

**Summary Report for Individual Task**  
**081-833-5004**  
**Apply Resilience Skills and Competencies Using Problem Solving**  
**Status: Approved**

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DESTRUCTION NOTICE: None

**Condition:** You are dealing with a problem encountered in your unit or in your personal life requiring you to analyze the cause(s), any contributing factors and to develop a solution strategy. There are no other personnel or equipment requirements for this individual task. This task should not be trained in MOPP.

**Standard:** Identify the resilience skill of Problem Solving, describe all six-steps of the Problem Solving process, determine which elements of the problem you can and cannot control, and develop a solution strategy that will impact the problem and bring about positive change.

**Special Condition:** None

**Special Standards:** None

**Special Equipment:**

**Safety Level:** Low

**MOPP:** Never

**Task Statements**

**Cue:** None

**DANGER**

None

**WARNING**

None

**CAUTION**

None

**Remarks:** None

**Notes:** TRAINING TIPS FOR THE TRAINER

1. Prepare yourself.
  - a. Obtain training guidance from your chain of command on when to train, which Soldiers to train, availability of resources, and the training site location.
  - b. Obtain the training objective (task, condition and standard) from the task summary.
  - c. Ensure you are familiar with the task by reviewing the task summary and the references in the reference section. Practice teaching the task or, as necessary, have someone train you the task.
  - d. Select a training method.
  - e. Prepare a training outline consisting of informal notes on what you want to cover during your training session.
  - f. Practice your training presentation.
2. Prepare the resources.
  - a. Coordinate for use of training aids and devices.
  - b. Obtain the required resources identified in the condition statement for this task.
  - c. Prepare the training site according to the condition statement and evaluation preparation section of the task summary

as appropriate.

3. Prepare the Soldier.

a. Inform the Soldier which task is to be performed and how well it must be performed. Refer to the standard statement and evaluation preparation section as appropriate.

b. Caution the Soldier about safety, environment and security.

c. Provide any necessary training on basic skills that Soldiers must have before they can be trained on the task.

d. Pretest each Soldier to determine who requires training in specific areas by having the Soldier perform the task. Use DA Form 51 64-R and the evaluation guide in each task summary to make this determination.

4. Train the Soldiers who failed the pretest.

a. Demonstrate how to perform the task or the specific performance step(s) to those Soldiers who could not perform the task to standard. Have Soldiers study the appropriate materials.

b. Have Soldiers practice the task until they can perform it to standard. Provide necessary feedback to the Soldier.

c. Evaluate each Soldier using the evaluation guide.

5. The reference for this individual task, *The Resilience Factor: 7 Keys to Finding Your Inner Strength and Overcoming Life's Hurdles*, Karen Reivich, Ph.D and Andrew Shatte', Ph.D., 14 October 2003, can be found by contacting your unit Master Resilience Trainer (MRT).

## Performance Steps

### 1. Describe the Resilience Skill Problem Solving.

Note: Trainer should reiterate that the Resilience Skill Problem Solving should not be confused with "Army Problem Solving." It is simply an additional tool and technique that will supplement the typical Army problem solving approach.

As necessary, review Individual Tasks 081-833-5000, Apply Resilience Skills and Competencies Using the ATC Model and 081-833-5001, Apply Resilience Skills and Competencies Using The Avoid Thinking Traps Concept.

- a. Problem Solving is used to accurately identify what caused the problem and identify solution strategies.
- b. You first need to understand a problem before you can effectively solve it. The goal of Problem Solving is to include any critical information you may have missed so you are able to understand the problem and focus on solution strategies.
- c. Problem Solving increases flexibility and accuracy in thinking. Problem solving helps build mental agility.
- d. Being a successful Soldier requires that you're able to solve problems effectively without getting bogged down in old habits of thinking.

### 2. Describe the process of effective Problem Solving.

- a. Focus on Thoughts about WHY the problem happened.

Note: Trainer should reiterate that focusing on WHY shouldn't be difficult as we're all hardwired to think causal thoughts.

- b. Identify the contributing factors that caused the problem by asking Critical Questions and looking at the evidence.

Note: Trainer should reiterate that Thinking Traps often get in the way of seeing a problem accurately. Critical Questions can guide you in identifying critical information that may have been missed.

- c. Evaluate which factors are controllable and which are beyond your ability to control or influence.
- d. Develop solution strategies that will bring about positive change.

### 3. Describe the Confirmation Bias influence.

- a. The Confirmation Bias causes you to notice the evidence that fits your thoughts and to miss the evidence that contradicts your thoughts. The Confirmation Bias is not intentional and not in your awareness.

- b. You are likely to interpret ambiguous information as supportive of your thoughts; you don't actively seek evidence that counters your thoughts.

- c. You weigh evidence for and against your thoughts differently; it's hard to change your mind.
- d. Once you find evidence that supports your thoughts, you tend to stop gathering evidence.

### 4. List the Six Steps in the Problem Solving process.

- a. Step 1: What's the problem? Describe the problem objectively as an Activating Event. Use the language of who, what, when, and where.

- b. Step 2: What caused the problem? List your heat-of-the-moment thought(s) about what caused the problem and pie-charting those thought(s) so the more factors that contributed to the problem, the bigger the pie slice.

Note: Trainer should reiterate that when problems arise, most of us have immediate thoughts that pop into our minds about what caused the problem. These thoughts are usually a generalization that can be both inaccurate and incomplete and can undermine your ability to solve the problem effectively.

c. Step 3: What did you miss? Use these three Critical Questions to identify important information that you missed and other factors that may have caused the problem: "How did others or circumstances contribute?" "How did I contribute?" and "What specific behaviors contributed to the problem?"

Note: Trainer should reiterate the need to fight the Confirmation Bias here and the need to ask fair questions, consult with others and prove your Thoughts false.

d. Step 4: What's the evidence? Review the evidence for and against the factors you've identified in Steps 2 and 3 and note the critical evidence you identify.

Note: Trainer should reiterate how the Confirmation Bias affects us all and how mental agility is needed to avoid this common influence.

e. Step 5: What really caused the problem? List the factors you found evidence to support and pie-chart the factors. The more factors that contributed to the problem, the bigger the pie slice. Note the factors you can control or influence as this will help you plan out solution strategies.

f. Step 6: What can you do about it? Finally, identify strategies for solving the problem based on your new and more accurate understanding of the problem.

(Asterisks indicates a leader performance step.)

**Evaluation Preparation:** SETUP: Provide the Soldier with the equipment and/or materials described in the conditions statement as appropriate.

BRIEF THE SOLDIER: Explain what is expected of the Soldier by reviewing the task standards.

PERFORMANCE MEASURES	GO	NO-GO	N/A
1. Described the Resilience Skill Problem Solving.			
2. Described the process of effective Problem Solving.			
3. Described the Confirmation Bias influence.			
4. Listed the Six Steps in the Problem Solving process.			

**Supporting Reference(s):**

Step Number	Reference ID	Reference Name	Required	Primary
	0-7679-1191-1	The Resilience Factor, Karen Reivich, Ph.D and Andrew Shatte, Ph.D	No	No

**Environment:** Protection of the environment is a continuous process that begins with deliberate planning. Units must teach this individual task in ways that minimize environmental impacts. Units will comply with all environmental laws and regulations. This includes all federal, state, local, and Host Nation laws, some of which are outlined in TC 3-34.489, The Soldier and the Environment. Refer to FM 3-34.5, Environmental Considerations and GTA 05-08-002, Environmental-Related Risk Assessment.

**Safety:** In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a DA Form 7566 COMPOSITE RISK MANAGEMENT WORKSHEET during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC). Note: During MOPP training, leaders must ensure personnel are monitored for potential heat injury. Local policies and procedures must be followed during times of increased heat category in order to avoid heat related injury. Consider the MOPP work/rest cycles and water replacement guidelines IAW FM 3-11.4, NBC Protection, FM 3-11.5, CBRN Decontamination. In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a DA Form 7566 Composite Risk Management Worksheet during the planning and completion of each individual task. Prior to teaching this individual task, address all safety issues that are unique to the environment in which the training will be conducted (for example: fire evacuation plan, heat/cold weather concerns, emergency situations, etc.). Note: During MOPP training, leaders must ensure personnel are monitored for potential heat-related injury. Consider the MOPP work/rest cycles and water replacement guidelines in accordance with FM 3-11.4, NBC Protection and FM 3-11.5, CBRN Decontamination.

**Prerequisite Individual Tasks :**

<b>Task Number</b>	<b>Title</b>	<b>Proponent</b>	<b>Status</b>
081-833-5000	APPLY RESILIENCE SKILLS AND COMPETENCIES USING THE ATC MODEL	081 - Medical (Individual)	Reviewed
081-833-5001	Apply Resilience Skills and Competencies Using the Avoid Thinking Traps Concept	081 - Medical (Individual)	Approved

**Supporting Individual Tasks :** None**Supported Individual Tasks :**

<b>Task Number</b>	<b>Title</b>	<b>Proponent</b>	<b>Status</b>
081-833-5006	Apply Resilience Skills and Competencies Using Real-Time Resilience (RTR)	081 - Medical (Individual)	Analysis

**Supported Collective Tasks :**

<b>Task Number</b>	<b>Title</b>	<b>Proponent</b>	<b>Status</b>
N/A	N/A	Not Selected	Obsolete