

## Unit 2: Team-Building

### Lesson 5: Operation Stress Control

**Lesson Duration:** 60 minutes

#### ENABLING OBJECTIVES:

- **DESCRIBE** Operational Stress Control and how it relates to mission accomplishment.
- **DESCRIBE** the Stress Continuum Model.
- **RECOGNIZE** the warning signs of unhealthy stress responses.
- **IDENTIFY** the Chief Petty Officer's responsibility regarding Operational Stress across the Stress Continuum.

#### INSTRUCTOR PREPARATION:

1. Review Lesson 5 objectives.
2. Review Lesson 5 lesson plan, role-play instructions, and corresponding presentation.
3. Prepare to give an overview of each topic.

4. Prepare to facilitate discussion questions with the group.
5. Prepare to facilitate role-plays and debrief questions with the group.
6. Prepare a personal story or example to share with the trainees.
7. Print role-play scenarios.
8. Materials:
  - a. Lesson 5 presentation
  - b. Role-play scenarios
  - c. Pens
  - d. Role-play scenarios included at the end of this lesson

#### REFERENCES:

Navy Leader's Guide for Managing Sailors in Distress

[http://www-nmcphc.med.navy.mil/lguide/op\\_stress.aspx](http://www-nmcphc.med.navy.mil/lguide/op_stress.aspx)

TITLE	RELATED FACILITATOR ACTIVITY
<b>5-0 Chief Petty Officer Selectee Leadership Course</b>	<b>DISPLAY:</b> Slide 5-0 Chief Petty Officer Selectee Leadership Course.
<b>5-1 Lesson 5</b>	<b>DISPLAY:</b> Slide 5-1 Lesson 5.  <b>SAY:</b> Stress affects everyone, especially Sailors and their families.
<b>5-2 Objectives</b>	<b>DISPLAY:</b> Slide 5-2 Objectives.  <b>REVIEW:</b> Objectives. Discuss what trainees will be able to accomplish after this session.
<b>5-3 Navy Definition of Stress</b>	<b>DISPLAY:</b> Slide 5-3 Navy Definition of Stress.  <b>DO:</b> Review the definition of stress.  <b>DO:</b> Have a trainee read aloud the definition.  Navy's stress definition – "The process by which we respond to challenges to the body or mind."  <b>SAY:</b> A recent poll conducted through the Navy's Personnel Command (NPC) indicated that 82% of the respondents said they had "some" or "a lot" of stress in their jobs, compared with 74% in 2009 and 58% in 2005.

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	<p>The biggest increase was in the percentage of Sailors who said they had "some" stress—44% this year, as compared with 30% in 2005.</p> <p>Sea/shore differences were also significant; 86% of sea-based enlisted Sailors report stress in the "some" or "a lot" categories compared to 74% of shore-based enlisted.</p>
<b>5-4 Stress Reactions</b>	<p><b>DISPLAY:</b> Slide 5-4 Stress Reactions.</p> <p><b>DO:</b> Have a trainee read aloud the definition.</p> <p><b>SAY:</b> Responses to stress are called stress reactions, which are normal, expected, and predictable—but vary from person to person.</p> <p>For most people, the stress reaction ends when the stressful event has ended. However, unmanaged stress from prolonged or repetitive stress reactions may lead to more serious problems, similar to an injury left untreated.</p>
<b>5-5 Top Stressors for Navy Personnel</b>	<p><b>DISPLAY:</b> Slide 5-5 Top Stressors for Navy Personnel.</p> <p><b>SAY:</b> A quick poll conducted by NPC in 2010 indicated the top stressors for Navy personnel:</p> <ul style="list-style-type: none"><li>• Lack of personnel</li></ul>

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	<ul style="list-style-type: none"><li>• Being away from family</li><li>• Unpredictability of operations/job duties</li><li>• Lack of time for home responsibilities</li><li>• Long work hours before and following deployment</li></ul>
<b>5-6 Sailor Maintenance</b>	<p><b>DISPLAY:</b> Slide 5-6 Sailor Maintenance.</p> <p><b>SAY:</b> How can you help your Sailors and their families deal with stress? As leaders we need to intervene and engage.</p> <p>When it comes to stress, maintaining an environment that contributes to the prevention of stressful situations will always be easier than repairing Sailors who are already demonstrating the symptoms of stress injuries.</p> <p>You put yourself in the best position to intervene if you know your Sailors. You will know your Sailors better by practicing deckplate leadership.</p>
<b>5-7 Stress Continuum Model</b>	<p><b>DISPLAY:</b> Slide 5-7 Stress Continuum Model.</p> <p><b>DO:</b> Point to each color-coded zone and the name of the zone and the corresponding color. The information in each zone lists the behaviors that are characteristic for that zone.</p>

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	<p><b>SAY:</b> One of the main goals of Navy Operational Stress Control (OSC) is to change the culture so that taking care of stress issues becomes the way we do business every day. Leadership must be proactive, engaged, and use all available resources.</p> <p><b>SAY:</b></p> <ul style="list-style-type: none"><li>• The Stress Continuum Model is a tool. It is a color-coded chart with four zones representing different levels of stress.</li><li>• The four zones are the Green "READY" Zone, the Yellow "REACTING" Zone, the Orange "INJURED" Zone, and the Red "ILL" Zone.</li><li>• Consider the zones in terms of a traffic light, where green is good-to-go, and red means stop. Yellow and orange are progressive warning lights, between go and stop.</li><li>• The goal is to build resilience, get help for Sailors and families when needed, and to facilitate a way back to the Green "Ready" Zone.</li><li>• Preserving force readiness is enhanced by Sailors who have built up resilience to the stress, and their health and well-being indicates they are in or moving back to the "Green Zone."</li></ul>

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<b>5-8 What Are Signs of Stress in You or Others?</b>	<p><b>DISPLAY:</b> Slide 5-8 What are Signs of Stress in You or Others?</p> <p><b>SAY:</b></p> <p>Yellow Zone</p> <ul style="list-style-type: none"><li>• Anxious or irritable</li><li>• Worrying</li><li>• Cutting corners on the job</li><li>• Trouble sleeping</li><li>• Keeping to oneself</li></ul> <p>Orange Zone</p> <ul style="list-style-type: none"><li>• Severe distress</li><li>• Some loss of function (signals damage to the mind, brain, or spirit)</li><li>• Persistent change in behavior or personality</li></ul> <p><b>SAY:</b> Stressors usually result from a life threat, grief from loss, inner conflict, or the debilitating wear and tear of unmitigated stress over time.</p>

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<b>5-9 As Chief Petty Officers, What Can We Do?</b>	<p><b>DISPLAY:</b> Slide 5-9 As Chief Petty Officers, What Can We Do?</p> <p><b>SAY:</b></p> <ul style="list-style-type: none"><li>• Evaluate the fitness and deployability of the Sailors in our divisions.</li><li>• Make recommendations based on performance and capabilities.</li><li>• Encourage Sailors to understand and utilize resources.</li></ul> <p><b>SAY:</b> Leaders are responsible for ensuring, as much as possible, that their Sailors get exercise, adequate sleep, and understand the importance of a healthy diet.</p> <p>A lack of any of these things can lead to serious mission degradation.</p> <p>There are limits, though, to what you can do to help alleviate your Sailors' stress, and you should be able to recognize when they need more help than you can give them.</p>

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<b>5-10 Stress Management Techniques</b>	<p><b>DISPLAY:</b> Slide 5-10 Stress Management Techniques.</p> <p><b>SAY:</b> As the Chief, you will be required to help your Sailors manage stress. Being engaged and caring for their well-being is the first step—know your Sailors. The following are some ways to help your Sailors manage stress:</p> <p><b>REVIEW:</b></p> <ul style="list-style-type: none"><li>• Initiate and support stress management programs (exercise, sleep, and healthy eating)</li><li>• Build unit cohesion</li><li>• Promote ethics and Core Values</li><li>• Foster a climate where asking for help is a sign of strength and commitment to the team</li></ul> <p>Fleet and Family Support Center (FFSC) can provide stress management classes and one-on-one counseling. Military One Source can provide counseling as well.</p>



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<b>5-11 Five Core Leader Functions Cycle</b>	<p><b>DISPLAY:</b> Slide 5-11 Five Core Leader Functions Cycle.</p> <p><b>SAY:</b> This is a graphic depiction of a leader's role in support of OSC. The leader has responsibilities during each phase.</p> <p>Each core function represents a set of actions you need to take on behalf of your Sailors to promote their resilience or ability to cope with challenges they face every day.</p> <p><b>DO:</b> Use the following definitions to address each of the five functions.</p> <p><b>Strengthen</b> – Strengthen through training, cohesion, and leadership.</p> <p>The first core function requires you to prepare your Sailors to cope and to successfully tolerate the stressors they will face in an operational environment.</p> <p>Strengthening is a defensive weapon to fend off stressful events that may occur.</p> <p>This core function has the greatest potential to prevent stress injuries and illnesses.</p> <p>Strengthen your Sailors by building their resilience through training, building unit cohesion, and demonstrating effective leadership.</p>

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	<p><b>Mitigate</b> – Remove unnecessary stressors, ensure adequate sleep and rest, and conduct After-Action Reviews (AARS) in small groups.</p> <p>While strengthening is a defensive weapon against stress, it cannot make anyone completely immune to stress.</p> <p>Consequently, mitigation is an offensive weapon against stress, with the goal to reduce or eliminate unseen or unnecessary stress.</p> <p><b>Identify</b> – Know crew stress load and recognize reactions, injuries, and illness.</p> <p>Identify the stressors your Sailors may be experiencing and specific Sailors who may have stress problems.</p> <p>You must be a proactive leader. Good leaders stop, look, and listen to increase their situational awareness.</p> <p>Observe body language, and use open-ended questions. Repeat what you hear so you're on the same wavelength, and give your full attention to the Sailor you are addressing.</p> <p><b>Treat</b> – You <b>MUST</b> ensure your Sailors get the help they need when they encounter stress injuries or illnesses.</p>

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	<p>Create an environment where it is OK to get help. Leaders are KEY to making the Navy a place where Sailors realize it's OK to ask for and get help.</p> <p>Make it clear that you are there if they need someone to talk to. When you see a Sailor experiencing problems brought on by stress, engage them in conversation. Find out what's going on and help resolve the problem.</p> <p><b>Reintegrate</b> – Reintegrate Sailors when they return to the unit.</p> <p>Sometimes this requires helping the Sailor arrive at a "new normal" life. This involves redefining their roles and reestablishing them as members of the team, which may be difficult at times.</p>
<b>5-12 Using Open-Ended Questions</b>	<p><b>DISPLAY:</b> Slide 5-12 Using Open-Ended Questions.</p> <p><b>SAY:</b> As discussed earlier in the "Identify" function, an open-ended question is meant to gather information to help in further understanding the situation. The goal is to stay away from questions that can be answered with a "yes" or "no."</p>

TITLE	RELATED FACILITATOR ACTIVITY
<b>5-13 Role-Play</b>	<p><b>DISPLAY:</b> Slide 5-13 Role-Play.</p> <p><b>DIRECTIONS:</b></p> <ul style="list-style-type: none"><li>• Instruct attendees that you will need volunteers to participate in some learning activities, specifically role-plays.</li><li>• Call for volunteers; one to play the role of the Chief and one to play the other Sailor who may be affected by stress.</li><li>• Provide role-players with their respective scenario. Allow each player a moment to read the scenario and prepare for the role.</li><li>• Instruct remaining trainees to observe and be prepared to discuss the role-play using the 5 Core Leader Function and make specific notes of when each is addressed during the role-play.</li></ul>
<b>5-14 Five Core Leader Functions</b>	<p><b>DISPLAY:</b> Slide 5-14 Five Core Leader Functions.</p> <ul style="list-style-type: none"><li>• Allow role-play to proceed, give each scenario 3-5 minutes to play out.</li><li>• Debrief each role-play with the following questions:<ul style="list-style-type: none"><li>○ How was the situation handled? What would you do differently?</li></ul></li></ul>

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	<ul style="list-style-type: none"><li>○ How were the following functions addressed:<ul style="list-style-type: none"><li>- Strengthen</li><li>- Mitigate</li><li>- Identify</li><li>- Treat</li><li>- Reintegrate</li></ul></li></ul> <p><b>ASK:</b> What did you get out of the role-plays?</p> <p><b>POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"><li>• As a leader, I must be engaged in all aspects of Sailor's well-being.</li><li>• I need to be aware of changes in behavior and take action.</li><li>• The Stress Continuum Model is a good tool to decide what to do—for an individual Sailor or maybe the whole division.</li></ul>

TITLE	RELATED FACILITATOR ACTIVITY
<b>5-15 Knowledge Check</b>	<b>DISPLAY:</b> Slide 5-15 Knowledge Check.  <b>ASK THE FOLLOWING QUESTIONS TO CHECK FOR UNDERSTANDING:</b> <ul style="list-style-type: none"><li>• Define stress and how it relates to mission accomplishment.</li><li>• Describe the zones of the Stress Continuum Model.</li><li>• Describe four warning signs a Sailor might display when dealing with stress.</li><li>• What is the Chief Petty Officer's (CPO) responsibility regarding operational stress across the stress continuum?</li></ul>
<b>5-16 Objectives</b>	<b>DISPLAY:</b> Slide 5-16 Objectives.  <b>REVIEW:</b> Objectives.
<b>5-17 Summary</b>	<b>DISPLAY:</b> Slide 5-17 Summary.

## **ROLE-PLAY SCENARIO – Lesson 5 Operational Stress Control**

**DIRECTIONS:** Review the scenario. Take a few minutes to consider how to best play the role of a Sailor who is over-worked and underappreciated.

**SITUATION:** Your Chief has noticed a change in your behavior. You are apprehensive about sharing your problems, but something has got to give.

### **Role of the Sailor**

You are a young Sailor reporting to your command during a busy period. You've been working long hours and doing a good job. After a few weeks, you begin to become disheartened and are losing interest in your work. It seems the harder and longer you work, the less you are getting done. You can't seem to sleep at night; word from home is that bills are piling up. You've stopped doing PT, taken up eating fast food, and you can't seem to sleep anymore.

## **ROLE-PLAY SCENARIO – Lesson 5 Operational Stress Control**

**DIRECTIONS:** Review the scenario. Take a few minutes to consider what might be going on with this Sailor. Is s/he displaying signs of stress? Initiate a conversation with the Sailor to determine what is going on and how you can help.

**SITUATION:** You have noticed a drastic change in behavior with one of your Sailors. You are concerned about his/her well-being. You decide to have a conversation with the Sailor.

### **Role of the Chief**

A young Sailor reports to your command during a busy period. The Sailor works long hours and does a good job. Over a month span, you see the work efficiency drop. The Sailor starts coming in late, not showing up for command exercise, not eating right (a lot of fast food), and eating at his/her desk. You believe, rightfully, that the Sailor is in the Yellow Zone.



## **ROLE-PLAY SCENARIO – Lesson 5 Operational Stress Control**

**DIRECTIONS:** Review the scenario. Take a few minutes to consider how your Sailor has been acting and what stressors he/she has been facing. What is causing him/her to lose patience so quickly?

**SITUATION:** It's time to have a conversation with your Sailor regarding his/her behavior. Yelling at everyone is not the answer, nor does it help the situation.

### **Role of the Chief**

While working on evaluations you overhear the LPO yelling at the junior Sailors. You ask the LPO to keep it down and go on with your work. The following week the LPO is yelling again. This time, you feel the need to say something. You decide to approach the LPO and have a discussion.

## **ROLE-PLAY SCENARIO – Lesson 5 Operational Stress Control**

**DIRECTIONS:** Review the scenario. Take a few minutes to consider how to best play the role of a Sailor that is annoyed and exasperated with his/her division. Yelling seems to be the only way you can communicate these days. You don't like to admit to being stressed out but you can't go on like this.

**SITUATION:** Your Chief has noticed that you've been losing your patience and yelling a lot. A conversation is initiated by the Chief to figure out what's going on with you.

### **Role of the Sailor**

You just don't understand what is going on with young Sailors these days. Nothing is getting done on time, work quality is declining and you just don't have time to pick up the slack. You are very explicit with your directions and expectations and yet nothing is getting done right. You have never been this frustrated before, find yourself yelling at everyone; and you just don't seem to be getting any support from your Chief.

## **ROLE-PLAY SCENARIO – Lesson 5 Operational Stress Control**

**DIRECTIONS:** Review the scenario. Take a few minutes to consider how to best discuss the issues with the Sailor and help him or her move forward.

**SITUATION:** You have a young Sailor that made some bad decisions that were made public via social media. The Sailor is feeling guilty, embarrassed and has become withdrawn. You decide to initiate a conversation to help the Sailor understand the ramifications of his/her actions and how to overcome the backlash.

### **Role of the Chief**

You have a recently married PO3 who recently reported to the ship. You know the Sailor is anxious about being away from home and their spouse for the first time. The morning after your first liberty port you hear lots of stories about your Sailors and their night on the town. Some of the stories regarding your PO3 are particularly disturbing. Then, you see pictures depicting the Sailor in a very unfavorable light. The word around the Mess is that the Sailors spouse was very unhappy and is threatening a divorce.

A couple of days after getting underway you note that the Sailor appears to be not sleeping or eating and has also disengaged from peers and friends.

## **ROLE-PLAY SCENARIO – Lesson 5 Operational Stress Control**

**DIRECTIONS:** Review the scenario. Take a few minutes to consider how you feel when you have done something you aren't too proud of.

**SITUATION:** You are very embarrassed and feeling very guilty about your behavior. The constant emails from your family aren't helping the situation. You don't really have time for this as you are under a great deal of pressure to get your work done. You can't sleep. You aren't eating and you don't want to spend any time with your peers because you fear they will get you into trouble again. Word has gotten to the Chief and now you are expected to have a conversation with him/her.

### **Role of the Sailor**

You are a newlywed PO3 reporting aboard a new ship. You are very anxious about being away from your new spouse and are doing your best to prepare for the separation.

After a couple of weeks you venture out with your new shipmates to a local nightspot on your first liberty port. After several drinks you can't believe how much fun you are having. You are enjoying the atmosphere and the company. After a few more drinks, you get swept up in the moment and become the life of the party.

Waking the next morning a little fuzzy from the night before, you realize that you have several messages from your friends and family concerning pictures posted on Facebook. You don't remember much but after checking out the pictures, you are really embarrassed. You are not sure how you will face your shipmates, never mind your spouse. You vow to never drink again.