



UNITED STATES MARINE CORPS  
I MARINE EXPEDITIONARY FORCE  
U.S. MARINE CORPS FORCES, PACIFIC  
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I MEFO 1500.1B  
FPD  
21 Oct 2019

I MARINE EXPEDITIONARY FORCE ORDER 1500.1B

From: Commanding General, I Marine Expeditionary Force  
To: Distribution List

Subj: I MARINE EXPEDITIONARY FORCE RESILIENCE ORDER

Ref: (a) Message to the Force 2019: Continue the Attack, 25 Jan 2019  
(b) 2019 USMC Posture Statement  
(c) CJCSI 3405.01, Chairman's Total Force Fitness Framework, 1 Sept 2011  
(d) I MEF Campaign Plan  
(e) I MEF Resilience Alliance Charter, 7 Oct 2019  
(f) MCO 1500.61, Marine Leader Development, 28 Jul 2017  
(g) MCO 3900.18, Human Research Protection Program (HRPP), 21 Jan 2011  
(h) United States Marine Corps Human Research Protection Program Policy and Procedures, 28 Sept 2016  
(i) Connor-Davidson Resilience Scale Manual, 1 Jan 2019  
(j) Leaders' Force Preservation Handbook

Encl: (1) Holistic Resilience Model  
(2) Resilience Strengthening Cycle  
(3) Needs Assessment  
(4) 25-Item Connor-Davidson Resilience Scale®  
(5) Activity Evaluation  
(6) Guided Discussion Example

1. Situation

a. I Marine Expeditionary Force (I MEF) has a distinguished lineage of providing the Marine Corps a globally responsive, expeditionary, and fully scalable Marine Air Ground Task Force (MAGTF). In today's rapidly evolving and changing operating environment, Marines and Sailors of I MEF must always be ready to continue that legacy. I MEF must always remain organized, trained, equipped, and postured to deter conflict; and, when necessary, fight and win on future battlefields.

b. Resilience is the capacity to adapt successfully in the presence of risk and adversity. Resilient warriors possess the toughness, grit, and determination to adapt and thrive in adverse and uncertain situations. In order to remain ready, and prepared to contest a peer adversary, the Marines and Sailors of I MEF must embrace change and adopt innovative strategies to strengthen warrior resilience physically, mentally, spiritually, and socially. As resilient warriors, I MEF Marines and Sailors will continue to distinguish themselves as professionals who live the title they've earned, and embody the attributes of admirable leaders.

c. In accordance with the references, this order establishes I MEF policy that provides a framework for advancing I MEF by systematically targeting and strengthening resilience. This order is not designed to supplant the design and focus of the Force Preservation Council (FPC) on the individual Marine and

Sailor. It is separate and distinct from the FPC. This guidance is applicable to all units within I MEF.

2. Mission. I MEF commands implement a resilience strengthening process in order to identify and target areas that will contribute to resilience, and maximize our ready bench of physically, mentally, socially, and spiritually resilient warriors ready to deploy and operate in every clime, place and situation.

### 3. Execution

#### a. Commander's Intent and Concept of Operations

##### (1) Commander's Intent

(a) Purpose. To equip commands with a common framework and systematic approach that targets resilience strengthening, and assists leaders to ensure all Marines, Sailors, and their families achieve their full potential, and prepare them for long-term personal and professional success. Intent is to maintain a balanced approach, affording commanders maximum flexibility to tailor training and support to unit and family needs while implementing a standard set of requirements.

(b) Method. Applying a common understanding of holistic resilience (figure 1, and enclosure 1), commands will implement a resilience strengthening process to deliberately identify and address areas that degrade individual and unit level resilience. When determining a balanced resilience-based training plan, commands should take into account areas of need across all four domains of resilience (body, mind, spirit, social).

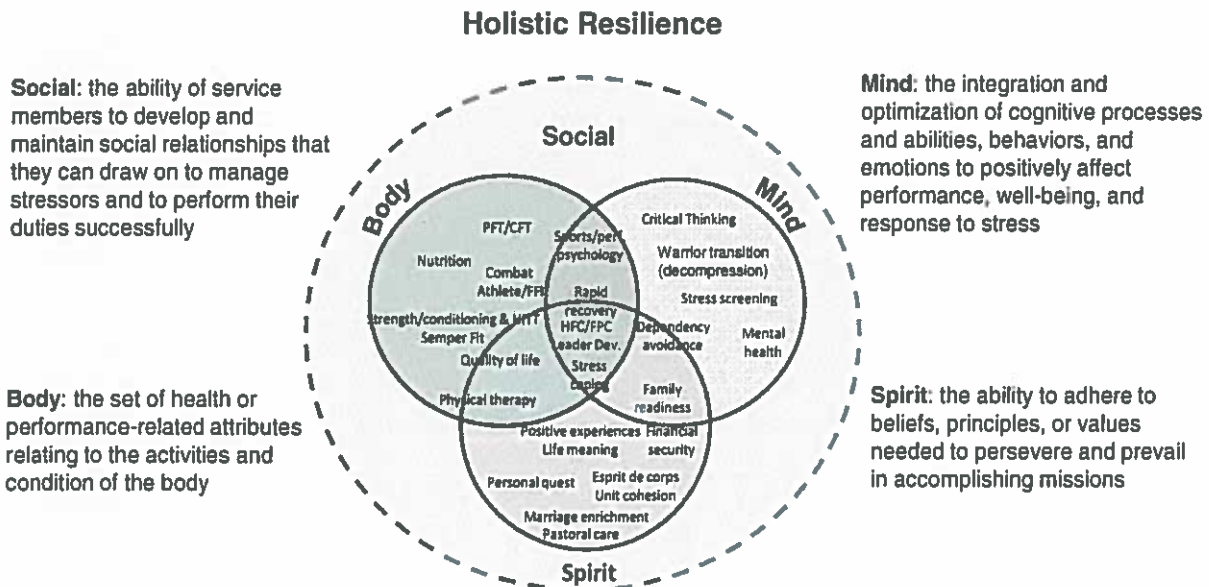


Figure 1

(c) Endstate. The Marines and Sailors of I MEF are expected to be ready to go anywhere in the world, on short notice, and win battles decisively. This can only be achieved with a force that is prepared, ready, and resilient. The desired end state is a personally and professionally optimized force that is always ready for the future fight, and postured to excel in any mission.

##### (2) Concept of Operations

(a) Engaged and effective leadership is an enduring priority and vital component to strengthened warrior resilience. Our center of gravity is the readiness of our individual Marines and Sailors and their ability to think critically, innovate smartly, and adapt to complex environments and enemies. Every leader has a moral obligation to ensure the health, welfare, and professional development of those they lead.

(b) The professional development of our Marines and Sailors is a deliberate process that hinges on engaged leaders. Engaged leaders are effective in understanding the strengths and weaknesses of their individual Marines and Sailors, and are personally invested to optimize their success both at work and in life.

(c) Leaders ensure Marines, Sailors, and their families gain a common understanding of holistic resilience; of how the strengthening of all four domains (body, mind, spirit, social) contribute to the development of a well-rounded and resilient professional; and of what programs and resources are available to strengthen themselves.

(d) Engaged leadership, accurate data, integrated analysis and evaluation, informed recommendations, and synchronized lines of effort all set the conditions for making evidence-informed decisions, precise resource allocation, and policy guidance. The deliberate execution of each element sets the bedrock upon which is built a cohesive culture of sustained readiness and strengthened resilience.

(e) The Resilience Strengthening Cycle (figure 2, and enclosure 2) is the process model through which commanders will implement a systematic and repeatable approach to assess and strengthen resilience within their Marines and commands as a whole. Commanders determine how best to implement each function in the cycle. By leveraging this cycle, leaders can continuously assess the effectiveness of their actions to strengthen resilience. The six steps of the Resilience Strengthening Cycle are outlined as follows:

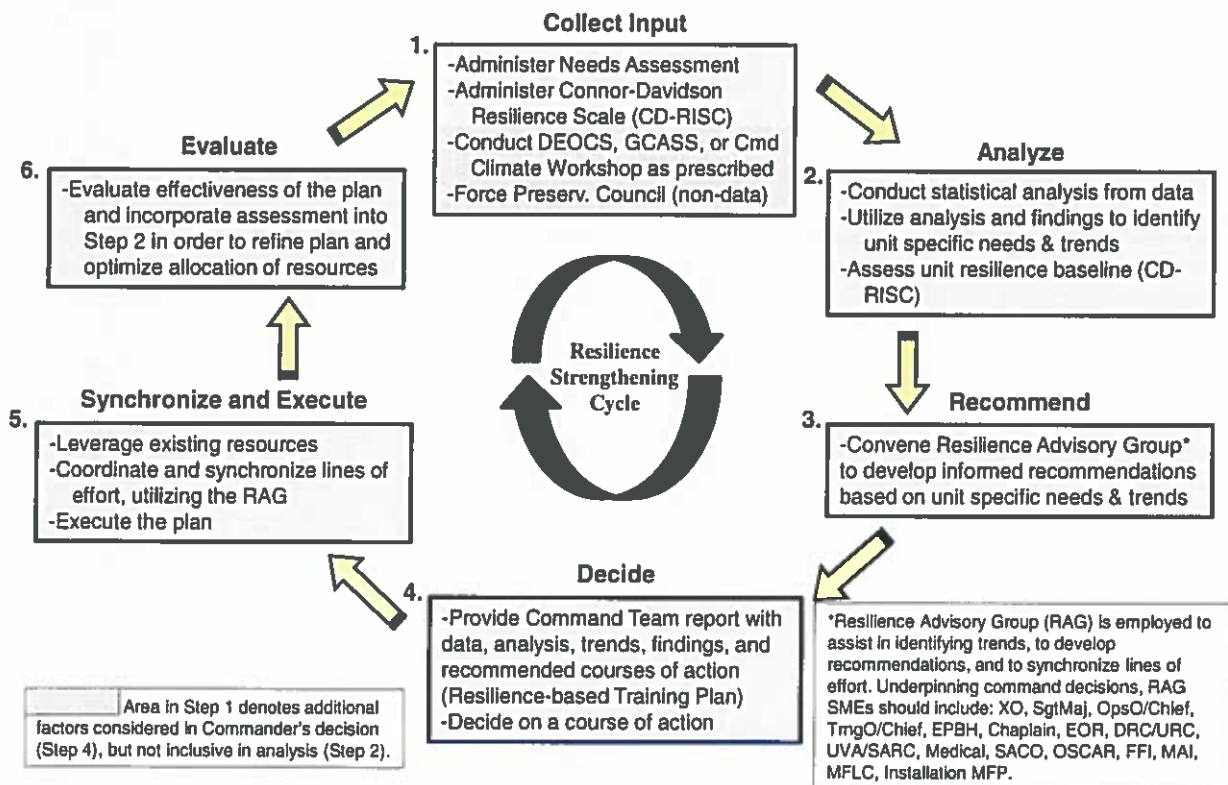


Figure 2

1. Collect Input. The collection of input is an essential element for assessing resilience, as well as identifying those individual needs, destructive behavioral trends, activities, and conduct that degrade the health, well-being, and readiness of the force. The findings that result from analysis of collected data will help Commanders make informed decisions about resilience-strengthening initiatives that ultimately enhance individual conduct and performance, and get "left of bang." The Needs Assessment (enclosure 3) and 25-Item Connor-Davidson Resilience Scale® (CD-RISC) (enclosure 4) are provided as tools available for Commanders to identify needs, and assess fluctuation in resilience. In addition to periodic assessments, occasions to administer the CD-RISC and/or Needs Assessment may include unit new join orientations, operational pauses, safety stand-downs, and back in the saddle (BITS) training. The greater participation is across the ranks, the results will provide a more reliable assessment of well-being, and identify resilience-oriented areas of concern. Embedded Preventive Behavioral Health (EPBH) Specialists should be leveraged to assist with administration, and data collection.

2. Analyze. The required reportable data will be used to conduct statistical analysis, detect unit needs and trends, and identify requirements and priorities. EPBH Analysts will be leveraged to synthesize data, conduct statistical analysis, and translate findings. EPBH Analysts will synthesize data in accordance with approved Human Research Protection Program (HRPP) protocols, as in references (g) and (h).

3. Recommend. During the "Recommend" step, a command will convene a Resilience Advisory Group (RAG). Informed by analysis and findings, the RAG is focused on developing practical and actionable training recommendations for strengthening resilience. It is recommended the RAG be chaired by a designated member of the Command Team, co-chaired by an EPBH Specialist, and convene no less than a quarterly basis to identify the behavioral trends, predominant needs, and effectiveness of resilience-strengthening initiatives within the command. As available, core representatives should include the Executive Officer, Sergeant Major (or Senior Enlisted Leader), EPBH Specialist, Chaplain, Training Officer, Deployment Readiness Coordinator (DRC) (or Unit Readiness Coordinator if appointed), Uniformed Victim Advocate (UVA), Force Fitness Instructor (FFI), Substance Abuse Control Officer (SACO), Equal Opportunity Representative (EOR), Single Marine Program (SMP) representative, an Operational Stress Control and Readiness (OSCAR) mentor, and a certified Unit Marine Awareness and Prevention Integrated Training (UMAPIT) instructor. Additional subject matter experts such as the Medical Officer, Sexual Assault Response Coordinator (SARC), Mental Health, Military and Family Life Counselor (MFLC), Community Counseling Center (CCC), Substance Abuse Counseling Center (SACC), Family Advocacy Program (FAP), Families Overcoming Under Stress (FOCUS), etc. may also attend as appropriate or desired by the command.

4. Decide. Following the unit RAG meeting, the Chair and Co-Chair brief the Commander on reported analysis and trends, associated findings, and the recommendation(s) for resilience-oriented training. By leveraging the RAG's evidence-based findings, the Commander makes an informed decision on an appropriate course of action. After a decision is made, Commanders are encouraged to share their unit's trend analysis findings and resilience-strengthening initiatives with their next higher headquarters.

5. Synchronize and Execute. Once the Commander decides on a course of action, RAG members will leverage the appropriate resources, synchronize lines of effort, and coordinate the plan for execution.



6. Evaluate. Consistent evaluation by command leadership and the RAG is critical to assess training effectiveness, identify redundancies or deficiencies, refine and improve efforts, and ensure resources are optimally allocated and utilized. The Activity Evaluation (enclosure 5) is one method that EPBH Specialists may also leverage to assist commands in gathering feedback from participants. The evaluation assessment is crucial when restarting the six-step process, and developing informed recommendations to reutilize or shape a more precise resilience-strengthening training initiative.

b. Subordinate Element Tasks

(1) MSC Commanding Generals and MSE Commanders

(a) Participate in the I MEF Quarterly Force Preservation Board (QFPB) along with your senior enlisted leader or appointed representative.

(b) Ensure your MSC/MSE provides Chief of Staff, or Executive Officer representation during the I MEF Resilience Alliance meeting.

(2) Commanding Officers

(a) Implement the Resilience Strengthening Cycle as an integral process to systematically assess and strengthen resilience. Commanders may determine how best to implement each function of the process within their particular command.

(b) In accordance with reference (f), deliberately integrate the six functional areas of Marine Leader Development (Fidelity, Fighter, Fitness, Family, Finances, Future) into operations, training, and unit activities.

(c) Leader guided discussions are a component of leader development and part of the sustained effort to strengthen warrior resilience. Incorporate these guided discussions into training activities. A variety of guided discussion outlines are available through EPBH Specialists and Analysts. Enclosure (6) is provided as an example.

(d) Instruct junior leaders in the use of supporting tools to assist them in strengthening resilience, and understanding those measures by which we assess Fitness of the Force (e.g., Leadership Toolkits at <https://www.usmcu.edu/lli/marine-leader-development/leadership-tools/leadership-toolkits>).

(e) Establish a 'new join' program for Marines, Sailors, and their families. In order to set the conditions for unit cohesion and resilience at the earliest opportunity, provide 'new joins' an orientation brief within thirty days of their arrival. An essential element of the orientation should focus on encouraging a sense of camaraderie, and familiarize Marines, Sailors and their families with command culture, standards and expectations, duties, and operational tempo. This 'new join' program should be command led, and supported as required by Marine Corps Community Services (MCCS), and Marine & Family Team Building.

(f) Establish a process to ensure a medical record screening is conducted for each 'new join' to a command. As part of the onboarding process, a record screening of high yield areas will note physical or mental health related factors, or history, that may increase the risk of non-EAS separation and indicate the need for additional support.

(g) Employ an active unit leadership presence in and around barracks spaces. Leadership engagement at the barracks should aid in

identifying quality of life concerns, and the presence of clean and healthy living conditions. Leadership presence also fosters an environment that reduces risk factors leading to incidents related to alcohol misuse, sexual assault, and suicide-related behavior.

(h) Leverage service programs that strengthen resilience provided by the I MEF Force Preservation Directorate (FPD), command Chaplains, EPBH staff and Marine & Family Programs.

(3) MEF Chaplain

(a) Provide coordination and support to the I MEF FPD in the development and sustainment of resiliency efforts.

(b) Participate in the I MEF QFPB, and Resilience Alliance.

(4) MEF Surgeon

(a) Provide coordination and support to the I MEF FPD in the development and sustainment of resiliency efforts.

(b) Provide medical guidance as necessary to ensure effective 'new-join' record screenings, the identification of physical and mental health history with associated resource support, and the proper coordination with commanders.

(c) Participate in the I MEF QFPB, and Resilience Alliance.

(5) EPBH Analysts and Specialists. EPBH Specialists and Analysts will continue to collect behavioral health data as previously reported on a monthly basis. In addition to the previous reportable data, input will also be collected from the Needs Assessment, Activity Evaluation, and CD-RISC. A list of this monthly data is identified in figure 3 below.

Monthly Reportable Data
Suicide Ideations
Suicide Attempts
Deaths by Suicide
Intimate Partner Abuse
Child Maltreatment
Driving Under the Influence
Illicit Positive Urinalyses
Completed Needs Assessments
Completed Activity Evaluations
Completed Connor-Davidson Scales

Figure 3

c. Coordinating Instructions

(1) I MEF Resilience Alliance. Resilience Alliance meetings will be chaired by the I MEF Chief of Staff, and co-chaired by the I MEF Director of Force Preservation. In accordance with reference (e), core representatives will include Chiefs of Staff from 1st Marine Division, 1st Marine Logistics Group, and 3d Marine Aircraft Wing, I MEF Sergeant Major and/or Command Master Chief, Executive Officers from the I MEF Information Group and Marine Expeditionary Unit, I MEF Surgeon, I MEF Chaplain, and I MEF FPD staff (Equal Opportunity Advisor, Safety, EPBH Director, Sexual Assault Response Coordinator, OSCAR Program Specialist). Additional unit and stakeholder representatives may participate as requested. Meetings will serve as a

collective forum to: identify needs and trends across the force; develop informed recommendations; synchronize lines of effort; coordinate resources; advise on measures of effectiveness; and prepare for the I MEF QFPB. Command participants in the I MEF Resilience Alliance will ensure that discussion items, and any requests for information or action, are briefed through their respective chain of command.

(2) I MEF Quarterly Force Preservation Board (QFPB). Serves as I MEF's leadership forum to identify, discuss, and direct actions to mitigate issues affecting the readiness and resiliency of the force. In preparation for the I MEF QFPB, representatives will submit deliverables in the requested format, by the identified suspense date, in order to finalize a consolidated brief that will equip the I MEF Commanding General with a unified message and position regarding readiness and resilience across I MEF. All MSC commanders and their senior enlisted representative shall attend. Additionally, senior representation from Marine & Family Programs and MCI-West shall be invited to each QFPB.

(3) Information Sharing. OPREP-3, SIR, and 8-Day reportable events provide resilience-oriented data that contributes to valuable trend analysis. In order to foster effective collection and timely analysis of this data (steps 1 and 2 of the resilience strengthening cycle), the RAG Chair and Co-Chair are encouraged to be considered as trusted agents within the notification channels of these reportable events (with the exception of incidents related to sexual assault). RAG Chair and Co-Chair participation in suicide-related eight-day briefings also contributes to their ability to accurately capture useful resilience-oriented data and trends.

(4) Leaders' Force Preservation Handbook and Resource Guide. The handbook (reference j), and online Resource Guide are intended to serve as quick reference tools to provide leaders a basic understanding of the major programs, installation resources, and command level requirements that contribute to a holistic strengthening of resilience. The Leaders' Resource Guide may be found on the I MEF SharePoint page, with a link at the top of the left-hand column. The following is a direct link to the Resource Guide page: <https://eis.usmc.mil/sites/imef/Lists/LRG/AllItems.aspx>. A similar version may also be found under the "Resource" tab of the I MEF Marines.mil page: <https://www.imef.marines.mil/Resources/-I-MEF-Leadership-Resources/>. An electronic version of the Force Preservation Handbook may be found on the I MEF Inspector General webpage under the Force Preservation Directorate subsection. The page may be found at: (<https://www.imef.marines.mil/Staff-Sections/Special-Staff/Inspector-General/>)

(5) Connor-Davidson Resilience Scale® (CD-RISC). The 25-Item CD-RISC (enclosure 4) is a self-rating scale with 25 questions, and takes approximately 3-5 minutes to complete. It has been tested as a reliable and valid measure of resilience, and has been widely used in both military and civilian studies. CD-RISC (CD-RISC) scores are not intended to be diagnostic. Rather, the scores are intended to provide an overall assessment, over time, of how I MEF Marines and Sailors believe they are equipped to anticipate and overcome stressors and risks. EPBH personnel will be leveraged to administer the CD-RISC, and then provide completed scales to EPBH Analysts for analysis. CD-RISC scores will be computed in accordance with the CD-RISC Manual (reference i), and then reported at the unit level. The administration of the CD-RISC, as well as subsequent data collection and analysis, will be executed in accordance with approved I MEF protocols and license agreement terms.

(6) Unit Coverage. For those units not staffed with EPBH personnel, coordination of support will be determined by Regimental/Group Commanders.

4. Administration and Logistics. Directives issued by this Headquarters are published and distributed electronically.

5. Command and Signal

a. Command

(1) This Order is applicable to all I MEF commands.

(2) The point of contact is the Director, I MEF Force Preservation Directorate at (760) 763-2717.

b. Signal. This order is effective the date signed.

  
J. L. OSTERMAN

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# Holistic Resilience Model

- **Definition of Resilience:**

- Resilience is the capacity to adapt successfully in the presence of risk and adversity

Ref: Meredith, L.S. et al., United States & Rand Corporation, "Promoting Psychological Resilience in the U.S. Military", 2011

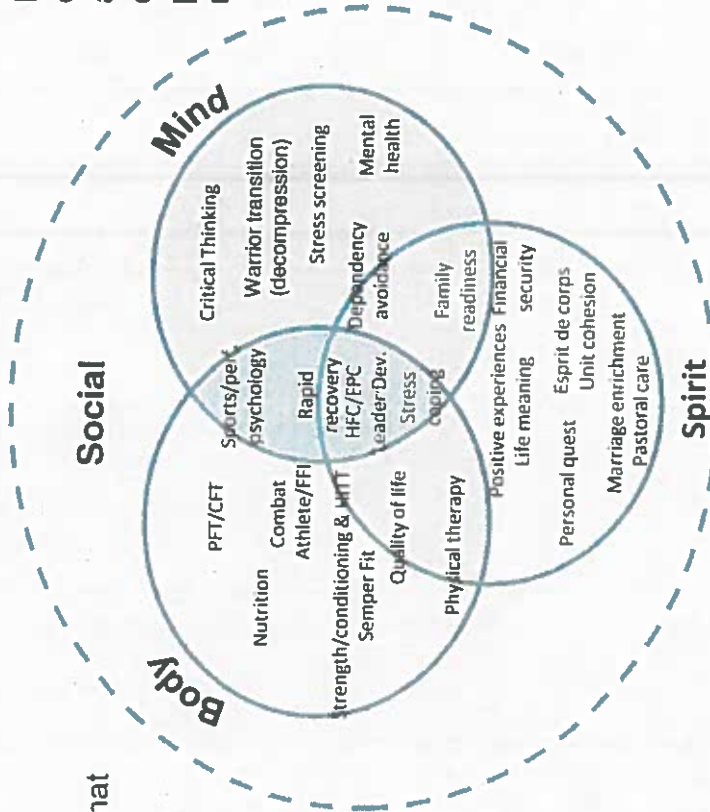
## Holistic Resilience

**Social:** the ability of service members to develop and maintain social relationships that they can draw on to manage stressors and to perform their duties successfully

**Mind:** the integration and optimization of cognitive processes and abilities, behaviors, and emotions to positively affect performance, well-being, and response to stress

**Body:** the set of health or performance-related attributes relating to the activities and condition of the body

**Spirit:** the ability to adhere to beliefs, principles, or values needed to persevere and prevail in accomplishing missions



Ref: CJCSI 3405.01, "Chairman's Total Force Fitness Framework", Current as of 23 Sept 2013

Ref: RAND Project AIR FORCE Series on Resiliency, 2013-2015

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Enclosure (1)



# Resilience Strengthening Cycle

## Collect Input

1.

- Administer Needs Assessment
- Administer Connor-Davidson Resilience Scale (CD-RISC)
- Conduct DEOCS, GCASS, or Cmd Climate Workshop as prescribed
- Force Preserv. Council (non-data)

## Evaluate

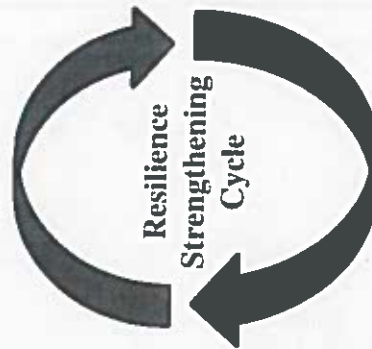
6.

- Evaluate effectiveness of the plan and incorporate assessment into Step 2 in order to refine plan and optimize allocation of resources

## Synchronize and Execute

5.

- Leverage existing resources
- Coordinate and synchronize lines of effort, utilizing the RAG
- Execute the plan



## Analyze

2.

- Conduct statistical analysis from data
- Utilize analysis and findings to identify unit specific needs & trends
- Assess unit resilience baseline (CD-RISC)

## Recommend

3.

- Convene Resilience Advisory Group\* to develop informed recommendations based on unit specific needs & trends

## Decide

4.

- Provide Command Team report with data, analysis, trends, findings, and recommended courses of action (Resilience-based Training Plan)
- Decide on a course of action

Area in Step 1 denotes additional factors considered in Commander's decision (Step 4), but not inclusive in analysis (Step 2).

\*Resilience Advisory Group (RAG) is employed to assist in identifying trends, to develop recommendations, and to synchronize lines of effort. Underpinning command decisions, RAG SMEs should include: XO, SgtMaj, OpsO/Chief, TrngO/Chief, EPBH, Chaplain, EOR, DRC/JRC, UVA/SARC, Medical, SACO, OSCAR, FFI, MAI, MFLC, Installation MFP.

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Enclosure (2)

## I Marine Expeditionary Force Needs Assessment

Thank you for participating in this needs assessment. Please create a unique identifier code using the below instructions. Your unique identifier is only known to you: and cannot be used to identify individuals. If you have any questions or need clarification, please do not hesitate to ask.

Using the seven spaces provided below, please write in the:

1. First three letters of your high school mascot, or "XXM" if no mascot.
2. First two letters of the model of your first car, or "XC" if you have never owned a car.
3. First two letters of the name of your first pet, or "XP" if you've never had a pet.

For example:

*High School Mascot*

Viking

V I K

*Model of First Car*

Nova

N O

*First Pet*

Thor

T H

**Example Final ID:**

**VIKNOTH**

1. Unique Identifier

\_\_\_\_\_

2. Unit: \_\_\_\_\_

3. Date: \_\_\_\_\_

# I Marine Expeditionary Force Needs Assessment

Unique Identifier: \_\_\_\_\_

Unit: \_\_\_\_\_

Date: \_\_\_\_\_

**1. What is your current status?**

- ☐ Active Duty Marine
- ☐ Active Duty Navy
- ☐ Activated Reservist
- ☐ DoD Employee
- ☐ Spouse
- ☐ Family member

**3. What is your gender?**

- ☐ Male
- ☐ Female

**4. What is your relationship status?**

- ☐ Single
- ☐ In a relationship
- ☐ Living together
- ☐ Married
- ☐ Married and separated
- ☐ Divorced
- ☐ Widowed
- ☐ Other: \_\_\_\_\_

**6. Which best describes where you live?**

- ☐ Barracks
- ☐ On-base housing
- ☐ Off-base housing

**8. Please indicate if any of the following applies to you (please select all that apply).**

- ☐ Sleep disorder (sleep apnea, insomnia, etc.)
- ☐ Physical fitness performance concerns
- ☐ Depression
- ☐ Anxiety
- ☐ Recent DUI
- ☐ Suicidal thoughts or attempts
- ☐ Recent or upcoming PCS/PCA
- ☐ Post-traumatic stress, TBI, etc.
- ☐ Questioning beliefs, values, morals, etc.
- ☐ Feeling disconnected (isolated, loss of belongingness, etc.)

**2. What is your rank?**

- ☐ E-1 to E-3
- ☐ E-4 to E-5
- ☐ E-6 to E-7
- ☐ E-8 to E-9
- ☐ O-1 to O-3
- ☐ O-4 to O-6
- ☐ CWO-1 to CWO-2
- ☐ CWO-3 to CWO-5
- ☐ Civilian
- ☐ Other: \_\_\_\_\_

**5. What is the highest level of education you have completed?**

- ☐ High school or GED
- ☐ Some college
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Post-graduate
- ☐ Other: \_\_\_\_\_

**7. Which best describes your deployment status?**

- ☐ Never deployed
- ☐ Deployed 1-2 times
- ☐ Deployed more than 3 times

- ☐ Weight management concerns
- ☐ Physical injury
- ☐ Overwhelming stress
- ☐ Negative career event (NJP, etc.)
- ☐ Alcohol or drug misuse
- ☐ Financial management concerns
- ☐ Relationship problems
- ☐ Death of family member, friend, or pet
- ☐ Loss of sense of purpose
- ☐ Other: \_\_\_\_\_

**9. Please respond to the below items, as they apply to you over the last month.**

I would like to know more about:	No Need	Low Need	Moderate Need	High Need
1. Healthy strategies to fall asleep and/or get enough restful sleep to function well.	○	○	○	○

# I Marine Expeditionary Force Needs Assessment

Unique Identifier: \_\_\_\_\_

Unit: \_\_\_\_\_

Date: \_\_\_\_\_

I would like to know more about:	No Need	Low Need	Moderate Need	High Need
2. Information or assistance on nutrition and/or healthy weight management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Information or assistance with personalized physical fitness plan and strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Information or assistance with personalized physical fitness strategies that minimize risk of injury.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Information or assistance in coping with feelings of depression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Strategies to deal with stress in healthy ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Strategies to recognize and address anxiety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Healthy strategies to cope with an adverse career situation (NJP, DUI, administrative action, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Assistance with risk-related behavior regarding alcohol misuse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Assistance with risk-related behavior regarding drug misuse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Information and/or strategies regarding suicide-related thoughts or actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Information or training on managing finances, planning for the future, dealing with debt, investing, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Information on understanding military pay and benefits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Assistance with planning for a PCS move, finding housing and local resources at new duty station, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Information on how to prepare for deployment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Information on Veterans' benefits and support services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# I Marine Expeditionary Force Needs Assessment

Unique Identifier: \_\_\_\_\_

Unit: \_\_\_\_\_

Date: \_\_\_\_\_

I would like to know more about:	No Need	Low Need	Moderate Need	High Need
17. Information or assistance in strengthening healthy communication and/or addressing relationship challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Strategies to recognize and address post-traumatic stress and/or traumatic brain injury.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Information in dealing with grief, loss, separation, divorce, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Information or assistance in exploring questions regarding beliefs, values, morals, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Information or assistance in dealing with anger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Information or guidance in maintaining a strong sense of meaning and purpose professionally and/or personally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Opportunities to meet, socialize, or hang out at organized social activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Opportunities for positive role modeling and/or strengthening unit pride/morale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Information on volunteer and/or leadership opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Information or assistance in strengthening coaching and/or counseling skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Information on how to stay connected to the Marine Corps or Navy after separation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Please list any additional interests or needs you may have, which have not been listed above:

11. Please provide any feedback or recommendations you may have, which will help to better meet your interests or your needs:

Thank you for taking the time to provide your input and feedback. A list of local and national resource connections is provided for your reference; and should you have any questions, please contact (insert POC name) at (insert POC e-mail address).

# Connor-Davidson Resilience Scale 25 (CD-RISC-25) ©

Unit  ID#  date  age

For each item, please mark an "x" in the box below that best indicates how much you agree with the following statements as they apply to you over the last month. If a particular situation has not occurred recently, answer according to how you think you would have felt.

	not true at all (0)	rarely true (1)	sometimes true (2)	often true (3)	true nearly all the time (4)
1. I am able to adapt when changes occur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have at least one close and secure relationship that helps me when I am stressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. When there are no clear solutions to my problems, sometimes fate or God can help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can deal with whatever comes my way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Past successes give me confidence in dealing with new challenges and difficulties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I try to see the humorous side of things when I am faced with problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Having to cope with stress can make me stronger.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I tend to bounce back after illness, injury, or other hardships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Good or bad, I believe that most things happen for a reason.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I give my best effort no matter what the outcome may be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I believe I can achieve my goals, even if there are obstacles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Even when things look hopeless, I don't give up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. During times of stress/crisis, I know where to turn for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Under pressure, I stay focused and think clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I prefer to take the lead in solving problems rather than letting others make all the decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I am not easily discouraged by failure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I think of myself as a strong person when dealing with life's challenges and difficulties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I can make unpopular or difficult decisions that affect other people, if it is necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I am able to handle unpleasant or painful feelings like sadness, fear, and anger.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. In dealing with life's problems, sometimes you have to act on a hunch without knowing why.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I have a strong sense of purpose in life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I feel in control of my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I like challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I work to attain my goals no matter what roadblocks I encounter along the way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I take pride in my achievements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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ENCLOSURE (4)

11-27-17

## I Marine Expeditionary Force Activity Evaluation

Thank you for providing your feedback through this evaluation. Please create a unique identifier code using the below instructions. Your unique identifier is only known to you; and cannot be used to identify individuals. If you have any questions or need clarification, please do not hesitate to ask.

Using the seven spaces provided below, please write in the:

1. First three letters of your high school mascot, or "XXM" if no mascot.
2. First two letters of the model of your first car, or "XC" if you have never owned a car.
3. First two letters of the name of your first pet, or "XP" if you've never had a pet.

For example:

*High School Mascot*

Viking

V I K

*Model of First Car*

Nova

N O

*First Pet*

Thor

T H

**Example Final ID:**

**VIKNOTH**

1. Unique Identifier

\_\_\_\_\_

2. Unit: \_\_\_\_\_

3. Date: \_\_\_\_\_

# I Marine Expeditionary Force Activity Evaluation

Unique Identifier: \_\_\_\_\_ Unit: \_\_\_\_\_ Date: \_\_\_\_\_

Name of activity: \_\_\_\_\_

1. What is your current status?

- ☐ Active Duty Marine
- ☐ Active Duty Navy
- ☐ Activated Reservist
- ☐ Civilian
- ☐ Spouse
- ☐ Family Member

2. What is your rank?

- ☐ E-1 to E-3
- ☐ E-4 to E-5
- ☐ E-6 to E-7
- ☐ E-8 to E-9
- ☐ O-1 to O-3
- ☐ O-4 to O-6
- ☐ CWO-1 to CWO-2
- ☐ CWO-3 to CWO-5
- ☐ Civilian
- ☐ Other: \_\_\_\_\_

3. What is your gender?

- ☐ Male
- ☐ Female

4. Please select the response that best applies for each item listed below.

The following objectives were met:	Strongly Agree	Agree	Neutral	Disagree	Not Applicable
a. (Activity lead/facilitator will input objectives, prior to administration.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>INDIVIDUAL</b>					
As an individual, this activity promoted or assisted with strengthening the following:	Strongly Agree	Agree	Neutral	Disagree	Not Applicable
<b>Positive coping:</b> personal problem-solving strategies, or spiritual approaches to coping with stress or challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Positive affect:</b> keeping an optimistic outlook, maintaining hope, dealing with stress by talking to someone, or finding humor in situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Positive thinking:</b> positive thinking techniques that help shape a situation in a more positive way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Realism:</b> managing and sustaining realistic expectations; and acceptance of what is beyond control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# I Marine Expeditionary Force Activity Evaluation

Unique Identifier: \_\_\_\_\_

Unit: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Behavioral control:</b> strategies for evaluating and/or changing emotional reactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Physical fitness:</b> techniques for physically functioning efficiently and effectively; or enhancing performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Altruism:</b> practicing selfless concern for the welfare of others, and motivation to help without reward	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>FAMILY</b>					
<b>Within my family, this activity promoted or assisted with strengthening the following:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Not Applicable</b>
<b>Emotional ties:</b> emotional bonding among family members, including recreation and leisure time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Communication:</b> sharing thoughts, opinions, or information, including problem-solving and relationship management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Support:</b> family support, or emotional, informational, and spiritual comfort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Closeness:</b> opportunities or strategies for love, intimacy, or attachment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Nurturing:</b> healthy parenting skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Adaptability:</b> adapting to changes associated with life as a military family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>UNIT</b>					
<b>Within my unit, this activity promoted or assisted with strengthening the following:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Not Applicable</b>
<b>Positive command climate:</b> leadership, fostering unit interaction, building pride/support for the mission, and positive role modeling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Teamwork:</b> sharing a common mindset toward common goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Unit cohesion:</b> performing and bonding together, with sustained commitment to each other and the mission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>COMMUNITY</b>					
<b>Within my community, this activity promoted or assisted with strengthening the following:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Not Applicable</b>
<b>Belongingness:</b> group membership or participation in the community, faith-based organizations, unit/installation/local programs, or schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## I Marine Expeditionary Force Activity Evaluation

Unique Identifier: \_\_\_\_\_ Unit: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Cohesion:</b> bonds that bring people together in the community, including shared values and interpersonal belonging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Connectedness:</b> meaningful connections with people and places in the community; including aspects such as commitment, structure, roles, responsibility, and communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Collective efficacy:</b> confidence in the group's ability to work together toward a goal or mission accomplishment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Overall, how would you rate the quality of this activity?

Excellent  
☐

Good  
☐

Average  
☐

Poor  
☐

Very Poor  
☐

6. What was the most valuable part of this activity and why?

7. What aspects of this activity should be improved and how?

8. Please provide any additional feedback you think is important.

Thank you for your anonymous feedback.

If you have any questions, please contact (insert POC name) at (insert POC e-mail address).

## GUIDED DISCUSSION

### TRAINING FOR THE FIGHT: EFFECTIVELY MANAGING STRESS AND ANGER

#### INTRODUCTION

Discussion Leader:

Good morning/afternoon, my name is \_\_\_\_\_. Today we will be talking about stress and anger, how levels of stress and anger may affect different individuals; and some strategies for strengthening resilience and effective management skills.

The ground rules for this discussion are:

- (1) No personal attacks on anyone's opinions
- (2) Allow each participant to express themselves
- (3) Drinking coffee and soda is allowed
- (4) Make head calls at your leisure, just don't interrupt the group
- (5) Keep your language clean as not to offend others
- (6) PARTICIPATION BY ALL!

Key points for this discussion will be:

- (1) Assessing personal and situational stress
- (2) Strategies for enhancing resilience under stress
- (3) Identifying situations that trigger or escalate anger
- (4) Strategies for effectively managing anger

Learning Objective:

After this guided discussion, you will have a better understanding of how individuals may experience stress and anger in difficult situations, what may trigger these responses; and some strategies that can strengthen resilience and effective self-control. By increasing competence in effectively handling difficult and stressful situations, you will be better equipped to persevere as an individual and leader; and able to lead under trying circumstances.

#### KEY POINT 1

1. When are the times you find yourself feeling stressed? What do you say or do when you are responding to a stressful situation? How would others describe you? (Provide an example, or ask for a volunteer to describe a situation.)

- Stress is a response to a situation or environment that is perceived to exceed a person's resources and/or is a threat to his/her well-being.

- The moral, mental, and physical demands of being a Marine are stressful, and often include extreme tests of strength and stamina.

As warfighters, Marines intentionally train in uncertain and stressful environments; in order to prepare for the conditions of combat. Therefore, to be effective, the ability to overcome and perform well under stress is required for mission accomplishment.

- ✓ Not all stress is bad. For example, stress can help with task accomplishment or prevent you from getting hurt.
- ✓ Individuals can become stronger and more resilient through encountering stress, successfully coping, and learning from experiences.
- ✓ Everyone can benefit from increasing the ability to overcome stress.

2. If our bodies are designed to handle a certain amount of stress, what are the signs of longer-term, chronic stress?

- ✓ The first step to controlling stress is to know the symptoms of stress. But recognizing symptoms may be harder than you think. Most of us are so used to being stressed, that we often don't know we're stressed until we are at the breaking point.
- ✓ Stress can affect all aspects of your life, including emotions, behaviors, thinking ability, and physical health. No part of the body is immune. Each individual handles stress differently; however, some common symptoms may include:
  - o Becoming easily agitated, frustrated, and moody
  - o Feeling overwhelmed
  - o Chest pain and rapid heartbeat
  - o Insomnia
  - o Nervousness and shaking, cold or sweaty hands and feet
  - o Clenched jaw and/or grinding teeth
  - o Constant worrying
  - o Racing thoughts
  - o Nail biting, fidgeting, pacing, etc.

Interim Summary: We just finished discussing what stress is, how we are designed to perform under a certain amount of stress; and how to recognize when we may be experiencing longer-term stress. Now let's talk about some strategies for strengthening resilience and performing well under stress.

#### KEY POINT 2

1. Do you think that an individual can control his/her response to stressful situations? In your observation, what are some best practices or lessons learned?

- There are three key components of increased resilience under stress:

- ✓ Control
- ✓ Challenge
- ✓ Commitment

#### Control

- ✓ Believes that he/she has control over his/her life
- ✓ Can manage any problem that arises
- ✓ Maintains a positive outlook

#### Challenge

- ✓ Views life as a challenge
- ✓ Does not see an endless group of problems
- ✓ Believes that learning will result from challenging experiences

#### Commitment

- ✓ Has a mission
- ✓ Committed to what he/she does
- ✓ Believes what he/she is doing is meaningful and purposeful

Along with the key components of control, challenge, and commitment, the following strategies can strengthen the ability to perform well under stress:

- ✓ Assess how you react to change - remember that not all change is negative
- ✓ Monitor your self-talk - change negative statements of "I can't" to positive statements of "I can handle it"
- ✓ Allow yourself some time to regroup and recharge
- ✓ Maintain your physical health and fitness

Interim Summary: We just finished discussing three key components of effectively coping with stress; as well as some additional strategies that can strengthen the ability to perform well in stressful situations. Now let's talk about identifying situations that may trigger or escalate anger.

#### KEY POINT 3

1. What makes you angry? What do you say or do when you are angry? How would others describe you? (Provide an example, or ask for a volunteer to describe a situation.)

- Everybody gets angry. Anger is a normal human emotion, and can range from mild irritation to an intense rage or fury.

- Not all anger is negative. For example:

- ✓ Anger is a cue that there is an injustice, abuse, or threat
- ✓ Anger energizes the body for a challenge or defense
- ✓ Anger is a way of communicating our negative feelings to others

- Like all emotions, anger is a natural response to a perceived situation. You have a right to the feeling - how it is managed is what is important.

- Sometimes, anger results from an unmet need. For example, all humans have certain basic needs (i.e. appreciation, acceptance, ability to depend on others, respect, justice, caring, trust, etc.); and when they're not met, the result may be feelings of anger.

2. How does anger impact the body; and what are some of the signs?

- Anger involves intense physiological changes that are designed to gear the body for action:

- ✓ Adrenaline is released
- ✓ Breathing and heart rate may change
- ✓ Blood pressure may increase
- ✓ Pupils may dilate
- ✓ Digestion shuts down
- ✓ Increase in blood sugar for muscle activity

- Once activated, these physiological changes are not easy to "shut off"; and may escalate. Some cues of escalated anger may include:

- ✓ Rapid heartbeat
- ✓ Tightness in the chest
- ✓ Feeling hot or flushed
- ✓ Glaring stare
- ✓ Clenched fists
- ✓ Pacing back and forth

Interim Summary: We just finished discussing how anger is a natural response, the physiological changes that occur; and some signs that the level of anger may be escalating. Now let's talk about some strategies for effectively expressing and managing anger.

#### KEY POINT 4

1. Do you think that an individual can control his/her anger? Describe a situation when you became angry - what were the triggers and which strategies did you use to control your reaction?

- One of the first steps in managing your anger is to identify what types of situations usually trigger your response. For example:

- ✓ Being cut off in traffic
- ✓ Arriving late (or others being late)
- ✓ Denied leave request
- ✓ Unexpected PCS orders
- ✓ Extended deployment
- ✓ Relationship problems



- You may be able to avoid some situations, such as planning ahead to avoid being late; while other situations are less in your control. However, what you can control is your response.

- Once you've identified common trigger situations, focus on the individual warning signs of your anger. What is it that usually happens in your body when you get angry? Becoming aware of your body's cues can help you to recognize anger early on, which will assist with implementing coping strategies.

- When you notice yourself becoming angry, there are a number of strategies that may be used. For example:

- ✓ Time Out: Allow yourself a time out. Remove yourself from the situation for a period of time, in order to cool down and think things through
- ✓ Distraction: If you cannot change the situation, distraction may sometimes help (i.e. listening to music, talking to a friend, taking a walk, PT, etc.)
- ✓ Humor: Sometimes humor may help with taking a step back from your anger
- ✓ Relaxation: Relaxation techniques, such as slow deep breaths or tensing and relaxing each muscle group, can help to reduce anger

Interim Summary: We just discussed identifying common triggers as one of the first steps in managing an angry response; as well as some coping strategies for effectively managing anger at the earliest stage.

#### SUMMARY/CONCLUSION

Today we have discussed how individuals may respond to difficult or stressful circumstances, how certain situations may trigger anger; and strategies for strengthening resilience and effectively managing anger.

Closing Statement: As a Marine, you must consistently challenge yourself to the limit; in order to set the example and instill confidence. And, as a leader, you must possess the ability to handle difficult and stressful situations with respect and decorum. Through strengthening your skills in effective stress and anger management, you will enhance your physical and mental stamina to withstand hardship; and increase your ability to adapt. END OF DISCUSSION