



COMPREHENSIVE SOLDIER FITNESS

STRONG MINDS ★ STRONG BODIES

Resilience Training

Spouses' Course

Student Guide

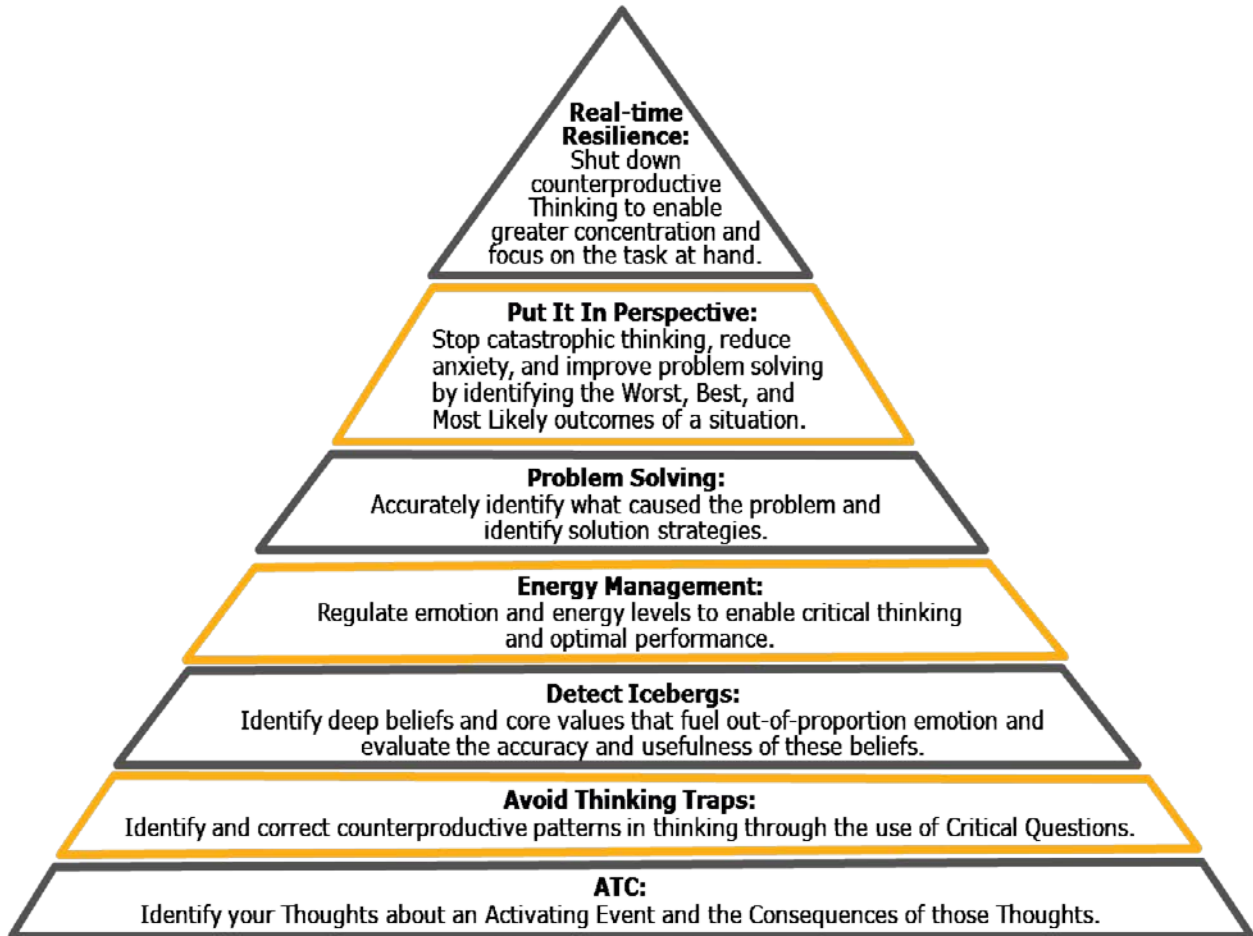
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Resilience Skills Overview

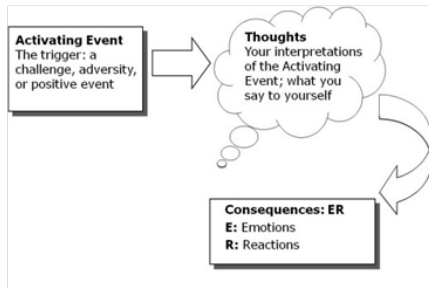


Skills Overview

Competencies: Self-awareness Self-regulation Optimism Mental Agility Strengths of Character Connection

ATC

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



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

| Thoughts | Emotions/Reactions |
|--|---|
| Loss (I have lost something) | Sadness/Withdrawal |
| Danger (Something bad is going to happen and I can't handle it) | Anxiety/Agitation |
| Trespass (I have been harmed) | Anger/Aggression |
| Inflicting harm (I have caused harm) | Guilt/Apoloizing |
| Negative comparison (I don't measure up) | Embarrassment/Hiding |
| Positive contribution (I contributed in a positive way) | Pride/Sharing, planning future achievements |
| Appreciating what you have received (I have received a gift that I value) | Gratitude/Giving thanks, paying forward |
| Positive future (Things can change for the better) | Hope/Energizing, taking action |

Avoid Thinking Traps

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



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

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

Detect Icebergs

Identify deep beliefs and core values that fuel out-of-proportion emotion and evaluate the accuracy and usefulness of these beliefs.



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

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

One you've identified your Iceberg, ask yourself: Is this Iceberg helping or harming me in this situation? Is this Iceberg something I still believe/value? Is this Iceberg accurate in this situation?

Energy Management

Regulate emotion and energy levels to enable critical thinking and optimal performance.



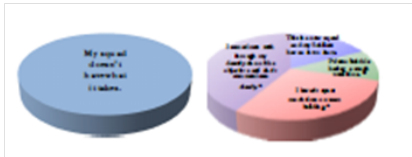
Identify the Worst, Best, and Most Likely outcomes of a situation in that order and develop a plan for dealing with the Most Likely outcomes:

- **Step 1:** List worst case outcomes and ask, "And then what happens?"
- **Step 2:** List best case outcomes and ask, "And then what happens?"
- **Step 3:** List most likely outcomes.
- **Step 4:** Identify plan for dealing with most likely.

Skills Overview

Problem Solving

Accurately identify what caused the problem and identify solution strategies.



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

- **Step 1:** What's the problem?
- **Step 2:** What caused the problem?
- **Step 3:** What did you miss?
- **Step 4:** What's the evidence?
- **Step 5:** What really caused the problem?
- **Step 6:** What can you do about it?

Fight the Confirmation Bias: Distance yourself from your thought, ask fair questions, consult with others, and prove your thoughts false.

Put It In Perspective

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

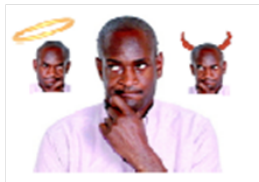


Identify the Worst, Best, and Most Likely outcomes of a situation in that order and develop a plan for dealing with the Most Likely outcomes:

- **Step 1:** List worst case outcomes and ask, "And then what happens?"
- **Step 2:** List best case outcomes and ask, "And then what happens?"
- **Step 3:** List most likely outcomes.
- **Step 4:** Identify plan for dealing with most likely.

Real-time Resilience

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



Fight back against counterproductive thoughts by using the sentence starters:

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

• Avoid the common pitfalls: Dismissing the grain of truth, minimizing the situation, rationalizing or excusing one's contribution to problem

Identify Strengths in Self and Others

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



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

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

Skills Overview

Use Strengths in Challenges

Identify strengths in yourself and in others to improve teamwork and overcome challenges.



Identify the specific actions that flow from your strengths in challenges and in successes:

- **Step 1:** Name the strength that you used or will use.
- **Step 2:** How did you or will you use that strength to deal with the challenge?
- **Step 3:** Draw on strengths of team members for complex challenges.

Assertive Communication

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



Use the IDEAL Model to communicate assertively:

- **I** = Identify and understand the problem
- **D** = Describe the problem objectively
- **E** = Express your concerns and how you feel
- **A** = Ask the other person for his/her perspective and ask for a reasonable change
- **L** = List the consequences

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



Active Constructive Responding is authentic, constructive interest. It helps the other person to savor their positive experience and leaves them feeling validated and understood. Create "winning streaks" by using Praise to name strategies, processes, or behaviors that led to the good outcome.

| | Constructive | Destructive |
|---------|---|---|
| Active | Authentic interest, elaborates the experience; person feels validated and understood | Squashing the event, brings conversation to a halt; person feels ashamed, embarrassed, guilty, or angry |
| Passive | Quiet, understated support; conversation fizzles out; person feels unimportant, misunderstood, embarrassed, or guilty | Ignoring the event; conversation never starts; person feels confused, guilty, or disappointed |

Hunt the Good Stuff

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



Record three good things each day and write a reflection next to each positive event about:

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

What enables Resilience?

Invictus

Out of the night that covers me, Black as the Pit from pole to pole,
I thank whatever gods may be For my unconquerable soul.
In the fell clutch of circumstance I have not winced nor cried aloud.
Under the bludgeonings of chance My head is bloody, but unbowed.
Beyond this place of wrath and tears Looms but the Horror of the shade,
And yet the menace of the years Finds, and shall find, me unafraid.
It matters not how strait the gate, How charged with punishments the scroll,
I am the master of my fate: I am the captain of my soul.

– **William Ernest Henley**

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)**

I am a Warrior and member of a team. I serve the people of the United States and live the Army Values.

I will always place the mission first.

I will never accept defeat.

I will never quit.

I will never leave a fallen comrade.

–**Excerpt from Soldiers' Creed**

Understanding Resilience

1. Write down three words that capture resilience:

2. With your group, discuss resilience using the quotes on the previous page, your personal experiences, and what we've discussed so far in the course. What are the strengths, skills, and abilities you believe are critical for resilience?

Resilience Training Competencies

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 as an individual and as a military spouse or parent?

1. _____

2. _____

2. Self-regulation:

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

What are two ways in which Self-regulation helps you as an individual and as a military spouse or parent?

1. _____

2. _____

3. Optimism:

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

What are two ways in which Optimism helps you as an individual and as a military spouse or parent?

1. _____

2. _____

4. **Mental Agility:**

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

What are two ways in which Mental Agility helps you as a individually and friend/family member?

1. _____

2. _____

5. **Strengths of Character:**

- Knowledge of top strengths and how to use them to overcome challenges and meet goals
- Faith in one's strengths, talents, and abilities
- "I am strong" attitude

What are two ways in which Strengths of Character help you as individually and friend/family member?

1. _____

2. _____

6. **Connection:**

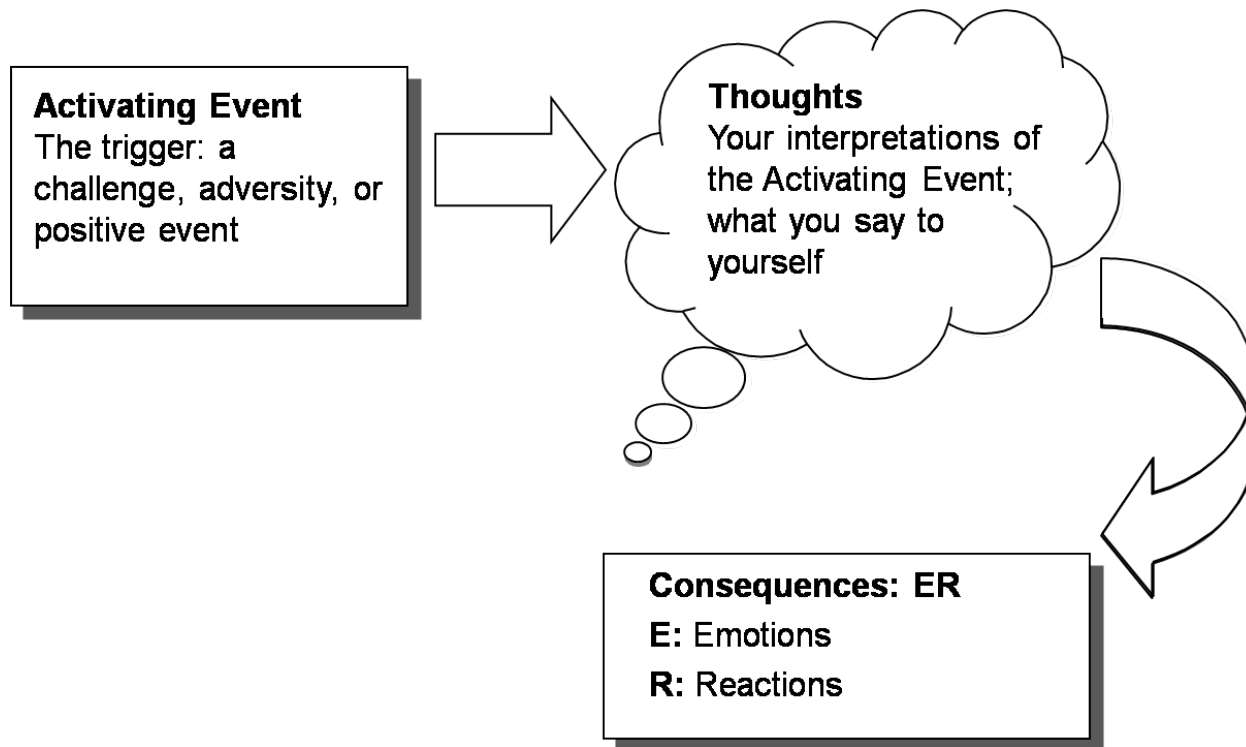
- Strong relationships
- Positive and effective communication
- Empathy
- Willingness to ask for help
- Supporting others

What are two ways in which Connection helps you as a spouse, friend, or parent?

1. _____

2. _____

ATC Practice Example



AE: The credit card is declined at check-out.

| Thoughts: What you said to yourself in the heat of the moment | Consequences: ER: Emotions, Reactions |
|---|---|
| <i>We can't be maxed out!</i> | <i>I'm anxious. Mind races searching for a reason.</i> |
| <i>This guy must think I'm an idiot.</i> | <i>I'm embarrassed. Leave quickly.</i> |
| <i>What did my husband buy?</i> | <i>I'm angry. Mentally rehearse the fight we'll have.</i> |
| | |

- Is my reaction helping or harming? Please describe.

My reaction isn't helping. I haven't solved the problem and I'm setting us up for a fight when my husband gets home.

ATC Practice

Describe a recent AE (who, what, when, where):

| Thoughts: What you said to yourself in the heat of the moment | Consequences: ER: Emotions, Reactions |
|---|---|
| | |
| | |
| | |
| | |

- Is my reaction helping or harming? Please describe.

Avoid Thinking Traps

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 having little or no evidence to support it

Action: Slow down.

Critical Question: What is the evidence for and against my thoughts?

2. Mind Reading:

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

Action: Speak up.

Critical Question: Did I express myself? Did I ask for information?

3. Me, Me, Me:

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

Action: Look outward.

Critical Question: How did others and/or circumstances contribute?

4. Them, Them, Them:

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

Action: Look inward.

Critical Question: How did I contribute?

5. Always, Always, Always:

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

Action: Grab control.

Critical Question: What's changeable? What can I control?

6. Everything, Everything, Everything:

Believing that you can judge a person's or your own worth, motivation, or ability on the basis of a single situation (character assassination)

Action: Look at behavior.

Critical Question: What is the specific behavior that explains the situation?

Avoid Thinking Traps Practice Example

AE (who, what, when, where): SFC Smith/TAC NCO yells at me after I placed my weapon on the ground to perform a detainee search at the STX Lane.

| Thoughts: What you said to yourself in the heat of the moment | Consequences: ER: Emotions, Reactions |
|--|--|
| <p>He's mad because he thinks I'm taking too long.</p> <p>He's so impatient!</p> <p>I don't want to go out; the whole night is ruined.</p> | <p>Anger. Snap at him defensively.</p> <p>Anger. Physical tension builds.</p> <p>Disappointment. Stop talking.</p> |

| Thoughts: What you said to yourself in the heat of the moment | Identify the Thinking Traps: What are the critical questions? |
|---|---|
| <i>He's mad because he thinks I'm taking too long.</i> | |
| <i>He's so impatient!</i> | |
| <i>I don't want to go out; the whole night is ruined.</i> | |
| | |
| | |

Avoid Thinking Traps Practice

| | |
|---|--|
| Describe a recent, vivid, and meaningful AE of your own (who, what, when, where): | |
| Thoughts: What you said to yourself in the heat of the moment | Consequences: ER: Emotions, Reactions |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Avoid Thinking Traps Practice 1 (continued)

Instructions: Work with a partner and place a check next to any traps you notice in your Thoughts. Your partner will ask the appropriate Critical Question to identify important information you might have overlooked. Record any new information beneath the question.

❑ **Jumping to Conclusions**

Slow down: What is the evidence?

❑ **Mind Reading**

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

❑ **Me, Me, Me**

Look outward: How did others or circumstances contribute?

❑ **Them, Them, Them**

Look inward: How did I contribute?

❑ **Always, Always, Always**

Grab control: What's changeable? What can I control?

❑ **Everything, Everything, Everything**

Look at behavior: What is the specific behavior that explains the situation?

What are your Iceberg Beliefs?

Instructions: Review the list of examples of Iceberg Beliefs and then list your own. (Remember, not all Iceberg Beliefs are counterproductive or wrong.)

Examples of Iceberg Beliefs:

- I am strong.
- People can't be trusted.
- The world is a dangerous place.
- People should be treated with dignity and respect.
- Asking for help is a sign of weakness.
- Going to a counselor means you're not a real Soldier.
- Civilians don't understand the Soldier/Army.

What are your Iceberg Beliefs?

Detect Icebergs Practice

Describe a recent AE in which your Emotions and/or Reactions seemed out of proportion to what you were thinking in the heat of the moment:

| Thoughts: What you said to yourself in the heat of the moment | Consequences: ER: Emotions, Reactions |
|---|---|
| | |
| | |
| | |
| | |

Detecting Icebergs Practice (continued)

Use the “What” questions in any order and repeat them as many times as needed until you have identified your Iceberg.

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

Question 1: _____

Answer 1: _____

Question 2: _____

Answer 2: _____

Question 3: _____

Answer 3: _____

Question 4: _____

Answer 4: _____

Question 5: _____

Answer 5: _____

Once you have identified your Iceberg Belief, record your answers to the questions below.

- Is this Iceberg helping or harming me in this situation? Explain.
- Is this Iceberg something I still believe/value? Explain.
- Is this Iceberg accurate in this situation? Explain.

Problem Solving Example

Step 1: What's the problem (who, what, when, where)?

WHO: Me & my spouse

WHAT: We don't work on the house every weekend. We argue about it.

WHEN: Frequently, to include today

WHERE: At home

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. He gives his all at work but turns into a slug at home!

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.

- *He does have a lot of demands from work.*
- *The house has some challenging problems.*
- *I was critical of his painting the hallway.*
- *He doesn't seem to enjoy working on the house together.*

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?

Use the strategies below to fight the Confirmation Bias.

- Distance yourself from your Thought. Write it down.
- Be neutral. Ask fair questions.
- Consult with others.
- Prove your thoughts false.

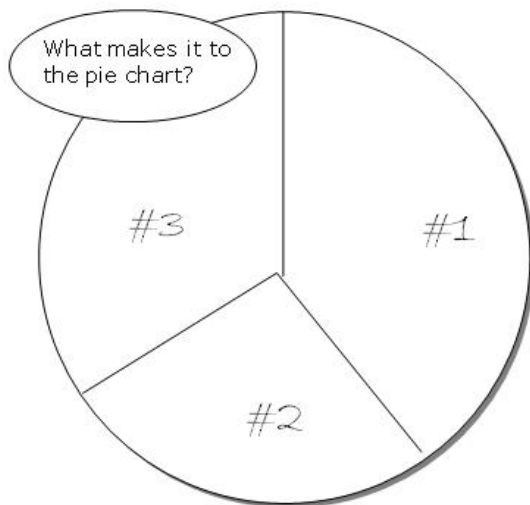
What would you notice if you had another thought?

With your partner, discuss the evidence for and against the factors you've identified in Steps 2 and 3. Record critical evidence you identify here:

- *He's told me about all the pressures at work and how stressed he is.*
- *We're not plumbers, and we've never refinished hardwood floors before. His painting is uneven.*
- *He doesn't smile or talk much when we work on the house.*

Step 5: What really caused the problem?

List the factors you found evidence to support in Step 4. Pie chart the factors so that the more the factor(s) contributed to the problem, the bigger the slice.



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

1. *He doesn't seem to enjoy working on the house.**
2. *His job demands a lot of him.*
3. *Some house projects are difficult.**
4. _____
5. _____

Step 6: What can you do about it?

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

Do the solutions flow from what you've identified on the pie chart?

1. *We can buy "how to" books.*
2. *We can attend classes at Home Depot*
3. *We can agree to hire help if we get in over our heads.*
4. *I can be careful about how I critique his work.*
5. *We can schedule fun things to do after working to a good stopping point.*

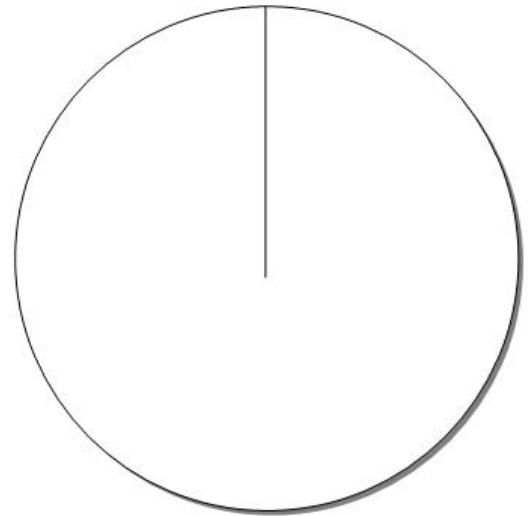
Step 1: What's the problem (who, what, when, where)?

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.

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?

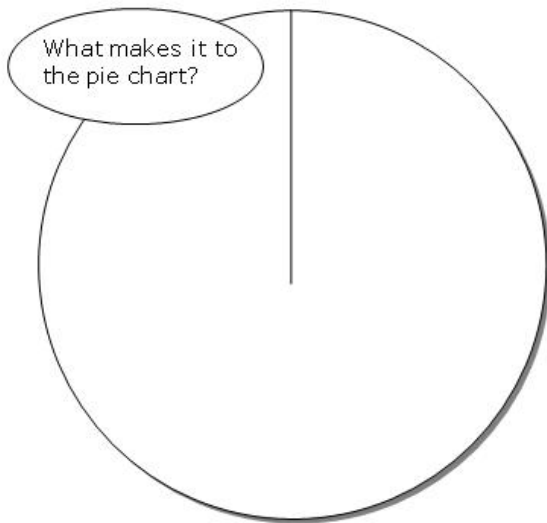
Use the strategies below to fight the Confirmation Bias.

- Distance yourself from your Thought. Write it down.
 - Be neutral. Ask fair questions.
 - Consult with others.
 - Prove your thoughts false.
- What would you notice if you had another thought?

With your partner, discuss the evidence for and against the factors you've identified in Steps 2 and 3. Record critical evidence you identify here:

Step 5: What really caused the problem?

List the factors you found evidence to support in Step 4. Pie chart the factors so that the more the factor(s) contributed to the problem, the bigger the slice.



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

1. _____
2. _____
3. _____
4. _____
5. _____

Step 6: What can you do about it?

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

Do the solutions flow from what you've identified on the pie chart?

1. _____
2. _____
3. _____

Put It In Perspective Practice

Describe the AE:

| 1. Worst Case: List your WCST | 3. Most Likely: List the Most Likely outcomes | 2. Best Case: List equally unlikely BCST |
|----------------------------------|--|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Describe your plan for dealing with the Most Likely Scenario:

Put It In Perspective Practice (continued)

Worst Case

1. How were your mood, focus, and energy level?
2. How effective is your problem solving when you are in this mode?
3. How “real” are you feeling when you are in this mode?

Best Case

4. How were your mood, focus, and energy level while creating the positive outcomes?
5. Did negative thinking bias you?
6. What problem solving flows from Best Case?

Most Likely

7. How were your mood, focus, and energy level while creating the Most Likely list?
8. What problem solving flows from listing the Most Likely outcomes?

Real-time Resilience Advanced Level Demonstration

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.

1. _____

2. _____

3. _____

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. Ask your partner to describe a situation in which he/she tends to think in a counterproductive way, and ask him/her to describe the types of thoughts that usually arise in this situation.
2. Once you have the flavor of your partner's thoughts, list five thoughts in the left hand column (don't show your partner).
3. Read each of the five thoughts one at a time and allow your partner to practice Real-time Resilience. Record what your partner says.
4. Code what you hear by placing a check mark in the E, O, or P column to indicate which strategy your partner used. Circle any pitfalls and ask your partner to try again until he/she offers evidence, generates a more optimistic way of seeing it, or Puts It In Perspective.

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 Into Perspective (P)

Watch out for pitfalls:

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

| Describe the situation: I'm about to interview for a job, and I'm starting to have negative thoughts. | | | | |
|---|---|---|---|---|
| List Five Thoughts: | Practice Real-time Resilience: | E | O | P |
| I'm not qualified for this. | Ok, I'm not Albert Einstein, but I do have many of the qualifications they're looking for. | X | | |
| I'll probably act like a dork during the interview. | The most likely implication is they'll think I'm nervous. I can take my time answering questions. | | | X |
| I'm so nervous I'll vomit during the interview. | A more optimistic way of seeing this is I'll just need to take a few deep breaths to calm myself. | | X | |
| I won't get the job. | There is a good chance I <i>will</i> get the job, but if not, there will be other opportunities. | | | X |
| They'll ask a question I can't answer. | I'll just say I don't know . . . and they'll know I am honest. | | | X |

Real-time Resilience Practice Example

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

1. Ask your partner to describe a situation in which he/she tends to think in a counterproductive way, and ask him/her to describe the types of thoughts that usually arise in this situation.
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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 Into Perspective (P)

Watch out for pitfalls:

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

| Describe the situation: | | | | |
|--------------------------------|---------------------------------------|----------|----------|----------|
| List Five Thoughts: | Practice Real-time Resilience: | E | O | P |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Character Strengths

From *Character Strengths and Virtues* (Peterson & Seligman, 2004)

Drs. Peterson and Seligman identified the Character Strengths that are valued in nearly every culture. They identified a total of twenty-four Character Strengths that appear to be universal.

Values in Action (VIA) Character Strengths

1. Wisdom and Knowledge

Curiosity/interest
Love of learning
Judgment/critical thinking/ open-mindedness
Originality/ingenuity/creativity
Perspective

2. Courage and Valor

Bravery
Industry/perseverance
Integrity/honesty
Zest/enthusiasm

3. Humanity

Capacity to love and be loved
Kindness/generosity/nurturance
Social intelligence

4. Justice

Citizenship/duty/loyalty/teamwork
Equity/fairness
Leadership

5. Temperance

Forgiveness/mercy
Modesty/humility
Self-control/self-regulation
Prudence/caution

6. Transcendence

Appreciation of excellence and beauty
Gratitude
Hope/optimism
Humor/playfulness
Religiousness/spirituality/sense of purpose

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 [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

Citizenship [social responsibility, loyalty, teamwork]: 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 [interest, novelty-seeking, openness to experience]: Taking an interest in all of ongoing experience; finding all subjects and topics fascinating; exploring and discovering

Fairness: 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

Hope [optimism, 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 [playfulness]: Liking to laugh and joke; bringing smiles to other people; seeing the light side; making (not necessarily telling) jokes

Integrity [authenticity, honesty]: Speaking the truth but more broadly presenting oneself in a genuine way; being without pretense; taking responsibility for one's feelings and actions

Judgment [open-mindedness, critical thinking]: 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

Strengths Definitions (continued)

From Character Strengths and Virtues (Peterson & Seligman, 2004)

Kindness [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: Valuing close relations with others, in particular those in which sharing and caring are reciprocated; being close to people

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

Persistence [perseverance, industriousness]: Finishing what one starts; persisting in a course of action in spite of obstacles; “getting it out the door”; taking pleasure in completing tasks

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

Prudence: Being careful about one’s choices; *not* taking undue risks; *not* saying or doing things that might later be regretted

Self-regulation [self-control]: 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 [religiousness, faith, purpose]: 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 [vitality, enthusiasm, vigor, energy]: Approaching life with excitement and energy; not doing things halfway or halfheartedly, living life as an adventure, feeling alive and activated

Strengths Survey Activity

Instructions: First, list your top five Character Strengths. Then, review your Strengths Survey in groups of two to four and answer the questions below.

Top Five Character Strengths:

1. _____
2. _____
3. _____
4. _____
5. _____

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

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

3. Which strengths have you developed through your marriage?

4. In what ways are you already using your Signature Strengths in your work or in your family life? How do your strengths contribute to your meeting your objectives and reaching your goals?

5. In what ways are you already using your strengths to build strong relationships both personally and professionally?

Active Constructive Responding

Based on the work of Shelly Gable, Ph.D.

Active Constructive Responding 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:

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 down sides of the event.

| | Constructive | Destructive |
|---------|---|---|
| Active | Authentic interest, elaborates the experience; person feels validated and understood | Squashing the event, brings conversation to a halt; person feels ashamed, embarrassed, guilty, or angry |
| Passive | Quiet, understated support; conversation fizzles out; person feels unimportant, misunderstood, embarrassed, or guilty | Ignoring the event; conversation never starts; person feels confused, guilty, or disappointed |

Active Constructive Responding: 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: Think about which box indicates the style of responding that is typical of you with that individual (consider what you say, how focused versus distracted you are, your body language, etc.). Record each individual's name in the box that indicates your typical way of responding to their positive events.

| | Constructive | Destructive |
|---------|--------------|-------------|
| Active | | |
| Passive | | |

Active Constructive Responding: What are your patterns?

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

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

- My mood
- My energy level
- How busy I am
- Icebergs
- Family of origin
- Institutional values/ norms
- Noticing problems with what the person shares

b) Which of your strengths help you stay in the ACR box?

Optional: Active Constructive Responding and Praise Practice

Instructions: Work with partner, 5 minutes talking about a positive experience from your life and 5 minutes responding to your partner's positive experience.

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

Person 2: Responder: Think about your Signature Strengths and explore how you can use your 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.

1. What was comfortable/easy in doing this?
2. What was uncomfortable/difficult in doing this?
3. What did you notice about the energy of the conversation?
4. What did you learn about yourself through this process?
5. Discuss important insights you gained from the "What are your patterns?" worksheet regarding your style of responding to positive events.

Communications Scenario: IDEAL Model

Instructions: Identify a scenario in your own life where Effective Communication would be helpful. Work through the IDEAL model to develop your Effective Communication plan.

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 outcomes:

Hunt the Good Stuff

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

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

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

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

Here is an example:

| | | Date: 22 Nov 2009 |
|----------------------|--|-------------------|
| Good Thing 1: | <i>I got a letter from home and my daughter drew a picture of us together.</i> | |
| Reflection: | <i>I've got a great family and they show me that they miss me when I'm away.</i> | |
| Good Thing 1: | <i>My CO took time from his day to tell me I was doing a good job.</i> | |
| Reflection: | <i>He cares about me and all of us and wants us to know that we're doing good work.</i> | |
| Good Thing 1: | <i>My buddy had his first round of chemo today.</i> | |
| Reflection: | <i>I'm grateful that there are good doctors and treatments to help save my buddy's life.</i> | |

Instructions

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

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

Date: _____

Good Thing 1:

Reflection:

Good Thing 1:

Reflection:

Good Thing 1:

Reflection:

Instructions

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

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

Date: _____

Good Thing 1:

Reflection:

Good Thing 1:

Reflection:

Good Thing 1:

Reflection:

Instructions

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

Date: _____

Good Thing 1:

Reflection:

Good Thing 1:

Reflection:

Good Thing 1:

Reflection:

Hunt the Good Stuff: Reflection Topics

Instructions: After you have completed the Hunt the Good Stuff Journal, take a moment to reflect on the following.

1. How did recording your good things affect your emotions, how engaged you felt, and your sense of meaning?
2. How did recording your good things affect how you interacted with others? How you treated yourself?
3. What patterns did you notice in what you counted as a good thing (e.g., they were all family related, or had to do with nature, or were things that you had no hand in creating)? What does this mean to you?
4. How do you understand any patterns you saw in your good things (e.g., “I tend not to give myself credit for successes and noticed that none of my good things related to things I had done or helped to create.”)?
5. How important was it for you to elaborate on the good things by writing about what they mean to you, why they occurred, what you learned, etc.? What did you learn by writing about the good things?
6. How much did you share or discuss the good things you wrote about with others? What did you notice about what you share, with whom you share, and how it feels for you to share your good things with others?
7. In what ways did your Character Strengths contribute to what you noticed as a good thing?
8. In what ways does this exercise build Character Strengths in you?
9. How would you apply this exercise in the Army? With individuals? With groups?

Glossary of Resilience Training Terms

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): A Resilience Training 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

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

Avoid Thinking Traps: A resilience training 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 Effective 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

Glossary of Resilience Training 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: A Resilience Training 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: A Resilience Training skill used to identify deep beliefs and core values that fuel out-of-proportion emotion and evaluate the accuracy and usefulness of these beliefs

Effective Communication: A resilience training skill used to communicate clearly and with respect by using the IDEAL model to communicate in a Confident, Clear, and Controlled manner

Effective Praise: A Resilience Training skill used to build mastery and winning streaks by naming the specific strategy, effort, or skill that led to the good outcome

Energy Management: A Resilience Training skill used to regulate emotion and energy levels to enable critical thinking and optimal performance

Everything, Everything, Everything: A Thinking Trap; believing that you can judge a person's or your own worth, motivation, or ability on the basis of a single situation

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

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

Identify Strengths in Self and Others: A Resilience Training skill used to identify strengths in oneself and in others to recognize the best of oneself and the best of others

Glossary of Resilience Training Terms (continued)

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: A Resilience Training competency; the ability to use flexible and accurate thinking when identifying and understanding problem; a willingness to try new strategies

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

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

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

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

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

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

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

Problem Solving: A Resilience Training skill used to accurately identify what caused the problem and identify solution strategies

Glossary of Resilience Training Terms (continued)

Put It In Perspective (PIIP): A Resilience Training skill used to stop catastrophic thinking, reduce anxiety, and improve problem solving by identifying the Worst, Best, and Most Likely outcomes of a situation

Real Time Resilience (RTR): A Resilience Training skill used to shut down counterproductive thinking to enable greater concentration and focus on the task at hand

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

Self-awareness: A Resilience Training competency; the ability to identify one's thoughts, emotions, and behaviors

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

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

Strengths of Character: A Resilience Training competency; the ability to use the knowledge of your top strengths to overcome challenges and meet goals

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

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

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

Use Strengths in Challenges: A Resilience Training skill used to identify strengths in oneself and in others to improve teamwork and overcome challenges

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

Glossary of Emotions

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 in 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

Glossary of Emotions (continued)

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

One Sentence

Instructions: For each of the skills listed below write one sentence that captures the main point of the skill in your own words and will serve as a reminder of how to use the skill effectively.

| |
|---|
| ATC |
| Avoid Thinking Traps |
| Detect Icebergs |
| Energy Management |
| Problem Solving |
| Put It In Perspective |
| Real-time Resilience |
| Character Strengths |
| Effective Communication |
| Active Constructive Responding and Praise |
| Hunt the Good Stuff |
| Resilience Training |