ROLES AND RESPONSIBILITIES FOR ADMINISTERING THE COMPREHENSIVE SOLDIER AND FAMILY FITNESS PROGRAM

1. The Deputy Chief of Staff (DCS), G-3/5/7 will:

a. Act as the Department of the Army (DA) policy proponent for the Comprehensive Soldier and Family Fitness (CSF2) program.

b. Develop specific training requirements for Army resilience and performance enhancement, and ensure that those requirements are included in the next revision of Army Regulation 350-1 (Army Training and Leader Development).

c. Develop, monitor and assess metrics to determine the efficacy of the CSF2 program.

d. Review and validate training seat requirements for Master Resilience Trainer (MRT) courses.

e. Determine, in coordination with the DCS, G-1 and the Assistant Secretary of the Army (Manpower and Reserve Affairs), resilience training requirements for DA Civilian leadership courses.

f. Approve Army military and civilian resilience training and education programs and serve as the Army Staff proponent for distance learning, management of institutional resilience training and military schools.

g. Implement training for and validate spouse MRTs (statutory volunteers) Armywide.

h. Manage academic training records for CSF2 resilience training and Army-level resilience training policy as they relate to resilience and performance enhancement training.

i. Document, develop and complete the transition of former Comprehensive Soldier Fitness-Performance and Resilience Enhancement Program sites to CSF2-Training Centers. Develop and operate additional Training Centers as approved.

j. Prioritize resource requirements for resilience and performance enhancement training during the year of execution, the budget year and Program Objective Memorandum years.

k. Charter intra-Army CSF2 Research and Curriculum Committees in coordination with Walter Reed Army Institute of Research (WRAIR) and Army Regulation 15-1 (Committee Management):

- The CSF2 Curriculum Committee will evaluate existing content for relevancy and new content for inclusion in CSF2 training.
- The CSF2 Research Committee will evaluate proposed research on the dimensions of strength.

Provide subject matter experts to the two committees as needed.

l. Review and consolidate recommendations from U.S. Army Forces Command (FORSCOM) and U.S. Army Training and Doctrine Command (TRADOC) recommendations resulting from the resilience and performance enhancement in-processing pilots and develop a standardized in-processing packet.

m. Coordinate with the Assistant Chief of Staff for Installation Management to implement requirements for resilience and performance enhancement in-processing Armywide in support of the Army's Ready and Resilient Campaign.

2. The Chief, National Guard Bureau, in coordination with the DCS, G-3/5/7, will:

a. Develop and implement Army National Guard (ARNG)-specific requirements for resilience and performance enhancement training.

b. Develop the ARNG's requirements for Initial Military Training resilience training; Institutional Resilience Training (IRT) for the Noncommissioned Officer Education System; and in-service resilience training requirements for ARNG officer, warrant officer, enlisted and civilian personnel.

c. Establish a capability to train from 800 to 1,300 Level 1 MRTs each year. The method and quality of MRT instruction will meet the training requirements established by the Headquarters, DA (HQDA) Director, CSF2.

d. Develop and manage all ARNG resilience training requirements at non-TRADOC schools.

3. The Chief, Army Reserve, in coordination with the DCS, G-3/5/7, will develop and implement U.S. Army Reserve (USAR)-specific requirements for resilience and performance enhancement training.

4. The Commander, TRADOC will:

a. Support the DCS, G-3/5/7 in implementing the CSF2 program and requirements for resilience and performance enhancement training throughout The Army School System.

b. Implement, in coordination with the DCS, G-3/5/7, a 90-day pilot program to provide 16 hours of resilience and performance enhancement training for in-processing Soldiers on at least one installation within 90 days of the release of this Directive.

(1) The HQDA Director, CSF2 will provide the training support package for the pilot program.

(2) Within 90 days of completing the pilot program and with support from WRAIR, the Commander, TRADOC will provide the DCS, G-3/5/7 with recommendations for implementing resilience and performance enhancement training during in-processing at installations Armywide.

c. Establish a training capability to produce 160 Level 2-qualified MRTs each year no later than 30 September 2013.

d. Submit quarterly reports to the HQDA Director, CSF2 in support of major objective metrics regarding the status of IRT assessment efforts.

e. Provide subject matter experts for the CSF2 Curriculum and Research Committees as needed.

5. The Army Surgeon General/Commander, U.S. Army Medical Command will:

a. Support the DCS, G-3/5/7 in implementing the CSF2 program and requirements for resilience and performance enhancement training.

b. Provide quarterly progress reports, through WRAIR, to the DCS, G-3/5/7 outlining current resilience and performance enhancement training, trends and findings for the development of future content.

c. Conduct semiannual efficacy analysis of resilience and performance enhancement training in the operational force through WRAIR and with assistance from FORSCOM.

d. Act, through WRAIR, as the specified developer of resilience training. WRAIR will also lead efficacy assessments and make necessary revisions to IRT modules in Initial Military Training and professional military education (PME).

e. Evaluate, through WRAIR, the MRT training program every 2 years after completion of the previous evaluation with FORSCOM.

f. Support, through WRAIR and in coordination with TRADOC/U.S. Army Combined Arms Center, the development of general CSF2-related learning outcomes for each level of PME.

g. Monitor, through WRAIR, the institutional course material to determine if content and quality are appropriate and conduct program evaluation of IRT courses to ensure optimal training.

h. Conduct, through WRAIR and with assistance from TRADOC, at least two regular efficacy analyses (program evaluations) of the program of instruction within IRT each year.

i. Support, in coordination with the DCS, G-3/5/7 and in accordance with Army Regulation 15-1, the chartering of intra-Army CSF2 Curriculum and Research Committees and provide subject matter experts for the committees as needed.

6. The Commander, FORSCOM will:

a. Support the DCS, G-3/5/7 in implementing the CSF2 program and requirements for resilience and performance enhancement training.

b. Implement, in coordination with the HQDA Director, CSF2, a 90-day pilot program to provide 16 hours of resilience training for in-processing Soldiers on at least two installations within 90 days of the release of this directive.

(1) The HQDA Director, CSF2 will provide the training support package for the pilot program.

(2) Within 90 days of completing the pilot program and with support from WRAIR, the Commander, FORSCOM will provide the DCS, G-3/5/7 with recommendations for implementing resilience and performance enhancement training during in-processing at installations Armywide.

c. Assist WRAIR in conducting regular efficacy analysis (program evaluation) of resilience and performance enhancement training in FORSCOM operational forces.

d. Provide subject matter experts to the CSF2 Curriculum and Research Committees as needed.

7. The Assistant Chief of Staff for Installation Management will:

a. Work with the HQDA Director, CSF2 to develop the infrastructure and support required for the implementation of CSF2 Training Centers and the CSF2 program as it applies to Family members.

b. Provide MRTs from Army Community Service to teach resilience skills to Family members and DA Civilian staff.

c. Support the implementation of requirements for resilience and performance enhancement in-processing at installations Armywide, as developed by the HQDA Director, CSF2 and in support of the Army's Ready and Resilient Campaign.

8. All other senior Army commanders will:

a. Take ownership of the resilience and performance enhancement training of all Soldiers under their command along with the Families and DA Civilians who support them.

b. Appoint on collateral duty orders an Installation CSF2 Program Manager.

9. All Installation CSF2 Program Managers will:

a. Coordinate the use of available MRTs into training plans and strategies. These coordination efforts include massing assigned MRTs for economy of force resilience training efforts, developing completion strategies for the Global Assessment Tool, ensuring command emphasis and mandatory assignment of the Comprehensive Resilience Module, and incorporating requirements for resilience and performance enhancement training into the master unit training plan.

b. Coordinate the activities of MRTs in their areas of responsibility.

c. Participate in quarterly meetings with HQDA to, among other things, share best practices with all practitioners and inform relevant leadership of their respective organizations' execution of all requirements pertaining to the CSF2 program.

d. Track all training that subordinate MRTs conduct and make sure resilience training statistics are collected and monitored.

e. Participate actively in their Community Health Promotion and Suicide Prevention Councils, as applicable, to ensure the integration of CSF2 and the Army's Ready and Resilient Campaign at all levels of health promotion, risk reduction and suicide prevention across the installation.

THE FIVE PILLARS OF COMPREHENSIVE SOLDIER AND FAMILY FITNESS

1. The CSF2 program has Five Pillars:

- MRTs,
- Global Assessment Tool,
- Comprehensive Resilience Modules,
- IRT, and
- Performance Enhancement.

2. Master Resilience Trainer. MRTs serve as commanders' subject matter experts and advisors on resilience training at all levels of command. MRTs are the only personnel authorized to train Soldiers, their Family members and DA Civilians in resilience skills, using CSF2-established methods and materials, according to the commander's guidance. An MRT is a graduate of the 10-day MRT course currently offered at sites sanctioned by the HQDA Director, CSF2 and at various regional sites offered by a CSF2 Mobile Training Team. The 10-day course is centered on resilience core competencies, resilience skills, life cycle and deployment cycle resilience training, and training from MRT-Performance Experts on key philosophies from the sports psychology discipline that underlie extraordinary performance. MRT selection and graduation criteria and responsibilities are detailed in enclosure 6. Their basic capabilities are:

a. Level 1 MRTS (additional skill identifier (ASI) 8R) train small groups (25 to 30 personnel) in the unit and advise the commander on CSF2 requirements and best practices.

b. Level 2 MRT-Facilitators (ASI 8J) assist in the delivery of training at the MRT Level 1 course. They provide the same function as Level 1 MRTs at the unit level.

c. Level 3 MRT-Assistant Primary Instructors (ASI 8K) assist in the delivery of training at the MRT Level 1 course, lead practical exercises and reinforce the key principles taught during the large group portion of the MRT Level 1 course. They provide the same function as Level 1 MRTs at the unit level.

d. Level 4 MRT-Primary Instructors (ASI 8L) assist in the delivery of training at the MRT Level 1 course and serve as the lead instructor for plenary sessions of the MRT Level 1 course. MRT-Primary Instructors are also responsible for the consistency of instruction in breakout groups. They provide the same function as Level 1 MRTs at the unit level.

e. Resilience Trainer Assistants are the only authorized training assistants for MRTs. The commander must approve their selection. Resilience Trainer Assistants are not authorized to conduct resilience training without the presence and oversight of an MRT.

3. The Global Assessment Tool (GAT). The GAT is a confidential, survey-based instrument designed to assess an individual on the Five Dimensions of Strength: Physical, Emotional, Social, Spiritual and Family. The results direct the user to targeted self-development training, known as Comprehensive Resilience Modules (CRMs), to address specific areas for improvement. The GAT is required to be administered to Soldiers and deploying DA Civilians and, on a voluntary basis, to Family members and other DA Civilians. Developed by subject matter experts from the Government and civilian sectors, the GAT is drawn from scientifically validated measures of health and resilience. All individual GAT results are completely confidential. Responses and dimensional scores are not made available to anyone other than the individual taking the GAT.

a. Soldiers must complete the GAT annually unless they are in a deployed status when their GAT expires. When that occurs, the Soldier must complete the GAT within 60 days of redeployment.

b. Personnel who take the GAT are not required to release or discuss their results with anyone. If a person taking the GAT has questions about the results, he/she is encouraged to seek out the unit MRT or another trusted advisor.

4. Comprehensive Resilience Modules. CRMs are online, self-paced learning modules that provide evidence-based training in each of the five Dimensions of Strength based on individual need. Referral to the modules is linked to a person's GAT assessment, thus providing him/her with tailored online tools to improve his/her lowest assessed dimension(s). Spiritual dimension CRMs are voluntary. Commanders can direct that the entire unit complete a specific CRM or series (excluding Spiritual dimension).

5. Institutional Resilience Training. IRT, which is composed of Initial Military Training and PME, prepares Soldiers for Army service and leadership throughout their careers. Resilience training in Initial Military Training and PME provides individual skills for new Soldiers and junior leaders and organizational resilience skills and principles for mid-grade and senior leaders. IRT is found at different career levels within the Army's PME system.

a. For officers:

- Reserve Officer Training Corps, the United States Military Academy, and Officer Candidate School: introduce fundamental resilience and performance skills during pre-commissioning training (Basic Officer Leaders Course-A (2 hours));

Basic Officer Leaders Course-B offers a series of instructional modules introducing essential resilience skills (10 hours).

- Captains Career Course: provides mid-grade leaders with the skills for mitigating the effect of operations on unit resilience and identifies how resilience skills can be adapted for operations (2 hours).

- Intermediate Level Education: addresses strategies for building resilient organizations and reducing stigma, and reviews research on behavioral health and operations (2 hours).

- Pre-Command Course: prepares senior leaders to develop resilience in subordinate leaders during combat operations and training (1 hour).

- U.S. Army War College: enables strategic leaders to review CSF2 methodology and resilience training programs (1 hour). This training is also available to DA Civilian personnel attending the War College.

b. For enlisted personnel:

- Basic Combat Training: introduces fundamental resilience skills to "check and adjust" individual and "battle buddy" responses to stressful events (2 hours).

- Warrior Leader Course: introduces essential resilience skills through a series of instructional modules (3 hours).

- Advanced Leadership Course: provides leader principles and skills to enhance Soldier resilience in garrison and during operations (2 hours).

- Senior Leadership Course: provides the skills to mitigate the effect of operations on unit resilience and identifies how those skills can be adapted for operations (2 hours).

- Sergeants Major Academy: addresses strategies for building resilient organizations and reducing stigma, and reviews research on behavioral health and operations (2 hours).

6. Performance Enhancement. MRT-Performance Experts at CSF2-Training Centers (CSF2-TCs) are the only individuals qualified to conduct performance enhancement training. Performance enhancement training focuses on enhancing individual, collective and unit-level performance through cognitive skills training. The purpose of the Performance Enhancement pillar is to develop the full potential of Soldiers, their Families and DA Civilians using a systematic process to enhance the mental skills essential to the pursuit of personal strength, professional excellence and the Warrior Ethos. The Performance Enhancement pillar includes these five areas:

a. Building confidence. Confidence is cited as a critical leader attribute and mentioned more than 60 times in Army Doctrine Publication 6–22 (Army Leadership), including Change 1. To achieve the highest possible level of performance, an individual must first understand the intellectual strategies for building, sustaining and projecting confidence.

b. Attention control. The performance enhancement model provides individuals with a greater understanding of how attention works and offers practical techniques for controlling attention. Instruction helps students achieve greater focus and concentration. The intent of this process is to leverage the skills necessary for identifying what is relevant and bringing a greater awareness to the most important task worthy of our attention at any given time.

c. Energy management. Both positive and negative experiences can elicit stress responses that require an individual to deliberately and diligently manage intellectual, physical and emotional states. In this area, individuals are taught the practical skills used to build, sustain and restore high levels of personal energy while minimizing the negative effects of stress. The use of biofeedback technology, knowledge about the science of sleep and relaxation techniques may also be used to demonstrate self-regulation between mind and body.

d. Goal setting. Goal setting is the most effective performance enhancing skill. When applied consistently, it can help individuals and units by providing purpose, direction, motivation and the commitment necessary to accomplish personal and professional objectives. Goal setting assists individuals in pursuing and achieving excellence and promotes a culture that moves well beyond norms and minimum standards.

e. Integrating imagery. Envisioning successful outcomes through detailed intellectual rehearsals enhances thinking skills and increases confidence and effectiveness. In this area, individuals learn to use all of their senses to create or recreate a powerful, vivid experience in their mind. The use of practical imagery techniques can improve all aspects of performance, including training, preparing, performing, recovering and healing.

COMPREHENSIVE SOLDIER AND FAMILY FITNESS TRAINING CENTERS

1. The existing CSF2-TC sites are located in the National Capital Region (at Walter Reed National Military Medical Center (Bethesda) and Fort Belvoir) and at Fort Benning, GA; Fort Bliss, TX; Fort Bragg, NC; Fort Carson, CO; Fort Gordon, GA; Fort Hood, TX; Fort Jackson, SC; Fort Knox, KY; Joint Base Lewis-McChord, WA; and Joint Base San Antonio, TX.

2. Five additional CSF2-TC sites will be added during fiscal year 2013 at Fort Campbell, KY; Fort Drum, NY; Fort Riley, KS; Fort Stewart, GA; and Schofield Barracks, HI.

3. Additional CSF2-TC sites will be added as resources become available. Considerations for site locations include input from senior commanders; population size; the MRT requirement; and the surrounding ARNG, USAR and Warrior Transition Unit populations.

4. Each CSF2-TC location is staffed by a group of experienced professionals consisting of a site manager, MRT-Performance Experts (PE) and administrative support personnel. All MRT-PE staff members are professional trainers with a master's or doctoral degree related to the fields of sport or performance, counseling psychology or kinesiology. All MRT-PE staff members are MRT-trained Levels 1 through 4.

5. CSF2-TCs can execute DA scheduled MRT Level 1 courses, deliver executive level resilience and performance enhancement training, and provide quality assurance and quality control for unit-level resilience training:

a. Resilience Training. CSF2-TC personnel serve as facilitators, assistant primary instructors and primary instructors of the MRT course and are available upon request to support unit-level resilience training and help unit-level MRTs implement the Resilience Trainer Assistant course.

b. Performance Enhancement Training. The knowledge and cognitive skills taught in the performance enhancement program complement and build upon the prevention model of basic resilience skills within CSF2 by focusing on key underlying skills that optimize performance excellence. The skills taught include building confidence, attention control, energy management, goal setting and integrating imagery (for a definition of these skills see enclosure 2, paragraph 6). These five skills are built on the Mental Skills Foundations block of instruction focused on establishing self-awareness. The lesson, involves qualifying and quantifying individual and/or unit performance excellence; understanding the nature of high performance and the interrelationship between the training and trusting mindset; and identifying the unique relationship between thoughts, emotions, physiological states and performance.

c. Team building. Team building capability supports the social dimension within CSF2. Team building activities include unit level "great team's" exercises and team goal setting designed to enhance social and task cohesion and improve group dynamics within an organization.

d. Learning Enhancement Program. The learning enhancement program continues as a developmental branch of the Performance Enhancement pillar to increase warriors' academic excellence and reduce attrition at academically rigorous Army schools. Integrating scientifically based research and best practices in study skills instruction with performance psychology skills, the learning enhancement program develops self-regulated learners through offerings in these key areas: planning and prioritizing, academic study regimens, memory strategies, active reading and note-taking strategies, effective peer studying and test mastery. All instruction for the program includes practical self-awareness activities and strategies to monitor and evaluate progress toward meeting academically focused goals.

6. CSF2-TCs deliver intellectual skills education and performance enhancement training based on four overlapping phases: assessment, education, acquisition and application. In keeping with the program's ability to tailor education and training to meet the needs of specific populations, this process begins with a vital initial "intake" session. At the organizational level, an intake consists of a detailed coordination meeting between CSF2-TC trainers and unit leaders. During the initial meeting, both parties determine the desired outcomes and objectives of the intellectual skills training and education based on the specific performance contexts being affected, such as individual, collective and mission-related tasks. These desired outcomes and objectives then allow CSF2-TC personnel to determine and advise unit leaders on the necessary time, interval and resources required to provide the best possible quantity and quality of training for the organization.

a. The CSF2-TC also offers one-on-one "mastery" training on a limited, space available basis for individuals desiring additional personal and professional assistance (for example, academically challenging educational courses, such as medical residence courses, Special Forces assessment and selection, jumpmaster certification, language training, and so on). All individual "mastery" training is scheduled by appointment at the user's request.

b. The CSF2-TC advocates a systematic approach to the education and training phases so that participants gain a deeper understanding and immersion by using the "intake, crawl, walk, run and assess" methodology. This approach allows Soldiers, their Family members, and DA Civilians to internalize the training material, allowing the information to be personalized and transferable to other aspects or activities throughout everyday life in the garrison, combat zone or home environment. The CSF2-TC training methodology should not be viewed as a quick or temporary solution. The time and effort required to build psychological fitness should be viewed similarly to the time and effort required to build physical fitness. Individuals and units that understand and

practice these intellectual skills regularly gain habitual and increased self-awareness. Applying and practicing intellectual skills in all aspects of life leads the individual to an improved ability to self-regulate and perform optimally every day, and especially in the most challenging circumstances.

TRAINING REQUIREMENTS

1. In support of the main effort of the Army's Ready and Resilient Campaign, commanders must incorporate resilience training into all training plans and strategies. Through tough, authentic training, commanders can provide opportunities for Soldiers to face challenges and prove to themselves that they can persevere. All formal resilience training will adhere to the requirements established by the CSF2 program.

a. Resilience is the mental, physical, emotional and behavioral ability to face and cope with adversity, adapt to change, recover, learn and grow from setbacks. A resilient individual is better able to leverage intellectual and emotional skills and behaviors that promote enhanced performance. Resilience and enhanced performance are closely related, and research indicates that individuals who demonstrate strong characteristics in one area are usually strong in the second area, too.

b. Enhanced performance is the maximizing of mental, emotional and physical skills and health that generate optimal human performance.

c. All centrally developed training will be evidence based. Unit-level resilience training must adhere to and follow the doctrine and methodology taught and demonstrated during the CSF2-sponsored MRT course. The unit resilience training plan is administered by a certified, ASI-qualified 8R, 8J, 8K or 8L MRT using current CSF2-approved training materials. (For the latest resilience training materials approved by CSF2 and available free of charge to unit MRTs, go to the MRT Resource Center at the CSF2 Web site at http://csf2.army.mil/mrtresource.html.) The unit commander determines the frequency and intensity of resilience training.

d. Units should evaluate any locally contracted resilience training efforts to ensure that they meet the intent of resilience training directed by the CSF2 program. Unit leadership should evaluate local contracts and be critical of any program that does not have evidence to support its effectiveness.

2. Formal resilience training is conducted at the unit level on all 12 resilience skills (see paragraph 4 of this enclosure) at least once a year. MRTs conduct the training using approved training materials and include the current core resilience skills and deployment-cycle modules. Formal resilience training is defined as scheduled training events that are generally classroom-based and includes the use of CSF2 training materials. These events should be scheduled and led by an MRT with the objective of teaching a specific skill that results in Soldiers' understanding and mastering the fundamental concepts of the skill. Only MRT-PEs can teach performance enhancement skills.

3. Recurring informal resilience training is defined as the application of resilience skills into scheduled and unscheduled unit activities, and tailored to unit needs. Units will

incorporate informal resilience training into daily activities and training and operational events. Commanders should seek both formal and informal venues for resilience training. Best practices include incorporating resilience training into physical training, as part of Family Readiness Group meetings and Friday formations.

4. Resilience skills training targets the fundamentals of resilience and provides the baseline thinking skills to educate and instill resilience into Soldiers, their Family members and DA Civilians. The HQDA Director, CSF2 is the sole proponent who may add, delete or modify resilience training skills. Training currently consists of 12 skills:

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

b. "Real-Time Resilience" – Shut down counterproductive thinking to enable greater concentration and focus on the task at hand.

c. "Problem Solving" – Identify accurately what caused the problem and find solution strategies.

d. "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.

e."Avoid Thinking Traps" – Use critical questions to identify and correct counterproductive patterns in thinking.

f. "Detect Icebergs" – Identify deep beliefs and core values that fuel out-of-proportion emotion and evaluate the accuracy and usefulness of these beliefs.

g. "Activating Events – Thoughts – Consequences" – Recognize that an activating event is filtered through a set of beliefs before one demonstrates the consequences (emotions/reactions) of those beliefs.

h. "Mental Games" – Change the focus from counterproductive thinking to enable greater concentration and focus on the task at hand.

i. "Identify Strength in Self and Others" – Identify strengths in yourself and others to build on the best of you and the best of others.

j. "Strengths in Challenges" – Identify strengths in yourself and others to improve teamwork, overcome challenges and build on the best of yourself and others.

k. "Active Constructive Responding and Effective Praise" – Respond to others with authentic, active and constructive interest to build strong relationships.

l. "Assertive Communication" – Communicate clearly and with respect, especially during a conflict or challenge.

5. Institutional Resilience Training (see enclosure 2, paragraph 5). School commandants, commanders and directors will incorporate resilience training into their institutions and courses and ensure that the resilience training is adequate and appropriate to the group being trained.

6. Deployment cycle resilience training helps Soldiers and leaders prepare for and manage the realities of the deployment and the transition back home.

a. Pre-Deployment Resilience Training. For Soldiers, the training focuses on setting realistic expectations about deployments and reviews day-to-day realities and critical incidents in the deployed environment. For leaders, the training focuses on understanding Soldiers' reactions and the leader's role in enhancing Soldier resilience. For Families, the training emphasizes skill development that is important during military separations to keep the Family strong.

b. Post-Deployment Resilience Training (Reintegration). For Soldiers, the training helps prepare for what to expect when returning home. For Families, the training helps ease reunion and reintegration.

c. 3–6 Months Post-Deployment Resilience Training. For Soldiers, the training conducts resilience checks and facilitates acceptance to achieve successful transition and post-deployment growth.

7. Performance Enhancement Training. Soldiers will receive training in all five performance enhancement skills: building confidence, attention control, energy management, goal setting and integrating imagery. The training will be to the completion standards established by the HQDA Director, CSF2. Every Soldier will receive training from an MRT-PE. Performance enhancement training is also offered to Family members and DA Civilians based on the availability of training slots, but is neither mandatory nor required for those personnel. Commanders should be mindful of the current limited density of CSF2 MRT-PE instructor resources and available training throughput when prioritizing performance enhancement training. CSF2 is expanding the number of CSF2 Training Centers (CSF2-TC) and the number of available MRT-PEs.

ORGANIZATIONAL REQUIREMENTS

1. The following MRT course (ASI-8R) graduate staffing requirements will be achieved no later than 1 October 2015:

a. A minimum of one MRT course graduate a company in the Total Army (active component, ARNG and USAR).

b. All Advanced Individual Training platoon sergeants.

c. A minimum of one officer and one noncommissioned officer (NCO) for each Reserve Officers' Training Corps brigade (DA Civilians may be substituted).

d. Twenty-five percent of all Basic Officer Leadership Course-A instructors.

e. All Basic Officer Leadership Course-B instructors (grades 02 through 04, W3/W4 and E6 through E8) whose primary responsibility is the direct training of Soldier skills.

f. Twenty-five percent of active component drill sergeants and 10 percent of reserve component drill sergeants.

g. A minimum of one officer and one NCO at each recruiting brigade headquarters.

h. One Soldier or DA Civilian for every 250 personnel in agencies and activities with primarily DA Civilian employees.

i. A minimum of one, military or civilian, at each of the following PME schools: Branch School Directorate of Training, Command and General Staff College, Warrant Officer Career College, U.S. Army Sergeants Major Academy and U.S. Army War College.

j. A minimum of one small group leader or equivalent at each of the following PME courses: TRADOC Branch School, Warrior Leader Course, Advanced Leaders Course, Senior Leader Course, Sergeants Major Course, Captains Career Course, Intermediate Level Education, Army War College, Warrant Officer Advanced Course, Warrant Officer Staff Officer Course, and Warrant Officer Senior Staff Course.

k. One officer or NCO for each named observer controller team at the National Training Center, Joint Readiness Training Center and Combat Maneuver Training Center. One officer or NCO at each reserve component power projection platform and power support platform. Two staff or faculty members for the ARNG at the National Training Center Professional Education Center.

l. Two staff or faculty members for each ARNG and USAR Regional Training Institute, Total Army School System training battalion and general studies training battalion; 25 percent of the ARNG recruit sustainment program cadre; and 25 percent of the USAR Regional Training Institute instructors.

m. ARNG and USAR stand-alone facilities:

- For O-6 facility commanders, one officer and one NCO.
- For O-5 facility commanders, one NCO.

n. A minimum of two civilians at every Army Community Services (ACS) center office. Garrison commanders will ensure that each ACS center has a minimum of two trained MRTs for each office. It is highly recommended that one of the trained ACS MRT staff have mobilization and deployment responsibilities. ACS MRTs are encouraged to co-teach/facilitate with Soldier and statutory volunteer MRTs, and are not prohibited from offering resilience training to Soldiers, their Families and DA Civilians on a space-available basis. Funding for training of non-ACS DA Civilians will be funded by the students' organization. CSF2 will continue to fund ACS civilian attendance.

o. One officer and one NCO for each ARNG State Joint Force Headquarters and one trained senior Family Readiness Support Assistant for each Family assistance center.

p. One CSF2 program manager/advisor position at each general officer/senior command level (issued collateral duty orders), and one MRT-trained State Resilience Coordinator for the ARNG in each State, territory and separate installation to provide oversight for mandatory training and reporting requirements. The role of this individual is to:

- have an overall understanding of the CSF2 program,
- advise the commanding general and other key leaders on the command's CSF2 program,
- assist in integration of resilience training across the command,
- develop and maintain the Order of Merit List for the MRT candidates,
- monitor GAT completions for all subordinate units,
- maintain a robust communications link with the CSF2 directorate, and
- participate aggressively in the Army Community Health Promotion Council.

CSF2 Program Managers and Resilience Coordinators should be MRT Level 1-certified. The HQDA Director, CSF2 will offer quarterly, daylong CSF2 orientation courses for CSF2 Program Managers and Resilience Coordinators with appointment orders.

SELECTION, GRADUATION CRITERIA AND RESPONSIBILITIES OF MASTER RESILIENCE TRAINERS

1. MRTs are selected via command nomination and enrollment in the Army Training Requirements and Resources System.

a. The MRT course trains resilience skills to provide the Army with a cadre of resilience training experts. The course will also provide awareness of the IRT and performance enhancement training so that MRTs are able to coordinate across the Army spectrum of missions to support the resilience training requirements of their units.

b. The MRT course will have a capacity to train not less than 6,780 MRTs a year based on Army requirements to sustain the appropriate number of MRTs.

2. Level 1 MRT (ASI 8R)

a. Level 1 Selection Criteria

(1) All candidates should have the following qualities: excellent communication and presentation skills, healthy and fit appearance; meet the standards of Army Regulation 600-9 (The Army Weight Control Program); have a valid Army Physical Fitness Test score within the last 6 months; not be flagged or pending adverse action; exercise effective coping mechanisms; and display the traits of resilience: be a informal leader, have a good rapport with others, be extroverted, have mental agility and be an optimistic thinker.

(2) All nominees must have more than 12 months remaining in their position after graduation (24 months for DA Civilians) to have a positive effect on the unit resilience program.

(3) Enlisted Soldiers must be in grades E-6 through E-8; E-5s who commanders assess as qualified may submit an exception to policy request with a memorandum through their chain of command to the HQDA Director, CSF2.

(4) Officers must be in grades O-1 through O-4 and in a duty position that allows them time to plan, schedule and direct the unit's resilience program.

(5) Warrant officers must be in grades WO-1 through CW-4 and in a duty position that allows them time to plan, schedule and direct the unit's resilience program.

(6) DA Civilians must be in grades GS-7 through GS-13 and in a job position that allows them time to plan, schedule and direct the organization's resilience program.

b. Level 1 Graduation Criteria. Students must obtain a passing score on a multiple choice, closed book exam that tests knowledge of the skills and concepts taught during the prepare, sustain and enhance phases of the MRT course. Students who successfully pass the written exam are authorized to receive the 8R skill identifier. Students who do not obtain a passing score will be provided additional instruction and afforded the opportunity to retest. The 8R skill identifier will not be awarded to students who have two successive failures on the test.

c. Level 1 Roles and Responsibilities. The MRT must brief his/her commanders, command sergeants major, and/or first sergeants on how resilience skills and the CSF2 program can benefit the unit. Based on the commander's intent, vision and guidance, the MRT will develop an implementation plan for resilience training. The MRT will administer unit-level resilience training sessions and advise commanders on the status of their resilience training program. ARNG MRTs will coordinate with their State.

(1) The MRT is the commander's principal advisor on CSF2 and resilience.

(2) The MRT serves as the resilience trainer for the unit and is responsible for providing sustainment resilience training to the unit.

(3) The MRT assists the unit training NCO in incorporating resilience training throughout the unit training calendar.

(4) The MRT assists the unit training NCO in documenting resilience training for the Quarterly Training Brief.

(5) The MRT ensures the implementation of the commander's training guidance as it relates to resilience training.

(6) The MRT provides resilience training for Family members and DA Civilians.

(7) The MRT provides resilience training to Officer Development Program/NCO Development Program and Sergeant's Time.

(8) The MRT is responsible for training other supervisory level leaders on incorporating resilience skills and techniques into professional and developmental counseling.

3. Level 2 MRT-Facilitator (ASI 8J)

a. Level 2 Selection Criteria. Level 2 candidates are graduates of the MRT Level 1 course and recommended by the training team faculty to attend the follow-on facilitator course. A Level 1 MRT who did not receive a recommendation from the training team and wants to attend the Level 2 course must have at least 6 months of experience

teaching and a letter of recommendation from their unit commander. In addition, candidates must:

(1) Meet all the selection criteria established for the Level 1 MRT.

(2) Have at least 1 year remaining in the Army upon graduation from the Level 2 course.

(3) Be available for tasking by the Army Command for at least three MRT training iterations in a 12-month period after graduation.

b. Level 2 Graduation Criteria. Students must obtain a passing score on a multiple choice, closed book exam. They also will be required to demonstrate a clear depth of knowledge of MRT skills, have the ability to accurately articulate the resilience training concepts, and correctly instruct the completion of MRT course practical exercises. Students who successfully master these criteria are authorized to receive ASI 8J.

c. Level 2 Roles and Responsibilities. In addition to the roles and responsibilities of a Level 1 MRT, the Level 2 MRT:

(1) Assists in managing the breakout classroom environment (timing, capturing learning points from the students, and so on) of the MRT Level 1 course.

(2) Guides resilience programs at higher echelons (for example, battalions and brigades).

(3) Is not, however, authorized to conduct MRT courses that train 8R-certified MRTs or award ASI 8R.

4. Level 3 MRT-Assistant Primary Instructor (ASI 8K)

a. Level 3 Selection Criteria. Students who excel in the MRT Levels 1 and 2 courses can attend the MRT Assistant Primary Instructor course if they:

(1) Meet all the selection criteria established for the MRT Level 1 candidate.

(2) Are exceptionally confident, informal leaders.

(3) Possess a personable presentation style and high degree of motivation.

(4) Have served a minimum of four iterations at MRT Levels 1 (8R) and 2 (8J) courses, producing courses as an MRT-Facilitator.

(5) Demonstrated a significant depth of knowledge of the MRT materials.

(6) Have 1 year remaining in the Army upon graduation from the Level 3 course.

(7) Are available for tasking by an Army Command for at least three MRT training iterations in a 12-month period after graduation.

b. Level 3 Graduation Criteria. Students must pass a multiple choice, closed book exam and demonstrate a clear depth of knowledge of the MRT skills, be able to accurately articulate key MRT principles in a small group setting, set up practical exercises in small groups and effectively summarize critical concepts. Students who successfully master these criteria are authorized to receive ASI 8K.

c. Level 3 Roles and Responsibilities. In addition to the roles and responsibilities of a Level 2 MRT, the Level 3 MRT:

(1) Leads practical exercises and reinforces the key principles taught during the large group portion of the course.

(2) Leads the breakout group instruction during the MRT course.

(3) Is not, however, authorized to conduct MRT courses that train 8R-certified MRTs or award ASI 8R.

5. Level 4 MRT-Primary Instructor (ASI 8L)

a. Level 4 Selection Criteria. Attendance at this course is only by invitation from the Director, CSF2 program. Invitees will have completed all previous levels of training and gained experience at each level. Candidates are eligible for selection for primary instructor training after having served four iterations as a Level 3 MRT-Assistant Primary Instructor at MRT Level 1 training. They must have expert knowledge and insight of the MRT curriculum, a strong teaching skill set, and extensive knowledge of the CSF2 Program.

b. Level 4 Graduation Criteria. Students must obtain a passing score on a multiple choice and written closed book exam, and demonstrate a strong depth of knowledge and theory of MRT skills. Successful graduates must have the ability to introduce key course concepts and skills to large audiences, define the rationale behind these concepts and effectively link them to real world outcomes. The ability to effectively communicate and engage large audiences is a critical element for completion of this course. Students who successfully master these criteria are authorized to receive ASI 8L.

c. Level 4 Roles and Responsibilities. In addition to the roles and responsibilities of a Level 3 MRT, the Level 4 MRT may perform duties at MRT training school locations or at a CSF2 directorate supporting assignments (based on CSF2 requirements and guidance).

6. Military candidates will be stabilized for 24 months upon graduation from the MRT course, not including deployment time.

7. Revocation of the Additional Skill Identifier. In accordance with Army Regulation 614-200 (Enlisted Assignments and Utilization Management), unit commanders can submit a DA Form 4187 (Personnel Action), through channels, to U.S. Army Human Resources Command to revoke an MRT's ASI (8R, 8J, 8K and 8L), when:

a. The MRT submits a written request for withdrawal of the ASI.

b. The MRT demonstrates negligence or incompetence in performing the duties of the MRT, which the MRT's chain of command has noted and documented.

c. At the discretion of the HQDA Director, CSF2, and in coordination with the unit commander, it is determined that the certified MRT fails to demonstrate the skills, traits or attributes of an MRT.

REPORTING

1. Commander Access to Records. Commanders may obtain access to limited information regarding the GAT and CRMs through the Senior Leader Reporting function of the Soldier Fitness Tracker:

a. Global Assessment Tool. Commanders will have access only to information concerning whether a Soldier has completed the GAT as required (annually). The report provides a roster of everyone in the unit who has and has not completed the GAT during the last year. Specific, individualized GAT results are for self-awareness only and are not provided to commanders under any circumstances.

b. Comprehensive Resilience Modules. Commanders will have access to completion reports that track, by unit identification code, the total number of CRMs completed, total number of completions for each CRM within each dimension, number of Soldiers who have completed a minimum number of CRMs (minimum criteria can be set by commander), and the top 10 modules completed during the last 6 months.

2. Unit Status Report Reporting. Resilience reporting requirements will be developed in coordination with the Office of the HQDA DCS, G-3/5/7 (DAMO-OD) and staffed and piloted before their publication.