

OPERATIONAL RESILIENCE





SERVICE HONOUR SACRIFICE TRADITION DISCIPLINE

Contents

- Mental Health Continuum4
- Deployment expectations5
- Stressors6
- Stressors on Deployment7
- Deployments are Demanding8
- Leadership on Deployment10
- Social Interactions on Deployment11
- Resilience & Performance Skills12
- Sleeping Habits14
- The Impact of Deployment on Loved Ones15
- Self Assessment.....16
- Getting Help.....18



Mental Health Continuum

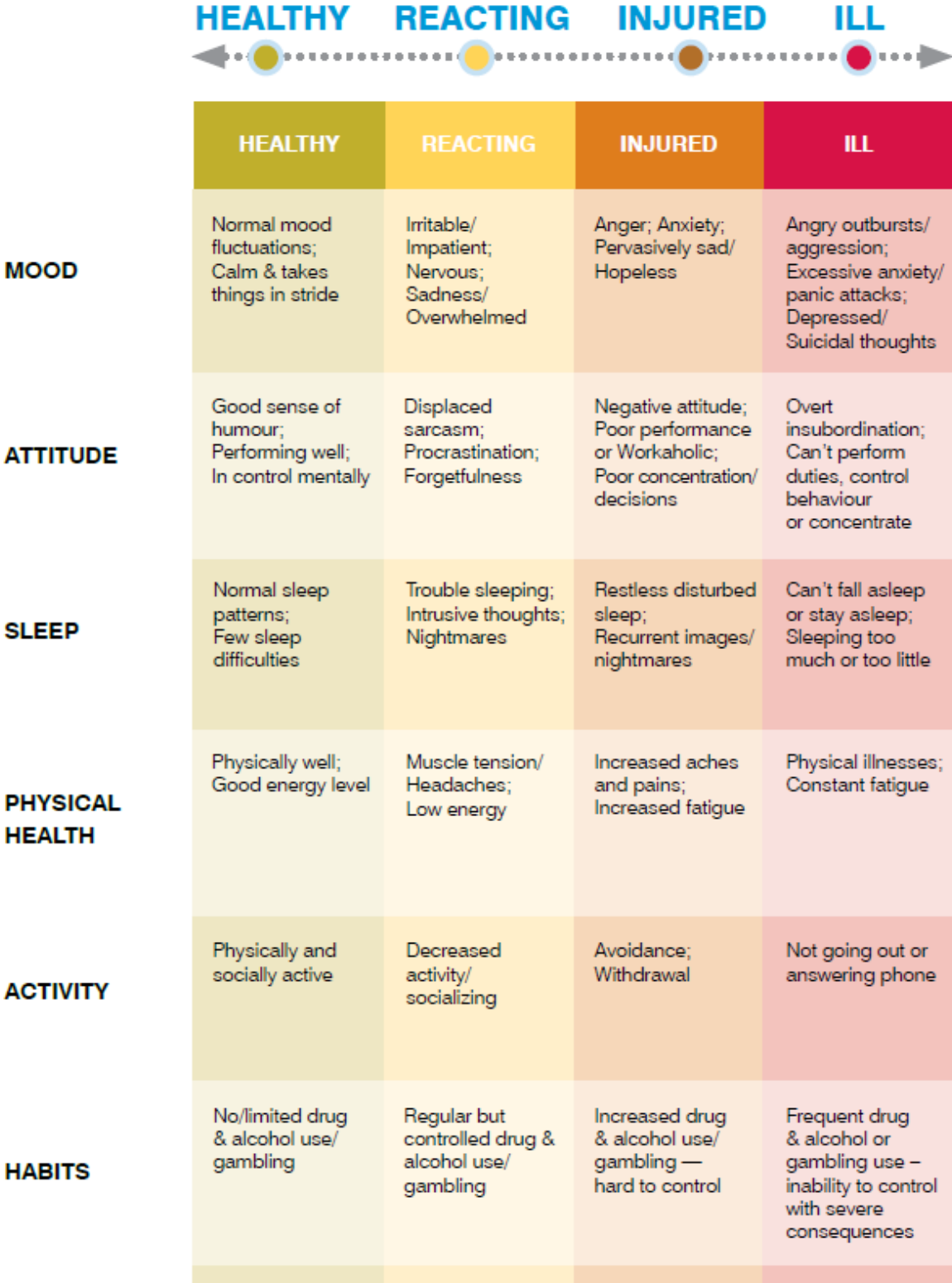


Figure 1: Canadian Forces Mental Health Continuum

Deployment Expectations

What are your expectations for this deployment?



How will daily life on deployment be different from your life here in New Zealand?

- Environmental
- Cultural
- Social activity
- Family and Friends

Stressors

Combat vs. Operational Stressors

Combat stressors tend to be described as singular incidents such as being injured through combat, experiencing the death or injury of a unit member, or facing a life-threatening situation. Within the NZDF we call these situations critical incidents or potentially traumatic events (CI/PTE).

Operational stressors refer to non-combat stressors that come from prolonged exposure to being on deployment, such as separation from whanau and family, difficult working conditions, ongoing high workloads or chronic boredom.

Below is a table of what NZDF personnel rated as their deployment stressors. Tick the ones that you think will apply to you. List any others below.

Table 1. Proportion of deployed personnel who rated deployment stressors as moderate-to-extreme

Deployment Stressor	Number of People	%
Overload of work	252	40.0
Being away from family and friends	245	38.9
Frustration with HQ JFNZ	207	32.9
Sorting out problems at home	203	32.2
Frustrations generally	196	31.1
Periods of high activity then low/no activity	193	30.6
Concern about career management/future postings	189	30.0
Living/working with same people for extended periods of time	172	27.3
Bad interpersonal relationships with team members	146	23.2
General rules/regulations of deployment	133	21.1
Support for family at home	113	17.9
Boredom	96	15.2
Not being able to take leave	93	14.8
The overseas organisation i.e. UN, MFO	78	12.4
Language barriers	73	11.6
Lack of privacy in living quarters	70	11.1
Threat of danger	59	9.4
Isolation from other NZDF personnel	51	8.1

List any other stressors below.

SERVICE

HONOUR

SACRIFICE

TRADITION

DISCIPLINE

Stressors on Deployment

Table 2. US Army Combat and Operational Stress

Stressor	Description
Adjustment and transitional issues (pre-deployment)	Anxiety and concern regarding upcoming family separation. Interpersonal relationship difficulty. Children may act out and or misbehave.
New soldier integration	Unestablished trust and cohesion. Replacements might have limited experience. New soldier feeling like an outsider. Difficult transition (for personal reasons or as the result of a group dynamic).
Combat and operational stress	Intense or heavy combat.
Environmental and physical risk	Lengthy, ongoing deployments creating cumulative stress. Extreme temperatures. Precipitation. Crowded living conditions and lack of privacy. Jet lag upon arrival. Physical demands. Fatigue-producing events and activities.
Unit casualties and other potentially traumatic event	Soldiers in the unit being killed and wounded are the strongest indicator of combat intensity and are usually accompanied by increased COS reactions. Heavy casualties naturally shake soldiers' confidence in their own chance of survival. Loss of a leader or buddy is an emotional shock and threat.
Perceived threat or actual use of NBD weapons	Invisible, pervasive nature of many of these weapons creates a high degree of uncertainty and ambiguity with fertile opportunity for false alarms, rumours, and maladaptive stress reactions.
Home front issues	Worrying about what is happening back home distracts soldiers from focusing their psychological defences on combat and operational stressors. It creates internal conflict over performing their combat duty and resolving the uncertainties and issues at home.
Loss of confidence, lack of cohesion, and decreased morale	Insufficient information and failure of expected support. Lack of confidence in leaders, training, unit, and equipment.
Adjustment and transitional issues (post-deployment)	Reintegration problems. Reunion problems and interpersonal relationship difficulty. Children may act out and or misbehave.

Deployments are Demanding



1. In the table below list your top five demands?
2. On a scale of 1 to 10 (10 being high), how stressful would you rank each demand?
3. What are the best and worst ways that you might respond to each demand?
4. What strategies could you use to help reduce the rating on each stressor?

<p><u>Example 1:</u></p> <p>I don't get along with roommate because he plays loud music and snores</p>	<p><i>Rating:</i></p> <p>5</p>
<p><u>Demand 1:</u></p> <p><u>Potential Responses:</u></p> <p><u>Strategies:</u></p>	<p><i>Rating:</i></p>
<p><u>Demand 2:</u></p> <p><u>Potential Responses:</u></p> <p><u>Strategies:</u></p>	<p><i>Rating:</i></p>

<p><u>Demand 3:</u></p> <p><u>Potential Responses:</u></p> <p><u>Strategies:</u></p>	<p><i>Rating:</i></p>
<p><u>Demand 4:</u></p> <p><u>Potential Responses:</u></p> <p><u>Strategies:</u></p>	<p><i>Rating:</i></p>
<p><u>Demand 5:</u></p> <p><u>Potential Responses:</u></p> <p><u>Strategies:</u></p>	<p><i>Rating:</i></p>

Leadership on Deployment

How will this deployment be challenging for you as a leader?

In what ways do you think your leader might be challenged during this deployment?

Consider:

- How can I support my leader?
- How can I (as a leader) ask others to support me?



Social Interactions on Deployment

How does social interaction *improve* resilience during the deployment cycle?

How does it *worsen* resilience during the deployment cycle?

Introversion / Extraversion Activity

Consider and answer the following questions:

- When you are under stress and pressure would you rather talk to others or keep to yourself?
- When you have exciting news would you rather talk to others or keep to your self?
- What sort of support will I want?
- How will others know that's what I want?

Resilience & Performance Skills



Resilience & Performance Skills



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 the good thing happened, what this means to you, what you can do to enable more of the good thing, and ways you can contribute to this good thing.



Activating Event, Thoughts, Consequences

Identify your Thoughts about an Activating Event and the Consequences of those thoughts. Thoughts, not the Activating Event, drive Consequences (Emotions and Reactions).



Avoid Thinking Traps

Identify and correct overly rigid patterns in thinking through the use of Mental Cues and Critical Questions. Mental Cues and Critical Questions help to identify the information you missed because of a Thinking Trap.



Detect Icebergs

Identify and evaluate core values and core beliefs that fuel out-of-proportion emotions and reactions. Use "What" questions to help identify the Iceberg.



Problem Solving

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



Put It In Perspective

Stop catastrophic thinking, reduce anxiety, and improve problem solving by Capturing the Worst, Generating the Best, and Identifying the Most Likely outcomes of a situation and Developing a plan for dealing with the Most Likely Outcomes.



Mental Games

Change the focus away from counterproductive thinking to enable greater concentration and focus on the task at hand. Mental Games are games that require your full attention, are hard and fun, and can be done within a few minutes.



Real-time Resilience

Shut down counterproductive thinking to enable greater concentration and focus on the task at hand. Fight back against counterproductive thoughts by using evidence, optimism, or perspective.



Identify Character Strengths in Self and Others

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



Character Strengths: Challenges & Leadership

Use Character Strengths in yourself and others to overcome challenges, increase team effectiveness, and strengthen your leadership. Identify the Character Strengths you will use and the specific actions those Character Strengths will lead to being a more effective leader and enabling members of your team to overcome complex challenges.



Assertive Communication

Communicate clearly and with respect, especially during conflict or challenge. Use the IDEAL model (Identify and understand the problem, Describe the problem objectively, Express your concerns and how you feel, Ask other person for his/her perspective and ask for a reasonable change, List the positive consequences that will occur if the person makes the agreed upon change) to communicate in a Confident, Clear, and Controlled manner.



Effective Praise and Active Constructive Responding

Praise effectively to build mastery and winning streaks. Name strategies, processes, or behaviors that led to the good outcome. Respond to others with authentic, active, and constructive interest to build strong relationships. It is the only style that strengthens relationships.

SERVICE

HONOUR

SACRIFICE

TRADITION

DISCIPLINE

	<h3>Mental Skills Foundation</h3> <p>Identify the mental skills that underlie performance and understand the psychology of performance excellence. Recognize the distinctions between growth and fixed mindsets. Understand the relationship between thoughts, emotions, physical states, and performance.</p>		<h3>Building Confidence</h3> <p>Develop effective thinking to set the conditions for consistent performance excellence. Understand the sources of confidence. Identify personal strengths that can be leveraged for confidence in any situation. Develop effective responses for counterproductive thoughts and effective perceptions of failure and success.</p>
	<h3>Attention Control</h3> <p>Heighten sensory awareness to what is most relevant and keep it there to avoid distraction. Understand how to direct attention and build awareness of personal attentional tendencies. Identify personal indicators of distractors that compromise focus. Develop routines to set and reset the ideal state for focused skill execution.</p>		<h3>Energy Management</h3> <p>Use self-regulation skills to effectively modulate and restore energy in order to thrive under pressure. Understand how mind-body activation levels impact performance. Prioritize controllable factors that influence mind-body activation. Practice deliberate breathing and develop strategies to combat chronic sleep restriction.</p>
	<h3>Goal Setting</h3> <p>Identify a personally meaningful goal and develop a concrete plan to ensure achievement. Understand how personal values help form self-directed motivation. Develop commitment strategies to support goal attainment. Create techniques to regularly monitor goal progress.</p>		<h3>Integrating Imagery</h3> <p>Mentally rehearse successful performances to program the mind and body to perform automatically and without hesitation. Understand the scientific basis of the brain-performance connection. Identify and practice the three factors that contribute to effective imagery.</p>
	<h3>Your Learning Mindset</h3> <p>Examine how motivation is the foundation for successful learning, and recognize attitudes that may limit success. Understand how learning changes your brain, and how a learning mindset affects your study strategy.</p>		<h3>Plan and Prioritize Your Time</h3> <p>Work effectively toward academic goals and managing time. Understand how your time is spent during a typical week, and conquer procrastination through an action plan.</p>
	<h3>Make Study Effort Count</h3> <p>Establish the right study conditions to direct attention to immediate learning tasks, employing the Study Power Hour as an example study regimen to regulate study effort.</p>		<h3>Remember What You Study</h3> <p>Improve knowledge retention through brain-based learning theory. Understand how memory works and why healthy habits are critical to academic success.</p>
	<h3>Take Effective Notes</h3> <p>Develop meaningful, reusable resources that facilitate comprehension and retention. Consider how listening and attitude affect the quality of notes, and develop a better note-taking style.</p>		<h3>Attack Your Reading</h3> <p>Develop and use active processes to aid comprehension, knowledge retention, and efficiency. Apply the "Survey-Question-Read-Recite-Review" reading process.</p>
	<h3>Learn With Your Peers</h3> <p>Form successful study groups and apply individual learning strengths effectively in a peer situation. Learn characteristics to seek in effective study partnerships and troubleshoot partnership pitfalls.</p>		<h3>Combat Your Tests</h3> <p>Become test-wise through planning, understand test questions, thinking effectively, managing energy, and embracing nerves to alleviate test anxiety and optimize test performance.</p>

Figure 2. Comprehensive Soldier & Family Fitness Skills.

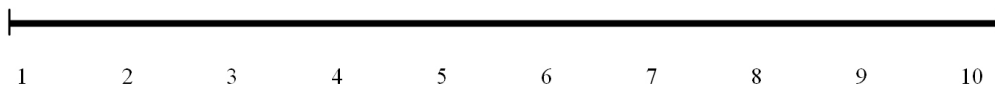
Source: csf2.army.mil/

Sleeping Habits

Sleep is one of the best tools we have available to maintain our resilience

Your perception of sleep quality is actually as important as the amount of sleep you get. Your perception of sleep quality is what affects your daily functioning (physical, emotional, cognitive). So, if you feel like you have had good sleep, and are well-rested then you will perform better.

On a scale of 1-10 how would you rate your sleep in the past 7 days?



Check out the sleeping tips in your *Preparing for Deployment* book and list what you could do to improve my sleep routines?

Revisit this page in your workbook overtime, to monitor your sleep and determine whether you need to work on any of the tips provided in *Preparing for Deployment* on page xx.

Quick Tips

- Don't lie in bed awake for too long (e.g. over 15 minutes)
- Get up and try a different activity that primes your body for sleep (NOT IPAD!).
- If this persists, then ask an expert for some advice.

The Impact of Deployment on Loved Ones

Deployments involve change for families, partners, service personnel, and organisations.

What impact will this have on psychosocial...

Thinking about your family and friends, in the boxes below list at least 3 people who will be impacted/effected. Then think about:

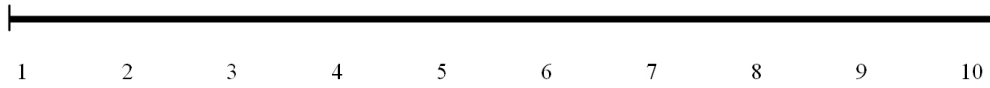
- How they will be affected?
- What can you suggest they do to alleviate any negative effects?
- What benefits there might be for them, of you deploying?

Person 1
Person 2
Person 3
Person 4
Person 5

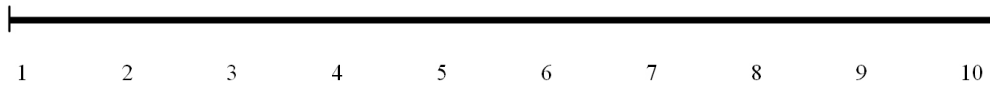
Self Assessment

On the scales below circle:

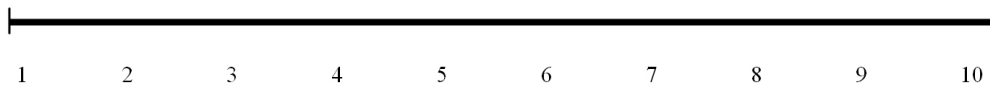
Energy levels



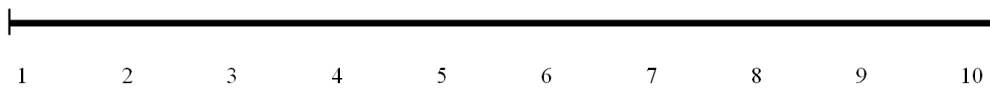
Physical health



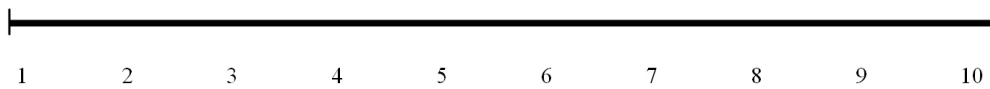
Sleep



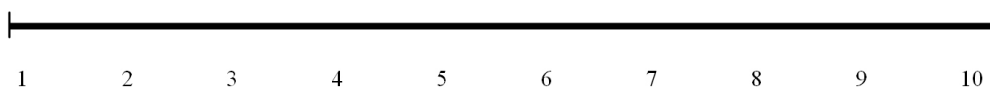
Ability to concentrate/problem solve



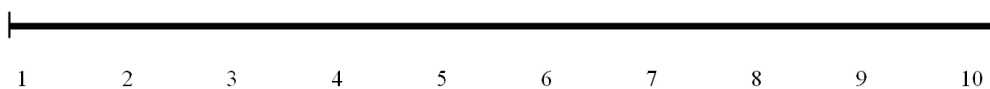
Relationships – things at home. 10 – strong base, 0 is alone, doing it all yourself



Connected to others



Overall resilience



Where would you put yourself on the MHC?



What needs to change to move your number up one point?

How can you achieve this?

Tell the person next to you what you are going to do tomorrow to help move one point.

Getting Help

It is common to experience a range of moods over any given time period, but if this change in mood lasts over time, it can result in a long-term negative impact upon our mental health. By leveraging tools and strategies we can learn to minimise the impact that life experiences can have on mental health. It is important to be aware of what the signs are that may indicate the need to use additional coping strategies, or to seek assistance to maintain performance and mental health. Seeking help is part of being strong and resilient as it gives you the tools you need to assist with your recovery and bounce back. There is a wealth of information in the *Preparing for Deployment* book and contact details for a number of support services should you need a bit of extra support and direction.



Notes

[Empty rectangular box for notes]

