



**OSCAR GEN III**

# OSCAR

Operational Stress Control  
And Readiness Training  
Generation III

---

## **TRAIN the TRAINER COURSE**

Facilitator Guide  
1 January 2020

# WELCOME to OSCAR TRAIN the TRAINER

## Instructor information

Name: *Name*

Job title: *Title*

Contact information: *Phone number, email address*

Other relevant information: *Insert information*

# OBJECTIVES

**We will work towards...**

- **Developing** skills to facilitate, create and manage a learner-based environment.
- **Preparing** to facilitate learning sessions and help reflect and improve practice through appropriate evaluation
- **Facilitating** learning sessions using appropriate training methods
- **Developing** an understanding of the OSCAR Team Training content

# WORKING TOGETHER

## Ground Rules

- Ask questions
- Engage fully
- Integrate new information
- Open your mind to diverse views





# CARD SORT

1. When asked to do so, you will create teams of four members.
2. You will be given category titles and a card deck. Sort the card deck given to your team into meaningful themes. This will gauge your understanding of OSCAR's four foundational concepts.
3. When you have completed the task, examine the card sorts created by one or two other teams.
4. Be prepared to share your thinking and learning with the larger group.

# LEARN MORE ABOUT YOURSELF

You are here to learn about OSCAR, but you're also going to learn about yourself.

# SELF-ASSESSMENT

## Strengths

1. What strengths do you have that stand out?
2. What are the strengths that others acknowledge in you?
3. What strengths and skills are going to be most helpful in this role?

## Areas for Growth

1. What are my weaknesses that I am aware of?
2. What weaknesses have others identified in you in the past?
3. Which weaknesses might stop me from moving forward in this role?

# SMALL GROUP EXERCISE

**What knowledge are you bringing with you?**

Discuss the following topics:

- Recognizing signs of stress in others
- Having difficult conversations
- Finding available services to help Marines and their families
- Staying in your lane as an OSCAR Team Member



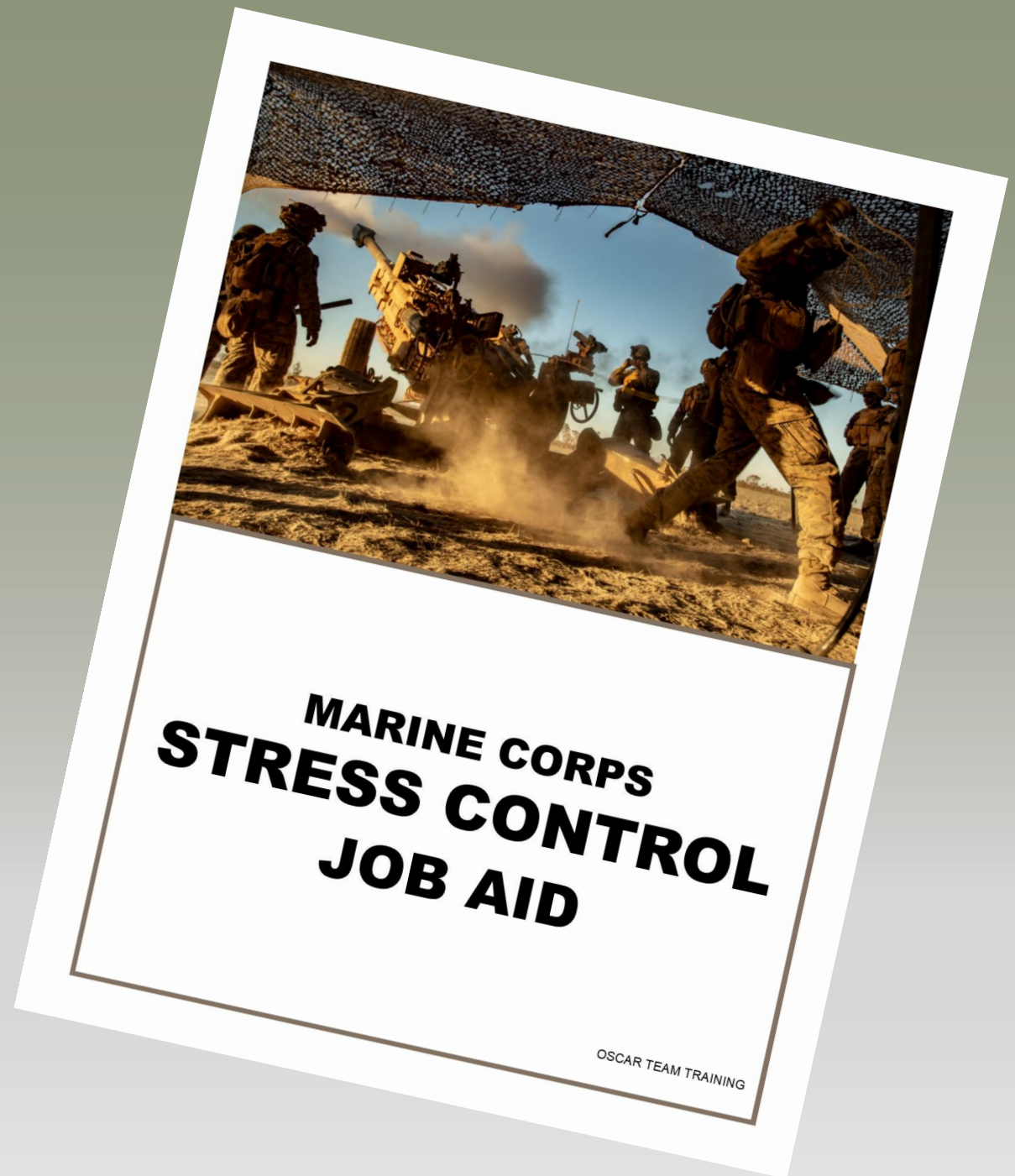
# OSCAR 2.0 versus OSCAR GEN III



# JOB AID

Your Stress Control Job Aid includes:

- Reference material
- Exercises for the course
- Handouts you can use back in your units
- Space for you to take notes



# **OSCAR LESSONS**

**Lesson 1: Expectations**

**Lesson 2: Stress reactions**

**Lesson 3: Supporting stressed Marines**

**Lesson 4: Planning your OSCAR Team  
activities**



# BREAK TIME



# Unpacking the content

## Lesson:

### Key Points/Messages

What information or ideas are important to know about this topic?

- *Key words or phrases that stand out to you*

### Next Steps

What steps are necessary to have Marines practice this skill?

- *Write down ideas or steps Marines could follow to practice this skill*

### Notes

- *Write down additional notes here*





**OSCAR GEN III**



# LUNCH BREAK



# GALLERY WALK

Deep dive into OSCAR GEN III Team Training course

Questions or comments participants might have about OSCAR GEN III	How would you address these questions or comments?



A photograph of several soldiers in camouflage uniforms and helmets moving through a forest. The soldiers are carrying rifles and gear. The scene is dimly lit, suggesting a wooded area with sunlight filtering through the trees. The text 'END OF DAY 1' is overlaid in the top left corner, and 'OSCAR GEN III' is overlaid in the bottom right corner.

# END OF DAY 1

## OSCAR GEN III



**OSCAR GEN III**

# OSCAR

Operational Stress Control  
And Readiness Training  
Generation III

---

**TRAIN the  
TRAINER  
COURSE**

**DAY 2**



# ENGAGING PARTICIPANTS

## **Facilitator attributes:**

- Credible
- Knowledge
- Promotes teamwork
- Provides instruction or coaching
- Organized

## **Quick training tips:**

- Use training documents
- Start on time and end on time
- State objectives
- Encourage questions when appropriate
- Remain flexible
- Work with your strengths

# EXERCISE

We are going to divide the room into two groups.

One group will be Coke, and the other will be Pepsi.



# ACTIVE LISTENING

What is active listening?

*It is a structured way of listening and responding to others.*

## Three steps involved in active listening:

1. Comprehension—creating shared meaning (making sure you both understand the same message)
2. Retention—incorporating the message into memory
3. Response—the interaction between the speaker and listener

## Barriers to active listening:

1. Consider psychological (e.g. emotions to trigger words) or physical (e.g. noise and visual distraction) barriers
2. Look for verbal and nonverbal responses from the listener to determine if the message is being heard
3. Change communication style based on response
4. Use eye contact and appropriate body language
5. Keep the listener focused and help them overcome barriers

# FACILITATION SKILLS

## Gradual Release of Responsibility

- **I DO** — where the “teacher” models the lesson objective in a focus lesson
- **WE DO** — guided instruction with both input from the teacher and the students
- **YOU DO** alone — independent practice

# FACILITATION SKILLS

## Storytelling

**What is the situation?**

*Use senses to describe what it is.*

**What happened?**

*What did you do or not do, why?*

**What were the results?**

*Make the results personal.*

**What is the central message of the story?**

**What effect do you want the story to have?**

**Where could this experience fit into the OSCAR training?**

# BREAK TIME



# EFFECTIVE STORYTELLING

- Make sure story is related to OSCAR content
- Make sure story is interesting and not overly predictable
- Good stories have vivid imagery and concrete examples, incorporate facts, and use reputable sources
- Good stories avoid stigmatizing language and blaming victims or bystanders
- Good stories don't include personal opinions about mental health or suicidal actions or personally identifiable info



# STORYTELLING PRACTICE

Think of a personal story you might be able to share about a stressful situation while facilitating the OSCAR Team Training.

- Exchange ideas with a person sitting next to you. Make sure you agree your stories will work (5 minutes).
- Take about 15 minutes to write down your talking points for the story. Keep the story to 3 minutes.
- Spread out in the room with your partner from earlier. Take turns sharing your 3-minute stories and offer critiques (15 minutes total).



# DEALING with PARTICIPANTS' REACTIONS

Reaction	Why (?)	What to do...
Participants feel disoriented, awkward, ill at ease, self-conscious	They don't know what to expect, what the impact of the change will be on them	Give examples, provide as much information as possible, engage those who are comfortable to start conversation
Participants complain about what they have to give up	Change usually involves letting go of something they are used to and comfortable with	Explore if it truly is change or simply a shift of focus. Acknowledge change and discuss the benefits of positive change
Participants feel they are put on the spot, or that they alone are having difficulties	Change occurs on an individual basis, even if the change affects everyone	Begin with topics they feel comfortable talking about, encourage discussion of issues or third-party experiences before personal stories, encourage understanding that this is a closed environment for discussion
Participants indicate that too many changes are expected of them	People can take only so much change	Prioritize messages, ensure strategic intent is understood, as well as personal benefits

# DEALING with PARTICIPANTS' REACTIONS

...continued

Reaction	Why (?)	What to do...
Some participants are very involved, while other are reserved	People are at different levels of readiness for change	Be non-judgmental, accepting; let the informal leaders in the group help the others along; allow silences
Participants are negative, don't want to or can't handle the change	People are concerned that they don't have the resources to do what is expected of them	Indicate sources of support and resources

# LUNCH BREAK





# ANSWERING QUESTIONS

Types of Questions	How to Respond
Needs clarification	Give an example, provide references
Asks a technical question	Answer simply and briefly, refer to experts if available
Asks an anticipatory question	Give a simple answer, tie forward or backward to course material, or explain that we will discuss in more detail later in presentation
Goes off on a tangent	Be tactful, correct misunderstanding, stay on message
Sees drawbacks to content	Ensure everyone is talking the same language, allow differences of opinion, encourage group discussion if appropriate, be confident in key messages and discuss benefits, that outweigh drawbacks
Needs convincing	Solicit personal experiences from the group, provide supporting content, refer to experts or resources

# ANSWERING ZINGERS

Types of Remarks	How to Respond
Zinger – dilemma A or B	Don't get boxed into the "dilemma corner;" not an either/or situation
Zinger – picking a fight	Don't fall into the trap; person wants to destroy your credibility; keep calm; firmly acknowledge differences, or find the part of the hostile question/comment that you can build on
Zinger – question about someone else/area of responsibility	Don't speak/respond to something outside your control or responsibility; stay in your lane, refer to experts in the room if available or to publications
Zinger – set-up: "Are you satisfied with...? Then what about? What happened...?"	Never admit perfection, always acknowledge there is room for improvement; deflate zingers

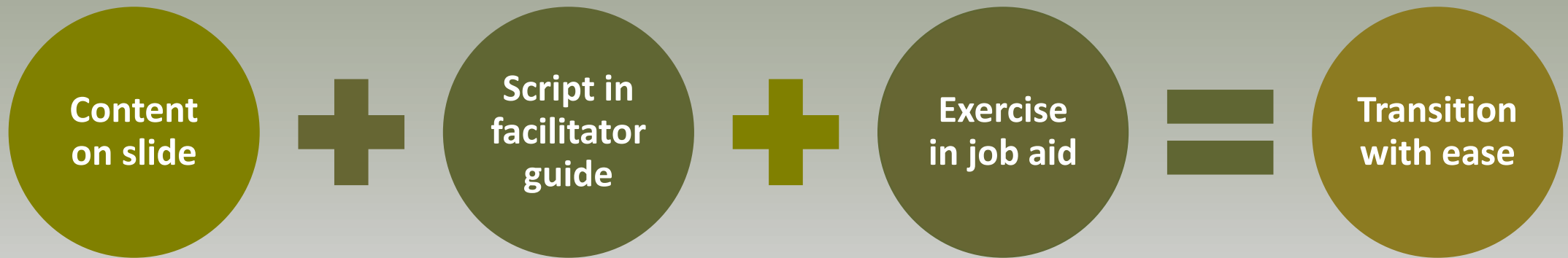
# THE TERMINATOR

We need a volunteer who is feeling confident  
and ready for anything.



# TRANSITION PRACTICE

Putting it all together



# PREPPING FOR DAY 3

- Spend time reviewing the OSCAR Team Training facilitator guide to become more familiar with the lesson your group will be presenting.
- The groups can huddle and decide who will be presenting which slides, or who will be teaming up which slides.



**OSCAR GEN III**

# OSCAR

Operational Stress Control  
And Readiness Training  
Generation III

---

**TRAIN the  
TRAINER  
COURSE**

**DAY 3**



# TEACH-BACK EXERCISES

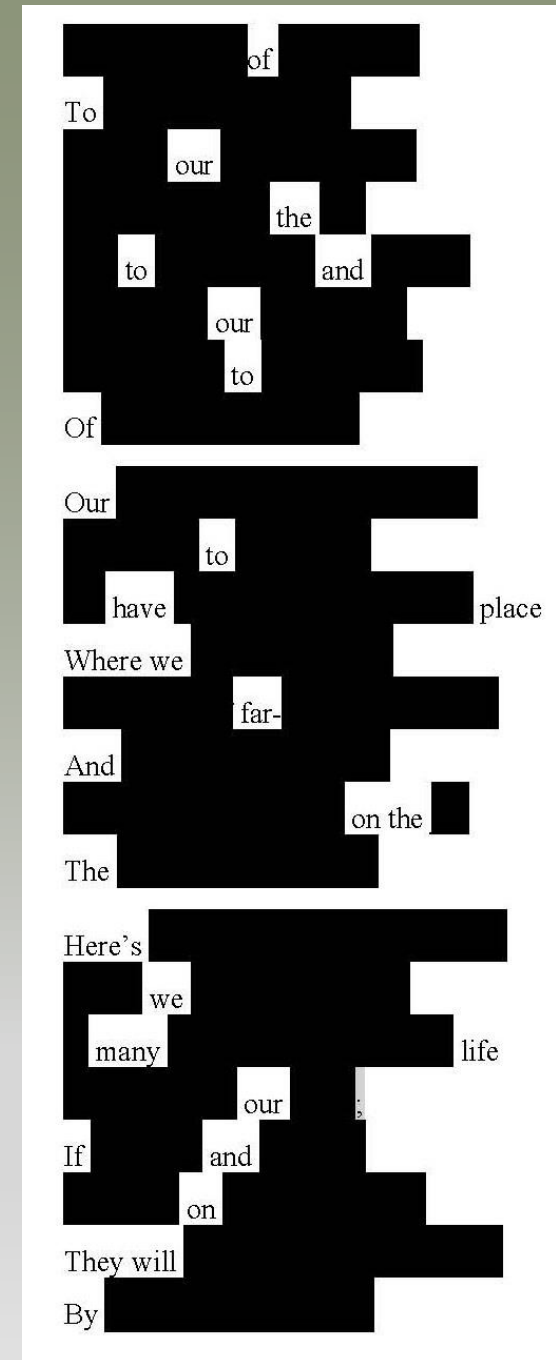


It's your turn  
to practice  
facilitating parts  
of OSCAR.



# THIS IS A TEST

Can you figure out  
what this is?



# THIS IS A TEST

How about now?

the of  
To shores  
fight our  
the  
to right and  
keep our  
to claim  
Of  
Our unfurled  
to setting  
We have place  
Where we take  
snow far-  
And tropic  
will on the  
The States  
Here's health  
we to  
many we've life  
never our  
If the and  
on Heaven's  
They will the guarded  
By

# THIS IS A TEST

## See it now?

From the Halls of Montezuma  
To the shores of Tripoli;  
We fight our country's battles  
On the land as on the sea;  
First to fight for right and freedom  
And to keep our honor clean;  
We are proud to claim the title  
Of United States Marine.

Our flag's unfurled to every breeze  
From dawn to setting sun;  
We have fought in ev'ry clime and place  
Where we could take a gun;  
In the snow of far-off Northern lands  
And in sunny tropic scenes;  
You will find us always on the job  
The United States Marines

Here's health to you and to our Corps  
Which we are proud to serve;  
In many a strife we've fought for life  
And never lost our nerve;  
If the Army and the Navy  
Ever look on Heaven's scenes;  
They will find the streets are guarded  
By United States Marines.

of  
To  
our  
the  
to and  
our  
to  
Of  
Our  
to  
have place  
Where we  
far-  
And  
on the  
The  
Here's  
we  
many life  
our  
If and  
on  
They will  
By

30% of message

the of  
To shores  
fight our  
the  
to right and  
keep our  
to claim  
Of  
Our unfurled  
to setting  
We have place  
Where we take  
snow far-  
And tropic  
will on the  
The States  
Here's health  
we to  
many we've life  
never our  
If the and  
on Heaven's  
They will the guarded  
By

70% of message

From the Halls of Montezuma  
To the shores of Tripoli;  
We fight our country's battles  
On the land as on the sea;  
First to fight for right and freedom  
And to keep our honor clean;  
We are proud to claim the title  
Of United States Marine.

Our flag's unfurled to every breeze  
From dawn to setting sun;  
We have fought in ev'ry clime and place  
Where we could take a gun;  
In the snow of far-off Northern lands  
And in sunny tropic scenes;  
You will find us always on the job  
The United States Marines

Here's health to you and to our Corps  
Which we are proud to serve;  
In many a strife we've fought for life  
And never lost our nerve;  
If the Army and the Navy  
Ever look on Heaven's scenes;  
They will find the streets are guarded  
By United States Marines.

100% of message



# EVALUATION

- Why is fidelity important in training?
- What does the evaluation tool look like?
- How will you be scored?

**OSCAR Trainer Candidate Evaluation Form**

OSCAR Trainer Candidate \_\_\_\_\_ Command \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Evaluating (choose all that apply):  
\_\_\_\_ Lesson 1    \_\_\_\_ Lesson 2    \_\_\_\_ Lesson 3    \_\_\_\_ Lesson 4

	<b>Rating Scale:</b> 1 = Strongly Disagree; 5 = Strongly Agree	<b>Suggestions for Improvement</b>
<b>I. Content Knowledge</b>		
a. The trainer explains the concepts clearly.	1 2 3 4 5	
b. The trainer emphasizes the key points.	1 2 3 4 5	
c. The trainer addresses the different needs of junior and senior ranks.	1 2 3 4 5	
d. The trainer uses appropriate personal stories (short and relevant).	1 2 3 4 5	
e. The trainer answers questions effectively.	1 2 3 4 5	
f. The trainer points out additional resources.	1 2 3 4 5	
<b>II. Delivery</b>		
a. The trainer is dynamic and compelling.	1 2 3 4 5	
b. The trainer stays on message.	1 2 3 4 5	
c. The trainer manages time well.	1 2 3 4 5	
<b>III. Group Facilitation</b>		
a. The trainer involves many participants to ensure group discussion.	1 2 3 4 5	
b. Listens to what is being said.	1 2 3 4 5	
c. Provides bridges and links back to key messages.	1 2 3 4 5	
<b>IV. Interaction</b>		
a. The trainer listens to the participants and takes cues from them.	1 2 3 4 5	
b. The audience responds well to the trainer.	1 2 3 4 5	
c. The trainer effectively handles participants' reactions.	1 2 3 4 5	
<b>Additional Comments:</b> _____ _____		
<b>Recommend for OSCAR Training Instructor? Please rate 1 – 5 scale (lowest to highest)</b> _____		

# LOGISTICS and TIME MANAGEMENT

## The room and materials:

- Check everything in advance, including audio for the videos. Expect the unexpected – technical problems, incorrect room setup, last-minute changes. Allow time to adjust. Prepare your handouts in advance. On the day of training make sure you have all your handouts and support materials laid out and ready to go.

## On the day of:

- Arrive early and check everything *again*.
- Follow the agenda and stay on time. Have one of your training team members watch and play to your individual strengths.
- Work as a team and have someone in control of each element, such as printing certificates.

# WHAT'S NEXT?

- Marine facilitator trainees in groups of two or three will teach OSCAR Gen III to a live audience of Marines who need to fulfill training requirements of MCO 5351.1.
- Master Trainers will evaluate the trainees.
- If the trainees receive a passing score, they will be certified as OSCAR Gen III facilitators.

A photograph of a group of soldiers in camouflage uniforms and helmets, moving through a forest. The soldiers are carrying equipment and rifles. The text "THANK YOU" is overlaid in large, white, bold, sans-serif capital letters in the center of the image.

THANK  
YOU