat of the moment</th>
<th>Consequences: ER: Emotions, Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heat-of-the-Moment Thought:  This is the end of my career.</td>
<td>E: Felt really down</td>
</tr>
<tr>
<td>Thought Theme: Loss</td>
<td>R: Kept to myself</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Heat-of-the-Moment Thought:  The grader was no good.</td>
<td>E: Irritated and angry</td>
</tr>
<tr>
<td>Thought Theme: Trespass</td>
<td>R: Sulked and complained on my way to the locker room</td>
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<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Heat-of-the-Moment Thought:  I am going to have to take the APFT again.</td>
<td>E: Felt anxious</td>
</tr>
<tr>
<td>Thought Theme: Danger</td>
<td>R: Paced around</td>
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<td>3</td>
<td></td>
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</tbody>
</table>

Are my emotions and reactions helping or harming? Please describe.

This wasn’t helping me. Instead of coming up with a plan to do better, I was doing things that weren’t focused on a solution.
### Instructions: After completing your ATC, describe your AE to a partner. Together, check each Heat-of-the-Moment Thought for Thinking Traps. Put an X in the box next to each Trap you uncover for each Thought. Name the Mental Cue and ask the Critical Question for each Trap. Write your answers to the Critical Questions in the row that corresponds to the Thought below. If the Thought does not fall into a Trap, put an X in the “None” box.

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<tr>
<th></th>
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<tbody>
<tr>
<td>JTC:</td>
<td>I know two NCOs who failed one APFT and it did not end their careers.</td>
<td>MR:</td>
<td></td>
</tr>
<tr>
<td>MMM:</td>
<td></td>
<td>TTT:</td>
<td></td>
</tr>
<tr>
<td>AAA:</td>
<td>My career is not over. I can train harder. I will add an extra thirty minutes to my training schedule.</td>
<td>EEE:</td>
<td>Physical Training is critical, but it’s not the only part of being a Soldier. I need to show my leadership that I am motivated and dedicated.</td>
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<tr>
<td>None</td>
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<tr>
<td>JTC:</td>
<td></td>
<td>MR:</td>
<td></td>
</tr>
<tr>
<td>MMM:</td>
<td></td>
<td>TTT:</td>
<td>It’s not really the grader’s fault. I haven’t been training as hard as I should be.</td>
</tr>
<tr>
<td>AAA:</td>
<td></td>
<td>EEE:</td>
<td></td>
</tr>
<tr>
<td>None</td>
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1. **Jumping to Conclusions**: Certainty with little or no evidence.  
   - Slow down: What is the evidence for and against my thoughts?
2. **Mind Reading**: Assuming each others’ thoughts.  
   - Speak up: Did I express myself? Did I ask for information?
3. **Me, Me, Me**: I am the sole cause of all problems.  
   - Look outward: How did others and/or circumstances contribute?
4. **Them, Them, Them**: Other people or circumstances are the sole cause of all problems.  
   - Look inward: How did I contribute?
5. **Always, Always, Always**: Negative events are unchangeable, I have little or no control.  
   - Grab control: What’s changeable? What can I control?
6. **Everything, Everything, Everything**: Judge one’s worth on single event; believe cause of problem will negatively affect most areas of one’s life.  
   - Get specific: What is the specific behavior that explains the situation? What specific area of my life will be affected?
Describe a recent, vivid, and meaningful AE (who, what, when, where):

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**Are my emotions and reactions helping or harming? Please describe.**
**Avoid Thinking Traps Practice 1**  
*(continued)*

**Instructions:** After completing your ATC, describe your AE to a partner. Together, check each Heat-of-the-Moment Thought for Thinking Traps. Put an X in the box next to each Trap you uncover for each Thought. Name the Mental Cue and ask the Critical Question for each Trap. Write your answers to the Critical Questions in the row that corresponds to the Thought below. If the Thought does not fall into a Trap, put an X in the “None” box.

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1. **Jumping to Conclusions:** *Certainty with little or no evidence.*
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   Get specific: What is the specific behavior that explains the situation? What specific area of my life will be affected?
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 in to?

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 a primary target of Avoid Thinking Traps.

Check on Learning

What is the skill? Thinking Traps are common patterns in thinking that prevent a person from seeing a situation accurately. Avoid Thinking Traps is a skill for identifying and correcting counterproductive patterns in thinking through the use of Mental Cues and Critical Questions.

When do I use it? Avoid Thinking Traps when your perspective on a situation is biased by Thinking Traps.

How do I use it? Check for Thinking Traps and use the appropriate Mental Cues and Critical Questions to help you identify important information.
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 Avoid Thinking Traps personally and professionally. List any ideas you have for formal and informal mechanisms for teaching, practicing, and reinforcing the skill of Avoid Thinking Traps. Consider both individual and group applications.
Detect Icebergs

• Detect Icebergs is used to identify core beliefs and core values that fuel what we say to ourselves in the heat of the moment and, at times, lead to emotions and reactions that are out of proportion.

• Heat-of-the-Moment Thoughts (your internal radio station):
  • They are on the surface of our awareness.
  • We can easily “tune in” to them.

• Icebergs (core values or core beliefs):
  • They are core values (what you aspire to) and core beliefs (what you believe to be true of yourself, others, and the world).

• Moving from the Heat-of-the-Moment Thoughts to what is beneath:
  • You can move from Heat-of-the-Moment Thoughts to your core beliefs/values by asking yourself simple “What” questions:
    • **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** makes that so upsetting to me?
  • The goal of these questions is to help you to discover what is driving your emotions and reactions.
  • Once you have discovered what is driving your emotions and reactions, you can think through issues such as the flexibility of your value/belief, whether you need to have a conversation with someone, and how you can change your value/belief, if so desired.
  • “What” questions tend to work better than “Why” questions. “What” questions generate curiosity and openness. “Why” questions often lead to defensiveness and rationalizations.
What are your Icebergs?

**Instructions:** Review the list of example Icebergs below and then list your own. Remember, not all Icebergs are counterproductive or wrong.

Examples of Icebergs:

- I am strong.
- People can’t be trusted.
- You should respect your elders.
- The world is a dangerous place.
- People should be treated with dignity and respect.
- Asking for help is a sign of weakness.
- People should finish what they start.
- Going to a counselor means you’re not a real Soldier.

What are your Icebergs?
Describe a recent, vivid, and meaningful AE in which your emotions and/or reactions seemed out of proportion to what you were thinking in the heat of the moment: I just got back from Iraq, and it's the first time I've seen my family in over a year. My older brother and I had plans to meet for dinner, but he cancelled at the last minute because he had to work late.

<table>
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<th>Consequences: ER: Emotions, Reactions</th>
</tr>
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<tbody>
<tr>
<td>Heat-of-the-Moment Thought: I rearranged my schedule for him, and he can’t even show up for dinner.</td>
<td>E: Irritated</td>
</tr>
<tr>
<td>Thought Theme: Trespass</td>
<td>R: Hang up the phone in the middle of the conversation</td>
</tr>
<tr>
<td>Do I need to Detect an Iceberg? □ Yes ☒ No</td>
<td></td>
</tr>
<tr>
<td>Heat-of-the-Moment Thought: How dare he! I haven’t seen him in months, and he cancels at the last minute.</td>
<td>E: Total despair</td>
</tr>
<tr>
<td>Thought Theme: Trespass</td>
<td>R: Can hardly get out of bed for two days</td>
</tr>
<tr>
<td>Do I need to Detect an Iceberg? ☒ Yes □ No</td>
<td></td>
</tr>
<tr>
<td>Heat-of-the-Moment Thought:</td>
<td>E:</td>
</tr>
<tr>
<td>Thought Theme:</td>
<td>R:</td>
</tr>
<tr>
<td>Do I need to Detect an Iceberg? □ Yes □ No</td>
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<tr>
<td>Thought Theme:</td>
<td>R:</td>
</tr>
<tr>
<td>Do I need to Detect an Iceberg? □ Yes □ No</td>
<td></td>
</tr>
</tbody>
</table>

Are my emotions and reactions helping or harming? Please describe.

Harming: Rather than talking to him about it, I totally withdrew and couldn’t shake my bad mood.
Use the "What" questions in any order and repeat them as many times as needed until you have identified your Iceberg.

1. **What** is the most upsetting part of that for you?
2. **What** does that mean to you?
3. **What** is the worst part of that for you?
4. Assuming that is true, **what** makes that so upsetting to you?

**Question 1:** What is the most upsetting part of him cancelling on you?

**Answer:** I haven’t seen him for over a year, and he can’t even show up for dinner.

**Question 2:** What does that mean to you that he can’t even show up for dinner?

**Answer:** It means he doesn’t give a sh*t about me.

**Question 4:** Assuming it is true that he doesn’t give a sh*t about you, what makes that so upsetting to you?

**Answer:** It’s upsetting because he doesn’t care about our relationship.

**Question 2:** And what does him not caring about your relationship mean to you?

**Answer:** It means that there isn’t anyone I can rely on.

**Question 3:** What is the worst part for you if there isn’t anyone you can rely on?

**Answer:** I risked my life in Iraq every day, and no one really cares. People should always put family first.

**Question __:**

**Answer:**

Once identified, **record your Iceberg here:**

People should always put family first.

(Continue on to the next page)
Then, discuss some or all of the four questions below with your partner. Record the answers to the questions in the space provided.

• Discuss if you still believe/value this Iceberg. Consider whether or not the Iceberg is overly rigid in some situations.

I still believe that family is important and should be a priority. My brother should be there when I need him. But, I need to be more flexible. Family is important, but sometimes things come up. Prioritizing your family doesn't mean dropping everything else completely.

• Discuss if your Iceberg is getting in your way in some situations and what specific actions you would take if you want to change your Iceberg.

My Iceberg is getting in my way with my brother, but I don’t want to change my value. I believe family should come first and I’ll always believe that.

• Discuss what you can do to change your emotions or reactions to make these types of situations go better for yourself and others.

I still believe family should come first, so my goal is to maintain contact with my brother, but I could be a little less rigid in how I view what it means to come first. So, when I start to get angry when someone doesn’t always put family first, I’ll remind myself that there are real life conflicts and that sometimes other things have to be prioritized over family. I’ll also remind myself of another Iceberg I have: People aren’t perfect and mistakes happen. That will help me to be more forgiving when I feel slighted.

• Discuss whether there is a more direct conversation you need to have with someone and what the conversation is about.

I do need to have a more direct conversation with my brother. I know he didn’t have control over the deadline he was under, but I want him to know where I am coming from and how important I think family is. That way, we can make sure to meet up soon and avoid this in the future.
Describe a recent, vivid, and meaningful AE in which your emotions and/or reactions seemed out of proportion to what you were thinking in the heat of the moment:

<table>
<thead>
<tr>
<th>Thoughts:</th>
<th>Consequences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you said to yourself in the heat of the moment</td>
<td>ER: Emotions, Reactions</td>
</tr>
</tbody>
</table>

**Heat-of-the-Moment Thought:**

**Thought Theme:**

**Do I need to Detect an Iceberg?** □ Yes □ No

**Heat-of-the-Moment Thought:**

**Thought Theme:**

**Do I need to Detect an Iceberg?** □ Yes □ No

**Heat-of-the-Moment Thought:**

**Thought Theme:**

**Do I need to Detect an Iceberg?** □ Yes □ No

**Are my emotions and reactions helping or harming? Please describe.**
Use the “What” questions in any order and repeat them as many times as needed until you have identified your Iceberg.

1. **What** is the most upsetting part of that for you?
2. **What** does that mean to you?
3. **What** is the worst part of that for you?
4. Assuming that is true, **what** makes that so upsetting to you?

<table>
<thead>
<tr>
<th>Question __:</th>
<th>Answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question __:</td>
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<td>Question __:</td>
<td>Answer:</td>
</tr>
<tr>
<td>Question __:</td>
<td>Answer:</td>
</tr>
</tbody>
</table>

Once identified, **record your Iceberg here:**

__________________________________________________________________________________

(Continue on to the next page)
Then, discuss some or all of the four questions below with your partner. Record the answers to the questions in the space provided.

• Discuss if you still believe/value this Iceberg. Consider whether or not the Iceberg is overly rigid in some situations.

• Discuss if your Iceberg is getting in your way in some situations and what specific actions you would take if you want to change your Iceberg.

• Discuss what you can do to change your emotions or reactions to make these types of situations go better for yourself and others.

• Discuss whether there is a more direct conversation you need to have with someone and what the conversation is about.
Key Principles

The “Aha” moment: Stop when your beliefs help to explain your Consequences (Emotions and Reactions).

Icebergs can create Thinking Traps: Sometimes Icebergs 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 Detect Icebergs.

Check on Learning

What is the skill? Detect Icebergs is used to identify and evaluate core beliefs or values that are driving our Emotions and Reactions.

When do I use it? Use Detect Icebergs when your Emotion or Reaction seems out of proportion and is undermining your performance or effectiveness. Use it with others only when an appropriate relationship exists.

How do I use it? Ask yourself the series of “What” questions to identify the Iceberg. Once the Iceberg is identified, think through issues such as the flexibility of your value/belief, whether you need to have a conversation with someone, and how you can change your value/belief, if so desired.
The skill of Detect Icebergs allows you to identify core beliefs or values and determine their usefulness. Core beliefs may be operating when an Emotion or Reaction seems out of proportion to what you’re thinking in the heat of the moment.

Instructions: Record important debrief points for Detect Icebergs and ideas for how to use Detect Icebergs personally and professionally. List any ideas you have for formal and informal mechanisms for teaching, practicing, and reinforcing the skill of Detect Icebergs. Consider both individual and group applications.
Problem Solving

• Problem Solving is a tool for identifying the factors that caused the problem through Critical Questions and evidence.

• Effective Problem Solving:
  
  • Focus on thoughts about WHY the problem happened.
  
  • Identify the contributing factors that caused the problem through Critical Questions and evidence.
  
  • Evaluate which factors are controllable.
  
  • Develop Action Statements that will bring about positive change.
  
• The Confirmation Bias or Velcro/Teflon Effect causes us to notice the evidence that fits our thoughts and beliefs and to miss the evidence that contradicts our thoughts and beliefs.
  
  • Velcro for evidence that matches our thoughts and beliefs.
  
  • Teflon for evidence that contradicts our thoughts and beliefs.

• Fight the Confirmation Bias or Velcro/Teflon Effect:
  
  • Distance yourself from your thought. Write it down.
  
  • Ask fair questions to gather evidence for and against your thoughts.
  
  • Consult with others.
Step 1: What’s the problem you’re trying to solve (who, what, when, where)?

I’ve been coming in last in ruck marches, falling out of runs, and not keeping up with my peers in other physical activities.

Step 2: What caused the problem?
List your heat-of-the-moment thought(s) about what caused the problem. Pie chart your thought(s) so that the more the factor(s) contributed to the problem, the bigger the slice.

1. I don’t have what it takes.

Step 3: What did you miss?
With your partner, use the three Critical Questions to identify other factors that may have caused the problem. List the new factors that you’ve identified in the space below.

2. I spent leave drinking beer and laying around and I got out of shape. √

3. I don’t get enough sleep. √

4. I lack the motivation that Soldiers need. √

5. Some of the guys on my squad are just naturally physically stronger than me. √

Critical Questions:
• How did others or circumstances contribute?
• How did I contribute?
• What specific behaviors contributed to the problem?
Step 4: What’s the evidence that each factor contributed to the problem?

With your partner, gather evidence to determine whether or not each factor identified in Steps 2 and 3 contributed to the problem. Record the evidence in the chart below. Then, put a check next to each factor in Steps 2 and 3 that the evidence shows contributed to the problem.

<table>
<thead>
<tr>
<th>Evidence For:</th>
<th>Evidence Against:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I came in last on 5 out of 6 ruck marches and got the bare minimum on my APFT.</td>
<td>1. I made it through jump school. I got praised for my land navigation skills, and my 1SG told me good job after a field training exercise.</td>
</tr>
<tr>
<td>2. I gained 7 pounds on leave and only went running once.</td>
<td>2. I’ve already lost 4 pounds and it’s only been 2 weeks.</td>
</tr>
<tr>
<td>3. I’ve slept about 3-4 hours a night since I returned from leave because I’m worrying about Sally. Even after I fall asleep I wake up a lot.</td>
<td>3. No evidence against.</td>
</tr>
<tr>
<td>4. My battle asked me to work out with him a few times and I didn’t. I told myself I would go to the gym at night and I didn’t.</td>
<td>4. I did extra reading to prepare for an upcoming training exercise, and I talked with a battle about tips on improving my land navigation skills.</td>
</tr>
<tr>
<td>5. Even when I was in my best shape, those guys still beat me.</td>
<td>5. No evidence against.</td>
</tr>
</tbody>
</table>

Step 5: What really caused the problem?

List the factors you put a check next to in Steps 2 and 3. Pie chart the factors so that the more the factor(s) contributed to the problem, the bigger the slice.

- #2* I’m out of shape.
- #3* I’m not sleeping enough (because I’m worrying about Sally).
- #4* I haven’t been motivating myself enough to get back in shape.
- #5 The other guys are naturally stronger than me.

Put a star (*) next to the factors that you can control or influence.

Step 6: What can you do about it?

Based on your new and more accurate understanding of the problem, briefly identify SMART Action Statements for solving the problem.

- I will stop eating junk food and will do extra PT 3 times a week.
- To help me sleep, I will practice Mental Games and Hunt the Good Stuff, and I’ll stop going on the computer or watching TV before I want to go to sleep.
- Email Sally right after dinner instead of late at night so I can get to sleep at a reasonable time.
- I’ll set a goal of losing 2 pounds a week until I’m back to a healthy weight, and I’ll ask my battle to work out with me and remind me of my goal.
- To keep myself motivated, I’ll keep track of my goal of 3 extra PT sessions a week on a chart I post on my door.

Fight the Confirmation Bias:
- Write it down.
- Ask fair questions.
- Consult with others.

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Step 1: What’s the problem you’re trying to solve (who, what, when, where)?

_______________________________________________________________________
_______________________________________________________________________

Step 2: What caused the problem?
List your Heat-of-the-Moment Thought(s) about what caused the problem. Pie chart your thought(s) so that the more the factor(s) contributed to the problem, the bigger the slice.

1. ____________________________________________

2. ____________________________________________

Step 3: What did you miss?
With your partner, use the three Critical Questions to identify other factors that may have caused the problem. List the new factors that you’ve identified in the space below.

3. ____________________________________________

4. ____________________________________________

5. ____________________________________________

6. ____________________________________________

Critical Questions:
• How did others or circumstances contribute?
• How did I contribute?
• What specific behaviors contributed to the problem?
Step 4: What’s the evidence that each factor contributed to the problem?
With your partner, gather evidence to determine whether or not each factor identified in Steps 2 and 3 contributed to the problem. Record the evidence in the chart below. Then, put a check next to each factor in Steps 2 and 3 that the evidence shows contributed to the problem.

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- Write it down.
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List the factors you put a check next to in Steps 2 and 3. Pie chart the factors so that the more the factor(s) contributed to the problem, the bigger the slice.

- ]
- ]
- ]
- ]
- ]
- ]

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Based on your new and more accurate understanding of the problem, briefly identify SMART Action Statements for solving the problem.

<table>
<thead>
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<th>Action Statement 1</th>
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</table>

<table>
<thead>
<tr>
<th>Action Statement 2</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Action Statement 3</th>
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<tbody>
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</table>

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Problem Solving: Summary

Key Principles

**Slow down:** For problems that don’t require quick solutions, slow down and get more information.

**Identify the causes:** Use the Critical Questions to identify causes that you initially missed.

**Avoid the Confirmation Bias (or Velcro/Teflon Effect):** The Confirmation Bias can interfere with accuracy, so work around it.

**Mental Agility:** Mental Agility is a primary target of Problem Solving.

Check on Learning

**What is the skill?** Use Problem Solving to increase flexibility and accuracy in thinking about the causes of problems and to develop effective solution strategies.

**When do I use it?** Use Problem Solving when you are confronted with a situation that requires a thorough understanding of its causes in order to most effectively solve the problem.

**How do I use it?** Use the Critical Questions from Avoid Thinking Traps to identify the factors that caused the problem. Use the tips for avoiding the Confirmation Bias or Velcro/Teflon Effect to gather evidence to determine the accuracy of your thinking. Create a pie chart and develop Action Statements to target what is controllable.
The skill of Problem Solving enhances your Mental Agility so that you can think flexibly and accurately about what caused the problem. By increasing your ability to see problems accurately, you will improve your Problem Solving.

**Instructions:** Record important debrief points for Problem Solving and ideas for how to use Problem Solving personally and professionally. List any ideas you have for formal and informal mechanisms for teaching, practicing, and reinforcing the skill of Problem Solving. 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 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.
**1. Describe a recent, vivid, and meaningful AE (who, what, when, where):**

My squad is out doing a land navigation drill. I’m late coming back. It’s twenty minutes past the midnight deadline and I’ve lost my way.

---

<table>
<thead>
<tr>
<th>2. Capture Worst Case:</th>
<th>4. Identify Most Likely:</th>
<th>3. Generate Best Case:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capture your Worst Case thoughts.</td>
<td>Identify the Most Likely outcomes. Consider emotions, behaviors, events, long and short-term outcomes, and effects on yourself and others.</td>
<td>Generate unlikely Best Case thoughts.</td>
</tr>
</tbody>
</table>

**Worst Case:**

Sh#t! The Sergeant’s going to be pissed! He’s going to make everyone in the unit come looking for me. They’re all going to hate me—they just want to turn in for the night.

The guys in the unit will turn against me AND I’ll get a negative counseling statement. I’ll have no support here.

I’ll be chaptered out of the Army

I’ll never get another job in this economy.

My family will be ashamed and want nothing to do with me.

My girlfriend will dump me for someone who makes more money.

I’ll never meet anyone else.

I’ll end up alone and homeless and dead by age 25.

**Most Likely:**

They realize I’m missing and send a vehicle.

I get back to the check-in point and the Sergeant yells for a few minutes.

We go back to base.

The other guys ride me about it.

At first formation tomorrow, Sergeant says that MOST of us found our points last night and gives me a dirty look.

He moves on to something else. I’ll be worried and anxious until the vehicle comes.

**Best Case:**

When I turn around, I’ll see a few Soldiers walking around the corner.

They’re lost too.

They tell me I’m the only one who actually found the rest of my points.

I pull it together and lead them back to the check-in point.

The Sergeant is pleased and gives me a coin.

He tells the Command to keep an eye out for me—I’m likely to advance quickly.

---

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

I’ll walk out to the road to look for a vehicle. I’ll do some deliberate breathing and check over my equipment to calm down. I’ll joke about it with my buddies so they see I’m a good sport. I’ll make sure I’m on my game the next few days so Sergeant has nothing else to get on my case about.
1. Describe a recent, vivid, and meaningful AE (who, what, when, where):

<table>
<thead>
<tr>
<th>2. Capture Worst Case:</th>
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<th>3. Generate Best Case:</th>
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5. Develop your plan for dealing with the Most Likely outcome:
Key Principles

**Catastrophizing depletes energy:** Catastrophizing depletes energy, stops problem solving, and generates unhelpful anxiety.

**Order matters:** Stop Catastrophizing by Capturing the Worst, then Generating the Best—both of which help you to focus on the Most Likely.

**Develop a plan:** Once you are focused on the Most Likely, Develop a plan for dealing with the situation.

**Optimism:** Optimism is a primary target of PIIP.

Check on Learning

**What is the skill?** PIIP is a method to stop catastrophic thinking and deal with the Most Likely outcomes.

**When do I use it?** Use PIIP when you are “making a mountain out of a molehill” or “making a Himalaya out of a mountain.”

**How do I use it?** Describe the Activating Event, Capture the Worst Case, Generate the Best Case, and then Identify the Most Likely outcomes and Develop a plan for dealing with them.
Catastrophizing decreases mental toughness and prevents Problem Solving. You can stop Catastrophizing by Putting It In Perspective by Capturing the Worst Case, Generating the Best Case, and 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 Put It In Perspective personally and professionally. List any ideas you have for formal and informal mechanisms for teaching, practicing, and reinforcing the skill of Put It In Perspective. Consider both individual and group applications.
Mental Games

• Mental Games are used as a quick distraction from, or to compartmentalize, counterproductive thoughts that are interfering with the ability to effectively engage with the task at hand.

• In order to be effective, Mental Games must engage your full attention, be hard and fun, and be done within a few minutes.

• Examples of Mental Games:

  • Math games: Count back from 1,000 by 7s.

  • Alphabet games: Work your way through the alphabet, naming someone for each pair of initials (e.g., AB is Alec Baldwin, BC is Bill Cosby, CD is Cameron Diaz).

  • 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 to feel calm, positive, or confident. Include as many details in the image as possible so that the image is vivid.
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.

**Self-regulation:** Self-regulation is a primary target of Mental Games.

Check on Learning

**What is the skill?** Mental Games is a skill that compartmentalizes or takes your mind off of counterproductive thoughts so you can be more productive and focus on the task at hand.

**When do I use it?** Use Mental Games as a temporary fix when your thoughts are distracting you from an immediate goal or task.

**How do I use it?** Change your thoughts by playing games or using techniques that are fun, challenging, and that you can do in just a few minutes.
The skill of Mental Games is used to compartmentalize or change the focus away from counterproductive thoughts to enable critical thinking and optimal performance. Mental Games involves playing quick, fun, and challenging games or using techniques that lower your anxiety and promote positive emotion.

**Instructions:** Record important debrief points for Mental Games and ideas for how to use Mental Games personally and professionally. List any ideas you have for formal and informal mechanisms for teaching, practicing, and reinforcing the skill of Mental Games. Consider both individual and group applications.
Real-Time Resilience is used to deal with counterproductive thoughts that are interfering with one’s 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...

- Common mistakes made when using Real-Time Resilience:
  - Pitfalls:
    - Dismissing the grain of truth
    - Minimizing the situation
    - Rationalizing or excusing one’s contribution to a problem
  - Weak responses
Instructions: After you watch the Real-Time Resilience (RTR) Advanced Level Demonstration, record your answers to the following questions.

1. Write down three words that capture what you just saw.

   • __________________________________________________________________________
   
   • __________________________________________________________________________
   
   • __________________________________________________________________________

2. What are examples of situations in which RTR will be most helpful to you?

   • __________________________________________________________________________
   
   • __________________________________________________________________________
   
   • __________________________________________________________________________
   
   • __________________________________________________________________________
   
   • __________________________________________________________________________
   
   • __________________________________________________________________________
   
   • __________________________________________________________________________
   
   • __________________________________________________________________________
   
   • __________________________________________________________________________
**Real-Time Resilience Practice Example**

**Instructions:** Use the chart below to help your partner practice Real-Time Resilience.

1. Switch books. Describe your situation to your partner. Your partner will record your situation in the space provided.
2. Tell your partner the kind of counterproductive thoughts you tend to have in that situation.
3. Your partner writes down 5 counterproductive thoughts and doesn’t show them to you.
4. Your partner acts as the counterproductive side of your brain and reads you each of the five thoughts, one at a time. Before moving on to the next thought, you have to fight back against the thought just read to you by using one of the Sentence Starters.
5. After you have fought back against a thought, work together to code whether it was evidence, optimism, or perspective that you used. Circle the response if it was weak or includes a Pitfall.
6. Your partner helps to craft a stronger response if your initial response is weak or includes a Pitfall.

**Code your partner’s responses:**

- **E** = Offer evidence (E) that the thought was not accurate
- **O** = Generate a more optimistic (O) way of seeing it
- **P** = Put It In Perspective (P)

**Watch out for Pitfalls:**

- Dismissing the Grain of Truth
- Minimizing the Situation
- Excusing One’s Contribution to the Problem

---

**Describe a situation where counterproductive thoughts get in the way of focusing on the task at hand:** My CO just chewed me out, and now I’m on my way home. I don’t want to lose my cool with my family.

<table>
<thead>
<tr>
<th>List Five Thoughts:</th>
<th>Practice Real-time Resilience:</th>
<th>E</th>
<th>O</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My CO has it in for me.</td>
<td>He doesn’t have it in for me. He just lost his temper. Yesterday he gave me props in front of the unit.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2. My fellow Soldiers don’t respect me.</td>
<td>That’s not true because several guys come to me for advice—from dealing with family members to keeping sane in the Army.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3. My CO won’t trust me with important jobs anymore.</td>
<td><strong>Well, that’ll mean less work. That’s a good thing.</strong> The most likely implication is that he’ll be upset for a little while but I’m one of the most experienced leaders in the unit and I’ll earn his trust back.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4. I’m not Army material.</td>
<td>I am Army material, even though I have a lot to learn.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5. My unit has no chance with a Soldier like me.</td>
<td>That’s not true because just yesterday a Sergeant commented on how strong our unit is, and how much I’m bringing to the table.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

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**Instructions: Use the chart below to help your partner practice Real-Time Resilience.**

1. Switch books. Describe your situation to your partner. Your partner will record your situation in the space provided.
2. Tell your partner the kind of counterproductive thoughts you tend to have in that situation.
3. Your partner writes down 5 counterproductive thoughts and doesn’t show them to you.
4. Your partner acts as the counterproductive side of your brain and reads you each of the five thoughts, one at a time. Before moving on to the next thought, you have to fight back against the thought just read to you by using one of the Sentence Starters.
5. After you have fought back against a thought, work together to code whether it was evidence, optimism, or perspective that you used. Circle the response if it was weak or includes a Pitfall.
6. Your partner helps to craft a stronger response if your initial response is weak or includes a Pitfall.

**Code your partner’s responses:**
- E = Offer evidence (E) that the thought was not accurate
- O = Generate a more optimistic (O) way of seeing it
- P = Put It In Perspective (P)

**Watch out for Pitfalls:**
- Dismissing the Grain of Truth
- Minimizing the Situation
- Excusing One’s Contribution to the Problem

---

**Describe a situation where counterproductive thoughts get in the way of focusing on the task at hand:**

<table>
<thead>
<tr>
<th>List Five Thoughts:</th>
<th>Practice Real-Time Resilience:</th>
<th>E</th>
<th>O</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td></td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<tr>
<td>5.</td>
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</tr>
</tbody>
</table>

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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.

Check on Learning

**What is the skill?** Real-time Resilience (RTR) is an internal skill to shut down counterproductive thinking, build motivation, and focus on the task at hand.

**When do I use it?** Use RTR when your thoughts are distracting from an immediate goal or task.

**How do I use it?** Respond to your counterproductive thoughts in the heat of the moment by providing evidence against the thought, by generating a more optimistic way of seeing it, or by Putting the thought In Perspective. Watch out for common pitfalls and weak responses.
Real-Time Resilience is the skill of fighting back against counterproductive thoughts as soon as they occur so you remain task-focused and motivated. Real-Time Resilience involves proving your thoughts false with evidence, generating a more optimistic way of seeing the thoughts, and Putting the thoughts In Perspective.

**Instructions:** Record important debrief points for Real-time Resilience and ideas for how to use Real-time Resilience personally and professionally. List any ideas you have for formal and informal mechanisms for teaching, practicing, and reinforcing the skill of Real-time Resilience. Consider both individual and group applications.
Character Strengths

• Chris Peterson and Martin Seligman identified the Character Strengths that are valued in nearly every culture. They identified a total of 24 Character Strengths that appear to be universal.

Values in Action (VIA) Character Strengths

1. Wisdom and Knowledge
   • Curiosity and interest in the world
   • Love of learning
   • Judgment, critical thinking, and open-mindedness
   • Creativity, ingenuity, and originality
   • Perspective (wisdom)

2. Courage
   • Bravery and valor
   • Industry, diligence, and perseverance
   • Honesty, authenticity, and genuineness
   • Zest, enthusiasm, and energy

3. Humanity
   • Capacity to love and be loved
   • Kindness and generosity
   • Social intelligence

4. Justice
   • Citizenship, teamwork, and loyalty
   • Fairness, equity, and justice
   • Leadership

5. Temperance
   • Forgiveness and mercy
   • Modesty and humility
   • Caution, prudence, and discretion
   • Self-control and self-regulation

6. Transcendence
   • Appreciation of beauty and excellence
   • Gratitude
   • Hope, optimism, future-mindedness
   • Humor and playfulness
   • Spirituality, sense of purpose, and faith
Character Strengths Definitions
From *Character Strengths and Virtues* (Peterson & Seligman, 2004)

**Appreciation of excellence and beauty** [awe, wonder, elevation]: Noticing and appreciating beauty, excellence, and/or skilled performance in all domains of life, from nature to art to mathematics to science to everyday experience.

**Bravery and valor**: Not shrinking from threat, challenge, difficulty, or pain; speaking up for what is right even if there is opposition; acting on convictions even if unpopular; includes physical bravery but is not limited to it.

**Capacity to love and be loved**: Valuing close relations with others, in particular those in which sharing and caring are reciprocated; being close to people.

**Caution, prudence, and discretion**: Being careful about one’s choices; not taking undue risks; not saying or doing things that might later be regretted.

**Citizenship, teamwork, loyalty** [social responsibility]: Working well as a member of a group or team; being loyal to the group; doing one’s share.

**Creativity, originality, ingenuity**: Thinking of novel and productive ways to do things; includes artistic achievement but is not limited to it.

**Curiosity and interest in the world** [novelty-seeking, openness to experience]: Taking an interest in all of ongoing experience; finding all subjects and topics fascinating; exploring and discovering.

**Fairness, equity, and justice**: Treating all people the same according to notions of fairness and justice; not letting personal feelings bias decisions about others; giving everyone a fair chance.

**Forgiveness and mercy**: Forgiving those who have done wrong; giving people a second chance; not being vengeful.

**Gratitude**: Being aware of and thankful for the good things that happen; taking time to express thanks.

**Honesty, authenticity, and genuineness**: Speaking the truth but more broadly presenting oneself in a genuine way; being without pretense; taking responsibility for one’s feelings and actions.

**Hope, optimism, and future-mindedness** [future orientation]: Expecting the best in the future and working to achieve it; believing that a good future is something that can be brought about.

**Humor and playfulness**: Liking to laugh and joke; bringing smiles to other people; seeing the light side; making (not necessarily telling) jokes.
**Industry, diligence, and perseverance:** Finishing what one starts; persisting in a course of action in spite of obstacles; “getting it out the door”; taking pleasure in completing tasks.

**Judgment, critical thinking, and open-mindedness:** Thinking things through and examining them from all sides; not jumping to conclusions; being able to change one’s mind in light of evidence; weighing all evidence fairly.

**Kindness and generosity** [nurturance, care, compassion, altruistic love, “niceness”]: Doing favors and good deeds for others; helping them; taking care of them.

**Leadership:** Encouraging a group of which one is a member to get things done and at the same time maintaining good relations within the group; organizing group activities and seeing that they happen.

**Love of learning:** Mastering new skills, topics, and bodies of knowledge, whether on one’s own or formally. Obviously related to the strength of curiosity but goes beyond it to describe the tendency to add systematically to what one knows.

**Modesty and humility:** Letting one’s accomplishments speak for themselves; not seeking the spotlight; not regarding oneself as more special than one is.

**Perspective** [wisdom]: Being able to provide wise counsel to others; having ways of looking at the world that make sense to oneself and to other people.

**Self-control and self-regulation:** Regulating what one feels and does; being disciplined; controlling one’s appetites and emotions.

**Social intelligence** [emotional intelligence, personal intelligence]: Being aware of the motives and feelings of other people and oneself; knowing what to do to fit in to different social situations; knowing what makes other people tick.

**Spirituality, sense of purpose, and faith:** Having coherent beliefs about the higher purpose and meaning of the universe; knowing where one fits within the larger scheme; having beliefs about the meaning of life that shape conduct and provide comfort.

**Zest, enthusiasm, and energy** [vitality, vigor]: Approaching life with excitement and energy; not doing things halfway or halfheartedly, living life as an adventure, feeling alive and activated.
Character Strengths
Survey Discussion

**Instructions:** First, list your Signature Character Strengths. Then, review your Character Strengths Survey in groups of two or three and answer the questions below.

**Signature Character Strengths:**

___________________________

___________________________

___________________________

___________________________

___________________________

1. What did you learn about yourself by taking the Character Strengths Survey?

2. Which Character Strengths have you developed through your service in the Military?

3. In what ways are you already using your Signature Character Strengths in your work in the Military? How do your Character Strengths contribute to your meeting your objectives and reaching your goals?

4. In what ways are you already using your Character Strengths to build strong relationships both personally and professionally?

5. What are the shadow sides of your Character Strengths? How have they gotten you into trouble? How can you minimize this in the future?
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.

**Strengths of Character:** Strengths of Character is a primary target of Identify Character Strengths in Self and Others.
Drs. Chris Peterson, Martin Seligman, and colleagues identified 24 Character Strengths. The goals of the Character Strengths exercises are to identify how you use your Character Strengths personally and professionally and to build your awareness of Character Strengths by identifying Character Strengths in others.

**Instructions:** Record important debrief points and ideas for how to use Identify Character Strengths in Self and Others personally and professionally. List any ideas you have for formal and informal mechanisms for teaching, practicing, and reinforcing the skill of Identify Character Strengths in Self and Others. Consider both individual and group applications.
**Instructions:** Think about a person in your personal or professional life who you would describe as a great leader. Discuss questions 2-4 below with a partner.

1. **What is the person’s name?**

2. **What made this person a great leader?**

3. **What Character Strengths did this person have and how did they show up in his or her behavior?**

4. **What did you learn from this person?**
1. Describe a personal or professional situation in which you successfully used one or more of your Character Strengths to overcome a difficult situation:

One of my fellow Soldiers was frustrated at the qualification rifle range; he couldn’t shoot a passing score even after zeroing his weapon. I knew he was upset, and had to get him back to his game. I told him that the target would be frightened of his looks rather than the lead. He laughed, and we resettled in for another attempt. I noticed he had a death-grip on the trigger and he had a poorly positioned stock weld. So I coached him to relax his grip, manage his breathing better, and ensure he had the same stock weld each target. The more he relaxed, the more targets he hit. I continued giving him advice throughout the firing, and he continued hitting center mass. He didn’t qualify as an expert firer that day, but he did get a passing score.

2. What skills did you use (for example, M.O.S. related skills or other life skills)? (if any)

My rifle marksmanship skills.
3. **How did you use your Character Strengths?** After you have completed questions 1-2, describe to your partner the situation you wrote about in question 1. Discuss and name which Character Strengths you and your partner heard in your story, and write them in the table below. Be sure to talk about the specific actions you took and how they were linked to your Character Strengths. Once you have filled in the chart, star the Character Strengths that are your Signature Character Strengths.

<table>
<thead>
<tr>
<th>Character Strength</th>
<th>The specific actions used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humor and playfulness and *Social Intelligence</td>
<td>I could tell he was frustrated, so I made him laugh.</td>
</tr>
<tr>
<td>Kindness and generosity</td>
<td>I helped him out by giving him the advice he needed to succeed.</td>
</tr>
<tr>
<td>Industry, diligence, perseverance</td>
<td>I broke the process down to effectively teach him.</td>
</tr>
<tr>
<td>*Hope, optimism, and future-mindedness</td>
<td>I communicated to him that I thought he could improve.</td>
</tr>
</tbody>
</table>

*Character Strengths marked with an asterisk (*) are considered Signature Character Strengths.*
1. Describe a personal or professional situation in which you successfully used one or more of your Character Strengths to overcome a difficult situation:

2. What skills did you use (for example, M.O.S. related skills or other life skills)? (if any)
3. **How did you use your Character Strengths?** After you have completed questions 1-2, describe to your partner the situation you wrote about in question 1. Discuss and name which Character Strengths you and your partner heard in your story, and write them in the table below. Be sure to talk about the specific actions you took and how they were linked to your Character Strengths. Once you have filled in the chart, star the Character Strengths that are your Signature Character Strengths.

<table>
<thead>
<tr>
<th>Character Strength</th>
<th>The specific actions used</th>
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**Instructions:** With a partner, discuss how Character Strengths relate to your style of leadership at either work or home.

1. What are some of the Character Strengths you bring to your style of leadership? How do these Character Strengths show up in what you do and say?

<table>
<thead>
<tr>
<th>Character Strengths</th>
<th>The specific actions you take</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

2. What are some of the Character Strengths you want to bring more fully to your leadership? Record SMART Actions about how these Character Strengths will show up in what you do or say.

<table>
<thead>
<tr>
<th>Character Strengths</th>
<th>The SMART Actions you will take</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

3. How can you as a leader identify and cultivate the Character Strengths of those you lead?
Key Principles

**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.

**Strengths of Character:** Strengths of Character is a primary target of Character Strengths: Challenges and Leadership.
Drs. Chris Peterson, Martin Seligman, and colleagues identified 24 Character Strengths. The goal of the skill Character Strengths: Challenges and Leadership is to think about ways in which Character Strengths, in addition to skills and talents, can be used to overcome a challenge or adversity and can help you become the most effective leader possible.

**Instructions:** Record important debrief points and ideas for how to use the skill of Character Strengths: Challenges and Leadership personally and professionally. List any ideas you have for formal and informal mechanisms for teaching, practicing, and reinforcing the identification and use of Character Strengths. Consider both individual and group applications.
Check on Learning

**What is the skill?** Know your Character Strengths and the Character Strengths of others to recognize the best of yourself and the best of others. Use Character Strengths in challenges and as a leader to enhance performance and build stronger teams.

**When do I use it?** Identify Character Strengths to deepen your awareness of your Signature Character Strengths and how you use your Character Strengths as a Leader, a Warrior, and a friend/family member. Use Character Strengths in challenges and as a leader to create effective teams, deepen engagement, and overcome challenges.

**How do I use it?** Assess your Signature Character Strengths using the VIA Character Strengths Survey and identify ways you already use your Character Strengths. Identify new ways to use your Character Strengths in your daily life and when you are confronted with a problem.
Assertive Communication and the IDEAL Model

• 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.
  • Important in dealing with family and colleagues (communication that works in combat or with your Platoon Sergeant doesn’t work at home).

• 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
**Instructions:** Work in small groups to answer the questions below and complete the Communication Styles chart.

1. What makes communication effective? List 10 factors.

2. Complete the Communication Styles chart:

<table>
<thead>
<tr>
<th></th>
<th>Aggressive</th>
<th>Assertive</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are <strong>descriptors</strong> of each style (e.g., language, body language, voice, space, pace, etc.)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are <strong>Icebergs</strong> that cause one to be stuck in the Aggressive/Passive styles? What are <strong>Icebergs</strong> that help one to stay in the Assertive style?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the unspoken <strong>messages</strong> that each style sends to the other person?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. What Icebergs do you have that cause you to be stuck in either the Aggressive **or** Passive Communication style?

4. What Icebergs do you have that help you to communicate Assertively?
Instructions: Identify and describe a scenario in your own life where Assertive Communication would be helpful. With a partner, try to work through the scenario using either the Aggressive or the Passive Communication Style. Get some feedback from your partner about how the style you used helped or harmed the conversation and the relationship. After you have both taken a turn, jot down a few talking points for each step of the IDEAL model and role-play the conversation with your partner.

Describe the scenario: My teenage son doesn’t do his chores when I ask him to (or he does the bare minimum)

<table>
<thead>
<tr>
<th>I</th>
<th>Identify and understand the problem (use appropriate thinking skills to accurately understand the problem): -Detect Icebergs- I realized I have a couple of strong values: “everyone should do their part,” and “anything worth doing is worth doing right” -Still think it’s important to teach him this</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>Describe the problem objectively and accurately (the who, what, when, and where): -Only took trash out once in past week -Bed has not been made up all week</td>
</tr>
<tr>
<td>E</td>
<td>Express your concerns and how you feel (when appropriate): -Frustrated -We work hard, everyone needs to do their part to keep the house going</td>
</tr>
<tr>
<td>A</td>
<td>Ask the other person for his/her perspective and then ask for a reasonable change: -Something going on I don’t know about? -Take the trash out whenever the bag is full -Tuesday is trash day -Make bed everyday</td>
</tr>
<tr>
<td>L</td>
<td>List the positive outcomes that will occur if the person makes the agreed upon change: -Happier house -Less stressed, less grief from me</td>
</tr>
</tbody>
</table>
**Instructions:** Identify and describe a scenario in your own life where Assertive Communication would be helpful. With a partner, try to work through the scenario using either the Aggressive or the Passive Communication Style. Get some feedback from your partner about how the style you used helped or harmed the conversation and the relationship. After you have both taken a turn, jot down a few talking points for each step of the IDEAL model and role-play the conversation with your partner.

### Describe the scenario:

- **I** Identify and understand the problem (use appropriate thinking skills to accurately understand the problem):

- **D** Describe the problem objectively and accurately (the who, what, when, and where):

- **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.

**Check on Learning**

**What is the skill?** Assertive Communication is a method of communication that is Confident, Clear, and Controlled.

**When do I use it?** Use Assertive Communication when confronting someone about a conflict or challenge (and it is the most appropriate style in that situation).

**How do I use it?** Use 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.
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 Assertive Communication in the Army. List any ideas you have for formal and informal mechanisms for teaching, practicing, and reinforcing Assertive Communication. Consider both individual and group applications.
Effective Praise  
Based on the work of Dr. Carol Dweck

- Effective Praise names the specific strategy, effort, or skill that led to the good outcome. This demonstrates that the praise is sincere and it enables the person to know exactly how he/she brought about the good outcome. This facilitates winning streaks through replication.

- Praise and criticism are opportunities to shape behavior, enhance motivation, and build optimism and resilience.

- Effective criticism identifies what wasn’t working and creates a path forward.

- Effective Praise identifies what was working and creates winning streaks.
Active Constructive Responding
Based on the work of Dr. Shelly Gable

• 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:

<table>
<thead>
<tr>
<th>Constructive</th>
<th>Destructive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active</strong></td>
<td></td>
</tr>
<tr>
<td>• Authentic interest</td>
<td>• Squashing the event</td>
</tr>
<tr>
<td>• Elaborates the experience</td>
<td>• Negative focus</td>
</tr>
<tr>
<td><strong>Passive</strong></td>
<td></td>
</tr>
<tr>
<td>• Distracted, understated support</td>
<td>• Ignoring the event</td>
</tr>
<tr>
<td>• Conversation fizzles out</td>
<td>• Changing the conversation to another topic</td>
</tr>
</tbody>
</table>

• 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 situation.

• **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.
**What are your patterns? Example**

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

My kids, Jen, Guy, Judy, students

**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.).

<table>
<thead>
<tr>
<th>Constructive</th>
<th>Destructive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active</strong></td>
<td></td>
</tr>
<tr>
<td>My kids (60%)</td>
<td>My kids (10%)</td>
</tr>
<tr>
<td>Students (70%)</td>
<td>Guy (50%)</td>
</tr>
<tr>
<td>Judy (70%)</td>
<td>Jen (20%)</td>
</tr>
<tr>
<td>Guy (10%)</td>
<td>Students (10%)</td>
</tr>
<tr>
<td><strong>Passive</strong></td>
<td></td>
</tr>
<tr>
<td>Jen (80%)</td>
<td>Guy (20%)</td>
</tr>
<tr>
<td>My kids (10%)</td>
<td>My kids (20%)</td>
</tr>
<tr>
<td>Guy (20%)</td>
<td>Students (10%)</td>
</tr>
<tr>
<td>Students (10%)</td>
<td>Judy (10%)</td>
</tr>
</tbody>
</table>

**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
- Icebergs
- How your family responded to you while you were growing up
- Institutional values/norms
- **Focused on self**

b. **How can you use your Character Strengths to help you stay in the ACR box?**

<table>
<thead>
<tr>
<th>Character Strength:</th>
<th>How:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curiosity and interest in the world</td>
<td>I’ll ask more questions</td>
</tr>
<tr>
<td>Gratitude</td>
<td>View that I was “picked” as a gift</td>
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</table>
What are your patterns?

**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.).

<table>
<thead>
<tr>
<th>Constructive</th>
<th>Destructive</th>
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<tbody>
<tr>
<td>Active</td>
<td></td>
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<tr>
<td>Passive</td>
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**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
- Icebergs
- How your family responded to you while you were growing up
- Institutional values/norms
- _________________________

b. **How can you use your Character Strengths to help you stay in the ACR box?**

<table>
<thead>
<tr>
<th>Character Strength:</th>
<th>How:</th>
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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: Think about your Signature Character Strengths and explore how you can use your Character Strengths in the responses you offer (e.g., curiosity to guide questions, optimism to offer praise, etc.). If what is shared is a personal success, try to use Effective Praise (by asking questions that elicit the strategy or process involved) in your response.

Discussion: Before switching roles, answer the questions below about the role you were in. You should answer each question twice, once in the “sharer” column, and once in the “responder” column.

<table>
<thead>
<tr>
<th>Sharer</th>
<th>Responder</th>
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<tbody>
<tr>
<td>1. What was comfortable about doing this?</td>
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<td></td>
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<td>2. What was uncomfortable about doing this?</td>
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<tr>
<td>3. What did you learn about yourself through this process?</td>
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Effective Praise and ACR: Summary

Key Principles

**Effective Praise:** Name the strategy, process, or behavior that led to the good outcome. It builds motivation, optimism, and winning streaks.

**Four types of responding:** There are four ways people tend to respond when others share a positive experience: AC, AD, PC, PD.

**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.

Check on Learning

**What is the skill?** Effective Praise focuses on the strategy, behavior, or process that brought about the good outcome. Active Constructive Responding (ACR) is a method of communication in which the responder conveys authentic interest and helps the person to relive the positive experience.

**When do I use it?** Use Effective Praise when you want to build motivation and performance and use ACR when someone shares a positive experience with you.

**How do I use it?** When giving Effective Praise, name the behavior, strategy, or process. Respond to positive experiences by conveying interest and by asking questions.
Dr. Carol Dweck’s work on Effective Praise demonstrates that praise that builds mastery focuses on the strategy or the process the individual used to bring about the good outcome. 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 Effective Praise and ACR and ideas for how to use Effective Praise and Active Constructive Responding personally and professionally. List any ideas you have for formal and informal mechanisms for teaching, practicing, and reinforcing Effective Praise and ACR. Consider both individual and group applications.
**MRT Check on Learning Activity**

**Rationale:** Participants will use the MRT Check on Learning Activity to recap the skills learned throughout the program.
**Instructions:** In the chart below, record the MRT skills, MRT competencies, and Character Strengths that you hear in BG Cornum's brief. For each MRT skill, MRT competency and Character Strength, give an example of how BG Cornum used it.

<table>
<thead>
<tr>
<th>Skill, competency, or Character Strength used:</th>
<th>How that skill, competency, or Character Strength was used:</th>
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Glossary
**Action Statement:** A component of Goal Setting that indicates what work you need to do to achieve your goal and is specific to a Priority Area

**Activating Event:** The A in the ATC model; 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

**ATC:** An MRT skill used to identify your Thoughts about an Activating Event and the Consequences of those Thoughts

**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

**Character Strengths:** Relatively stable, observable, and valued positive traits such as bravery, curiosity, gratitude, love of learning, leadership, spirituality, and honesty

**Character Strengths: Challenges and Leadership:** An MRT skill used to identify Character Strengths in oneself and in others to improve teamwork, overcome challenges, and strengthen leadership
Glossary of MRT Terms
(continued)

**Confirmation Bias (or Velcro/Teflon Effect):** The tendency to notice the evidence that fits our thoughts and to miss the evidence that contradicts our thoughts

**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

**Consequences:** The C in the ATC model; Emotions and Reactions that are driven by Thoughts about an Activating Event

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

**Detect Icebergs:** An MRT skill used to identify core beliefs and core values that fuel out-of-proportion emotion and evaluate the accuracy and usefulness of these beliefs

**Effective Praise:** An MRT skill used to build mastery and winning streaks by naming the specific strategy, effort, or skill that led to the good outcome

**Energy Activation:** Process by which the mind and body generates energy, making it available for action; influenced greatly by our Thoughts

**Energy Management/ Deliberate Breathing:** An MRT skill used to regulate energy levels deliberately in order to be efficient and effective under any circumstance; requires deliberate control of rhythmic breathing, thoughts, and consequences

**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

**External Motivation:** Motivators that drive an individual to engage in an activity in order to attain some separable outcome instead of simply for the enjoyment of the activity; this type of motivator is less determined by the person; examples include rewards, punishments, shame, and guilt

**Fight or Flight:** Activation of the Sympathetic Nervous System. A physical state that occurs in response to any stressor, real or imagined, and characterized by increased energy activation

**Goal Setting:** An MRT skill which is a process to deliberately energize, direct, and sustain behavior to ensure progress toward a goal

**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

Identify Character Strengths in Self and Others: An MRT skill used to identify Character Strengths in oneself and in others in order to recognize the best of oneself and the best of others

Individual Zone of Optimal Functioning: An Energy Management model that demonstrates the relationship between energy activation (emotions, physiological reactions) and optimal performance

Internal Motivation: Motivators that drive an individual to engage in an activity in order to attain some separable outcome instead of simply for the enjoyment of the activity but that is still very much determined by the person; examples include valuing the outcome of a behavior or self-identity

Intrinsic Motivation: Engaging in an activity for its inherent satisfactions rather than for some separable consequence

Inverted-U Model: A model that shows the effect of energy activation on performance quality

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 a problem; a willingness to try new strategies

Mental Cue: A word or phrase you say to yourself that reminds you what you need to do to get yourself out of a Thinking Trap

Mental Games: An MRT Skill used to change the focus away from counterproductive thinking to enable greater concentration and focus on the task at hand

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

Outcome Goal: A dream or performance goal that indicates the end state you want to achieve

P₃: A set of guidelines for creating Thoughts that help energize or direct you and instill confidence; Purposeful (deliberate rather than random), Productive (help you move toward your goal rather than reactive to Activating Event), and Possibility (generate a “can do” attitude rather than being restrictive)

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

Power Statement: A component of Goal Setting that meet P3 criteria and represents how you need to think to energize behavior with confidence

Priority Area: A component of Goal Setting that represents a broad area that has to be addressed in order to achieve the goal

Problem Solving: An MRT skill used to accurately identify what caused the problem and identify solution strategies

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, enabling 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

**Rest and Digest:** Activation of the Parasympathetic Nervous System. A physical state that occurs when the body is at rest and that is characterized by experiencing decreased energy activation

**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

**Shadow Side:** A way in which a Character Strength can get one into trouble or cause difficulty

**Signature Character Strengths:** The top or most prominent of your Character Strengths

**S.M.A.R.T.:** A set of guidelines for creating Action Statements that will help direct behavior so you achieve your goal (Specific, Measurable, Action-focused, Realistic, Time-bound)

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

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

**Theory:** A coherent group of tested general propositions, commonly regarded as correct, that can be used as principles of explanation and prediction for a class of phenomena; a plausible or scientifically acceptable general principle or body of principles offered to explain phenomena

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

**Thoughts:** The T in the ATC model; what you say to yourself in the heat of the moment during an Activating Event

**Velcro/Teflon Effect (or Confirmation Bias):** The tendency to notice the evidence that fits our thoughts and to miss the evidence that contradicts our thoughts
Amusement: Feeling we experience from humor and laughter

Anger: Strong feeling of displeasure or hostility

Anxiety: Feeling of worry, nervousness, or unease, often about a future event

Awe: Feeling of wonder; feeling you get when you see something that captures your breath and indicates that you are part of something larger than oneself

Depression: Feeling of hopelessness and inadequacy; lack of energy, difficulty maintaining concentration or interest in life

Doubt: Feeling of uncertainty or lack of conviction

Embarrassment: Feeling of self-consciousness, shame, or awkwardness

Envy: Feeling of resentment brought on by someone else’s possessions, qualities, or luck

Fear: Feeling that is caused by the belief that something or someone is dangerous, likely to cause pain, or a threat

Frustration: Feeling of being irritated or angry because someone or something is blocking you from getting what you want or achieving a goal

Gratitude: Feeling of being thankful and a readiness to show appreciation for and to return the kindness

Guilt: Feeling of having done wrong, caused harm, or failed in an obligation

Hope: Feeling of expectation and desire for something to happen; feeling of trust; feeling something good may happen

Interest: Feeling of fascination or curiosity, especially when learning something new

Inspiration: Feeling experienced when we see or imagine something new and different
Irritation: Feeling of impatience, annoyance, or anger

Joy: Feeling of great pleasure or happiness

Love: Intense feeling of deep affection that can be intimate, romantic, or family-oriented and may be passionate or compassionate

Pride: Feeling of deep pleasure or satisfaction stemming from personal achievements or the achievements of others

Serenity: Feeling calm, peaceful, and untroubled

Sadness: Feeling of the experience of sorrow, unhappiness, or regret

Shame: Feeling that comes from the loss of respect or honor

Shy: Feeling of nervousness or timidity in the company of other people