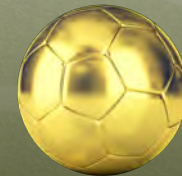


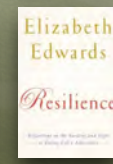
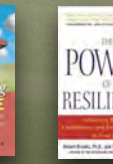
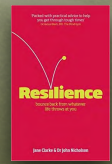
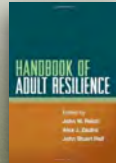
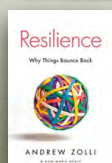


In This Workshop

- The nature of resilience in a practical and applied sense
- **Personal resilience:** How can I become more resilient as an individual and as a leader?
- **Programmatic resilience:** How can my area or unit become more resilient?



A Hot Topic



Exercise #1

- But what really is *resilience*?
- Why is it something you'd like to develop?
- Take one minute to jot down in your workbook a few ideas about what the word *resilience* means to you.



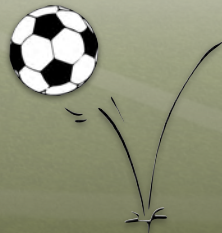
Next Let's Explore

a brief video on the nature of resilience



What Do We Learn?

- Resilience means “bouncing back” from failure, difficulty, or disappointment
- This is the etymological meaning
- Latin: *re-* = back/again + *salire* = to jump, leap, or bounce
- But there are other images that also sometimes come to mind



Other Images

“Swim not Sink”



Other Images

"Bend Not Break"



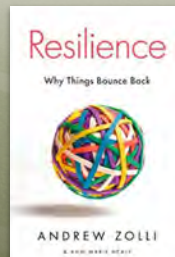
In Other Words ...

Resilience is about **encountering** adversity but not being **overcome** by adversity.



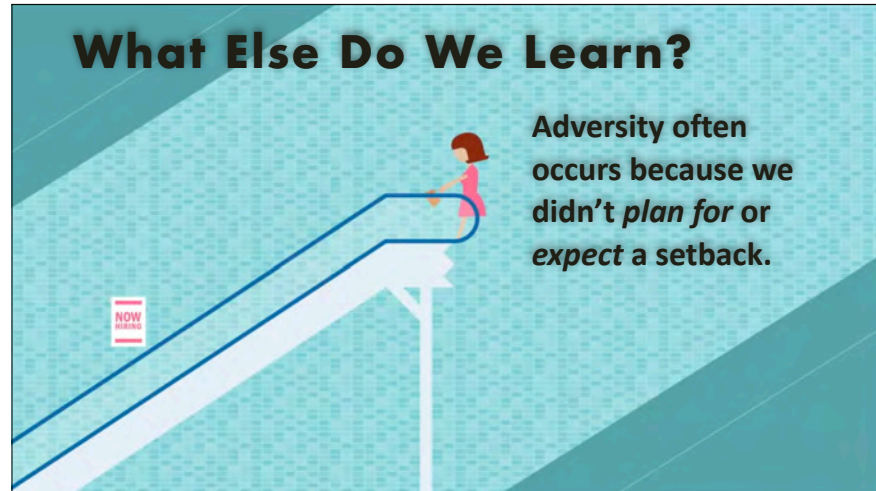
Andrew Zolli, Resilience

- **Engineering:** the degree to which a structure can return to a baseline after being disturbed
- **Emergency Response:** the speed with which critical systems can be restored after a natural disaster
- **Psychology:** the capacity of an individual to deal with trauma
- **Business:** the existence of back-ups and redundancies to ensure continuous operation



What Else Do We Learn?

Adversity often occurs because we didn't *plan for* or *expect* a setback.



What Else Do We Learn?

Some people seem better prepared for these setbacks than others.



So ...

- Let's see how prepared *you* are to deal with setbacks
- Exercise #2
- Read each statement and rank yourself 1 to 5 on how well that statement describes you
- Then total the points you assigned yourself



Exercise #2

- Your initial impulses are probably your best answers
- Don't try to overthink the statements
- We'll take four minutes for this exercise
- Ready?



Add Up Your Points

- Record your score in the blank at the upper right of page 2 of the workbook
- Next, we'll explore what those scores mean



90 - 100

- You're a resilience god(dess)!
- You've already perfected the skills we're going to be discussing in this workshop.
- But perhaps you're here to learn how best to pass on your skills to others or to your office/program?



80 - 89

- You definitely have some strengths in the area of resilience but (like most of us) you've got some room to improve.
- The concepts and strategies that we'll discuss could be very beneficial to you.



79 or Below

- Resilience is a challenge for you.
- But take heart in this: It's hard to develop on your own.
- And you've come to the right place.
- The techniques and strategies that we'll explore in this workshop could help you a lot.



If you didn't score as well as you'd like, how can you improve your score? How can you learn to "bounce back" more completely after a setback?

There are five pillars of resilience (both personal and programmatic).



The Five Pillars of Resilience

1. Respect Your Itinerary But Trust Your Compass
2. Always Travel with a Spare
3. Install Fire Doors
4. Hedge Your Bets
5. Make It a Teaching Moment



Let's Look at These Pillars Individually



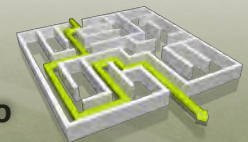
Pillar #1

Respect Your Itinerary
But Trust Your
Compass



Itineraries

- Tell you:
 - ✓ Where you're going
 - ✓ What route you're going to take
 - ✓ When you're going to arrive
- Your itinerary is your **PLAN**



Compasses

- Tell you the general direction you're heading
- But don't tell you:
 - ✓ What route you're going to take
 - ✓ When you're going to arrive
- Your compass is your **SET OF CORE VALUES**



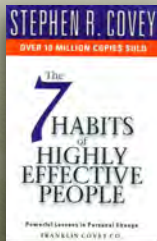
So ...

- Respect your plan.
- But trust your core values.



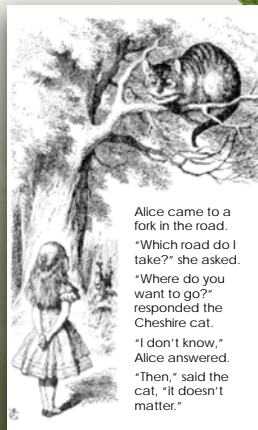
Plans Are Great

"Begin with the end in mind."



Lewis Carroll,
Alice In Wonderland

The Cheshire Cat



They can motivate us.

But Plans Can Also Demotivate Us

- Unexpected obstacles arise
- The world changes
- The pathway turns out to be less smooth than we expected
- And so we might give up



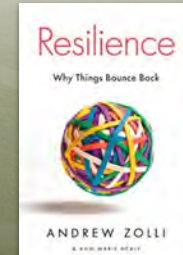
Core Values

- Don't change (or evolve slowly) over time
- They ground us in who we are
- And they, far more than goals (metrics, itineraries), help us become resilient



Andrew Zolli, Resilience

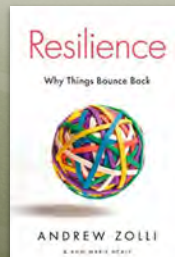
The capacity of a system, enterprise, or a person to maintain its core purpose and integrity in the face of dramatically changed circumstances



page 7

Andrew Zolli, Resilience

*The capacity of a system, enterprise, or a person to maintain its **core purpose** and **integrity** in the face of dramatically changed circumstances*



page 7

The Difference

- As we've seen, goals may change; they may *have* to change
- Core values provide stability, a sense of groundedness





The 8 Domains of Self-Esteem

- Jane Clarke and John Nicholson build on the research of Jennifer Crocker, a professor of psychology at the University of Michigan
- They identify 8 major domains of self-esteem
- People who are very strong in at least one domain tend to be more resilient to setbacks



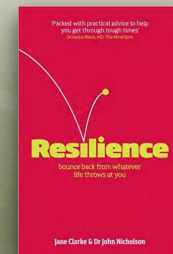
The 8 Domains of Self-Esteem

1. Virtue, Integrity, or Morality
2. God's love
3. Support of family
4. Academic competence
5. Physical attractiveness
6. Gaining other's approval
7. Outdoing others in competition
8. Success in one's profession



The 8 Domains of Self-Esteem

1. Virtue, Integrity, or Morality
2. God's love
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6. Gaining other's approval
7. Outdoing others in competition
8. Success in one's profession



Exercise #3

- In your workbook are 8 statements or groups of statements related to these domains.
- Check the box beside any statement that you can truthfully say about yourself.
- NOTE: Only check the box if the statement or group of statements is COMPLETELY true for you.



Exercise #3

- Checking a box may seem “cocky” or “egotistical.”
- That’s okay.
- Just be sure that the ENTIRE statement is true for you
- We’ll pause one minute for this exercise.



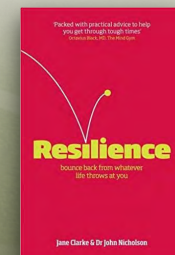
If You Checked One or More Statements

- Start using that domain as a source of greater resilience.
- In other words, when things are rough, say to yourself, “I know I can get through this because ... ”
 - ✓ God loves me.
 - ✓ I’m smarter than everyone else.
 - ✓ I’m tougher than everyone else.
 - ✓ Or something similar.



Self-Esteem and Resilience

“Resilience is based on two things – belief in what you’re doing, and confidence that you can make things better, even if only by 5%.”



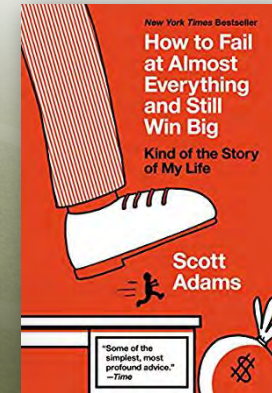
Self-Esteem as a System

- That source of self-esteem gets you through difficulties because it's your compass.
- Or to put it another way, it's the system that works even when your goals aren't being met in the way you'd like.



Systems vs Goals

- Scott Adams, the creator of Dilbert
- *How to Fail at Almost Everything and Still Win Big: Kind of the Story of My Life.* New York, NY: Portfolio/Penguin, 2014
- "If you're taking life advice from a cartoonist, you've got bigger problems."



GOALS	SYSTEMS
losing 50 pounds	eating right
marathon < 4 hours	exercising daily
doubling enrollment	developing an effective marketing/admissions
becoming a university president	master each leadership position and then moving to a more challenging role

How Goals Can Demotivate Us



How Systems Can Motivate Us

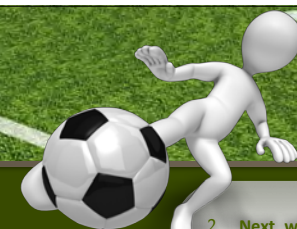


SUCCESS!!

Lose 45 pounds

Eat Right

Exercise #4



For this exercise, focus on only *one* of the following: a personal goal or a professional goal for your work unit.

1. What is the **specific goal or target** that you set yourself? In other words, exactly what do you hope to achieve (stated in terms that will make it unmistakable whether or not you've achieved it)? And when do you plan to achieve that goal?

2. Next, what is the **core value** that makes that goal worthwhile? In other words, why is that goal important and worth pursuing?

3. Finally, what is the **system, strategy, or technique** you'll use to achieve that goal?


Exercise #4



02:00

We'll pause
two minutes
for this
exercise.

How to Make Use of This Exercise



Use that specific goal or target for inspiration and motivation.

But never lose track of your core values. And, on daily basis, focus more on your system, strategy, or technique than on the specific goal or target you've set yourself.

Or to Put It Another Way



Focus on your new healthy lifestyle.



But don't weigh yourself every day.

Colonel Thomas Kolditz



No plan survives contact with the enemy.

Commander's Intent

- If we do nothing else during tomorrow's mission, we must _____.
- The single, most important thing we must do tomorrow is _____.



page 27

Based on Your Values and System

- If you do nothing else, what must you do?
- Or: "The single, most important thing our program/office must accomplish is _____."



page 27

Planning versus Preparation

PLANNING

- One future
- Can be wasted



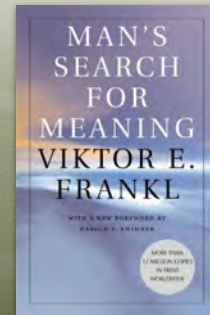
PREPARATION

- Many futures
- Rarely wasted



Core Values Give Us Meaning

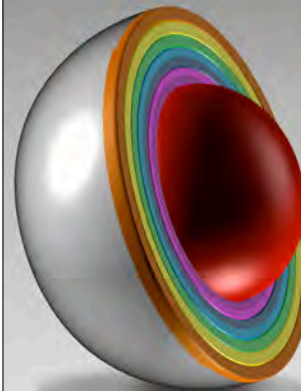
- Meaning gives us the ability to recover from setbacks ... even severe setbacks
- Viktor Frankl: Those who were able to emerge from concentration camps and recover (to a reasonable extent) had a meaning or a mission they clung to



Not Everyone Finds Value in the Same Way

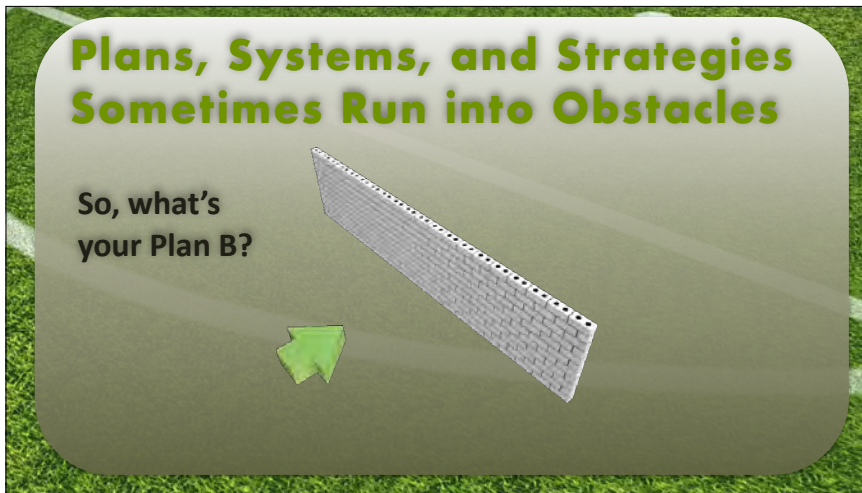


Authentic Academic Leadership Leading from Your Core Values



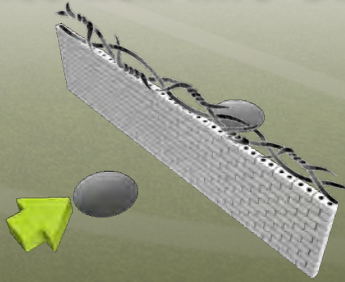
John L. Biele

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Florida A&M University



Plans, Systems, and Strategies Sometimes Run into Obstacles

So, what's your Plan C?



Traveling with a Spare

- Redundancy
- Alternative Routes
- Back-Up Plans
- Cross-Training
- **If A doesn't work, then B. If B doesn't work, then C.**



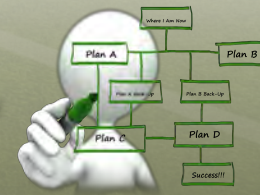
Does It Ever Happen That Nothing Works?

- A, B, and C all fail?
- *Of course:* You can't guarantee success.
- Traveling with a spare doesn't guarantee arriving at a destination.
- It merely *reduces the likelihood* of being stranded.



Traveling with a Spare

- Means slightly different things for **personal resilience** and for **programmatic resilience**
- We become more personally resilient when we develop **back-up plans** in case we don't meet our goals
- Let's see how this process works in action



Exercise #5

- Identify a goal that you have personally, as opposed to a goal for your entire office, department, or program.
- For example, your goal might be something like being promoted to the rank of full professor by the time you're 35, being named manager within three years, having a book published by Oxford University Press before you turn 40, having two girls and a boy, retiring by the time you're 55, or buying a beach house before you retire.
- This goal is **Plan A**.
- Record Plan A in your workbook.



Exercise #5

- Now suppose that, for whatever reason, Plan A proves to be impossible.
- Set another goal that would please or satisfy you (nearly) as much as Plan A.
- Call that plan **Plan B** and record it in your workbook.



Exercise #5

- Finally, assume that, again for whatever reason, *neither* Plan A nor Plan B prove possible.
- *Then* what will you do?
- Don't simply say something like "Give up" or "Keep trying." Instead try to think of something that might please or satisfy you (nearly) as much as Plan A or Plan B.
- Call this new back-up plan **Plan C** and record it in your workbook.



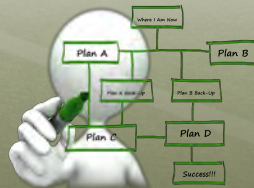
Exercise #5

- We'll take four minutes for this exercise
- Ready?



Traveling with a Spare

- As I mentioned earlier, this whole approach means slightly different things for **personal resilience** and for **programmatic resilience**
- Now that we've seen how back-up plans work for developing personal resilience, let's turn to programmatic resilience



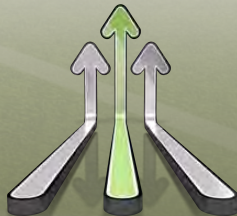
Traveling with a Spare

- For programmatic resilience, traveling with a spare involves **cross-training**: Making certain that more than one person can perform each critical task



Exercise #6

- Identify three mission-critical functions of your area.
- These functions should be so vital that, if they were not performed, the work of your area would be (all but) impossible.



Exercise #6

- Then, for each of the functions you listed, identify three people in your area who are fully trained, qualified, and prepared to perform them.
- If you can't identify anyone, is this a problem?



Exercise #6

- We'll take four minutes for this exercise
- Ready?

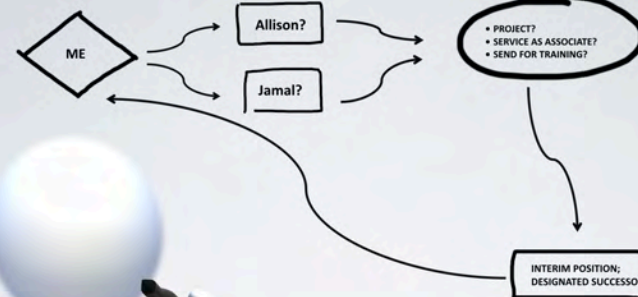


04:00

If Person A Leaves or Becomes Ill, Person B or C Can Do the Job

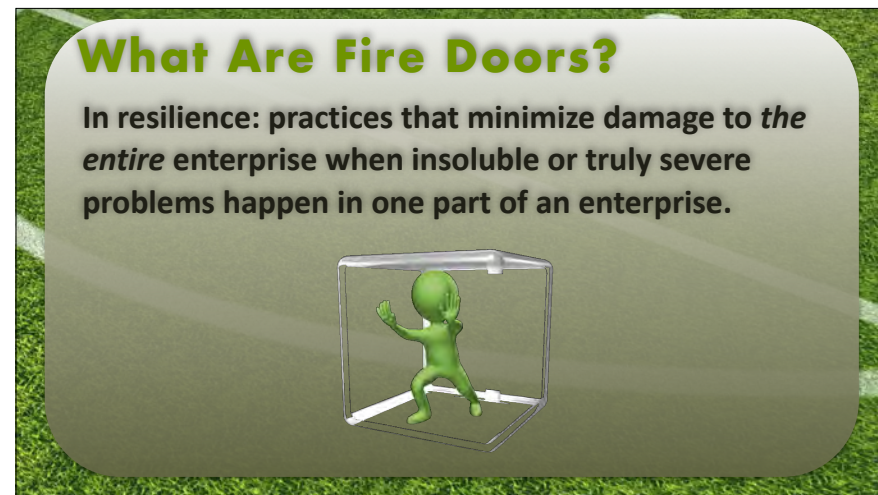
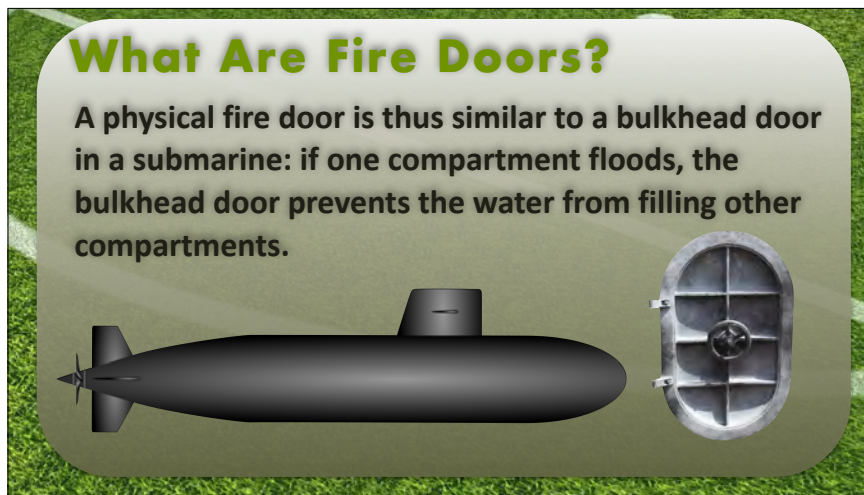
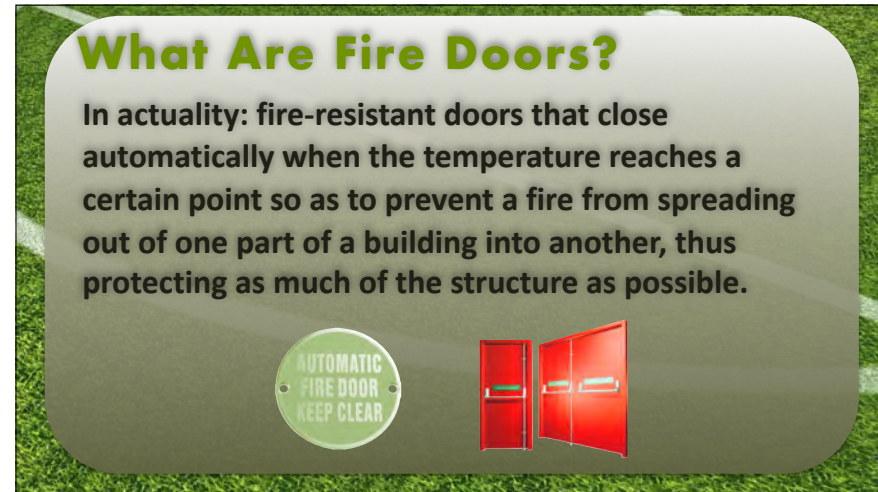
And Sometimes ...

- Even when Plan A remains possible, Plan B or C starts looking more desirable
- Even when Person A remains part of the team, Person B or C may become more capable at some of Person A's responsibilities



Succession Planning
in higher education

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Examples of Fire Doors

- **Stop-Loss Clauses:** standing orders to sell a security or commodity if its value is reduced to a specified price in order to limit a loss
- **Tripwire Policies:** policies saying that, if a particular event occurs (usually very bad in nature), certain actions will *automatically* be taken



Examples of Fire Doors

- **Tough Love or Cutting Off:** restricting or eliminating contact with a friend or family member in an effort to shock that person into taking responsibility for his/her own actions; refusal to enable a destructive person any longer; protecting oneself when another person proves to be toxic



Examples of Policy Fire Doors

- **Budget:** If the budget in an area falls below a certain percentage, a spending freeze goes into effect
- **Enrollment:** If enrollment in a specific program or track remains below a certain level for three years in a row, that program will be phased out



Do You Need a Policy Fire Door?

- Do you have a budgetary category that a) *could* be overspent and b) if overspent would put your program or office in jeopardy?
- If yes, establish a budgetary limit: Once the limit is reached, no more spending will be possible.



Do You Need a Policy Fire Door?

- Do you have an offering or service that a] is increasingly underutilized or undersubscribed and b] would put your program or office in jeopardy if this trend reaches a certain point?
- If so, establish a “stop loss” that, if reached (or reached repeatedly), will cause that offering or service to be eliminated or suspended?



But when *people* are the source of damage to an area

...

There's a special three-step process to follow.

3. Isolate

2. Manage

1. Solve

Step 1: Solve

- Explain to the person the behavior(s) that is (are) the source of the problem
- Explain the problems that result
- Give the person a chance to stop engaging in those behaviors



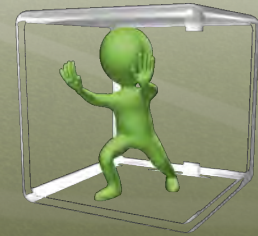
Step 2: Manage

- If the problem can't be solved, try to manage it
- Develop a performance plan
- Address the issue in evaluations
- Establish ground rules or "Rules of Engagement"



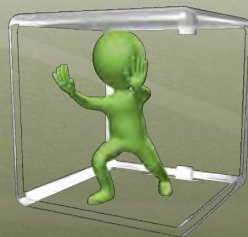
Step 3: Isolate

- If the problem can't be solved or managed, isolate it
- This is your fire door
- Isolation can be of several different kinds



Types of Isolation

- termination
- relocation
- reassignment
- disengagement
- removal from committees



Annoying or Toxic?

- There's a big difference between someone who's *annoying* and someone who's *toxic*.
- Annoying people do things that we find irritating but ultimately they don't affect our lives or work performance seriously.
- We'll never completely escape having annoying people in our lives.



Annoying or Toxic?

- In your workbook is an abridged article from *Psychology Today* on the traits of truly toxic people.
- Exercise #7.
- Identify a person either in your personal life or professional life whom you suspect may be toxic.



Annoying or Toxic?

- Then read the 15 statements under Exercise #7 in your workbook and check as many as are true of this person.
- We'll pause two minutes for this exercise.



Checked 9 or More Statements?

- If so, there is a strong possibility that you have genuinely toxic person in your program or life.
- If that is the case, check to make sure that you've taken all the steps in the three-step process.
- If you haven't, try any missing step before establishing a Fire Door.



But Suppose ...

- You tried solving the problem (clear, candid conversations)
- You tried managing the problem (restricting problematic behavior)
- Then for your own good or the good of your office/program, a Fire Door that isolates the problematic person may be in order



Examples of Fire Doors

personal

- Eliminating or reducing contact; breaking ties
- Setting and enforcing boundaries
- Refusing to be drawn into their crises: don't empathize
- Spending more time and energy on healthy relationships

programmatic

- Being strictly professional
- Initiating termination processes
- Relocating their office to a remote site
- Removing them from committees
- Restricting their duties

Doesn't This Reward Poor Behavior?

Perhaps, but by the time you reach the need for one of these fire doors, protecting yourself or other people has to take precedence.



Remember

- Tenure and academic freedom do not permit toxic behavior.
- Our willingness to endure toxic behavior does.



Protect Yourself

Jeff L. Biele

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Pillar #4

Hedge Your Bets



The Basic Strategy

Don't put all your eggs in one basket.

And there are other ways of looking at this strategy.



Balance Your Portfolio

- Good advice for investing.
- Good advice for planning and preparation generally.
- We've already seen how useful it can be to have a back-up plan.

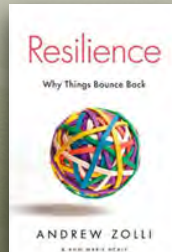


Encourage Biodiversity

- If you disturb one part of a system, it can disturb others.
- Unintended consequences can result.

What This Means in Practice?

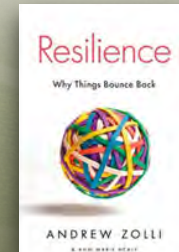
1. “Resilient cultures are rooted in diversity and difference and are tolerant of occasional dissent.”



What This Means in Practice?

So, if you want your office or program to be more resilient, take steps to avoid groupthink:

- ✓ Play Devil's Advocate
- ✓ Ask “But what if it's not?”
- ✓ Conduct a *pre-mortem* (Option #3, in a moment)



What This Means in Practice?

2. Test different hypotheses.

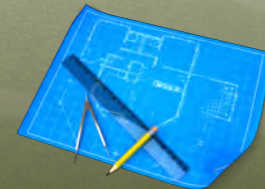
- Offer courses in different formats/modalities.
- Test run a new policy/procedure with expiration date.
- Use limited-term contracts.
- Try several possibilities at once.



Example

- Boost enrollment in program?
- Hire several of the following on one-year contracts and see which make(s) the greatest difference:

- recruiter
- marketing specialist
- web designer
- “student concierge”



Example

- Not sure if you're in the right job?
- Take a leave of absence and try out another possibility without resigning from your current position.



What This Means in Practice?

3. Conduct a "Pre-Mortem."

- Imagine that it's a year from now and we just realized that adopting this proposal was a huge mistake.
- What do you suppose went wrong?

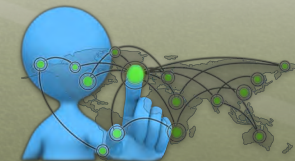


Other Ways of Hedging Your Bets



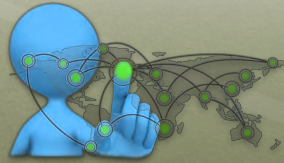
Develop a Robust Social Network

- We're less likely to be overwhelmed by situations when we don't feel as though we're facing challenges alone
- Networks can provide:
 - ✓ Support
 - ✓ Advice and other help
 - ✓ A sense of "You can do this because I've done this."



How Strong Is Your Network?

- Exercise #8
- Read each statement and then circle the number in whichever column to the right of that statement best indicates how well that statement reflects you and your way of working.



How Strong Is Your Network?

- At the end of the inventory, total all the numbers you have circled.
- We'll pause two minutes for this exercise.
- Ready?



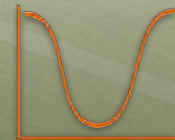
If Your Score is 38-50

- You appear to have a very strong social network.
- But remember that not everyone may have that advantage.
- Go the extra mile to help others out when they need it.
- This will help you create "social capital."



If Your Score is 24-37

- You're in a rather small minority.
- So, you need to figure out why.
- What is it about close personal interactions with people that most attracts you?
- What is it about these interactions that you find less appealing?



If Your Score is 10-23

- You appear to be something of a loner or an introvert.
- But some things that loners or introverts do, like working things out for themselves, can be very effective in providing resilience.
- Use other resources — such as information resources, financial resources, and self-confidence resources — will be all the more important to you in difficult times.

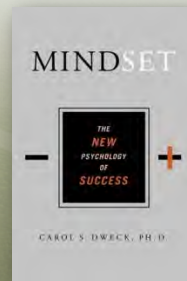


Pillar #5

Make It a Teaching Moment



Growth Mindset



Dweck, Carol (2006). *Mindset: The New Psychology of Success*. New York, NY: Random House.

Fixed versus Growth Mindset

Fixed	Growth
Intelligence, skill, and talent are commodities	Intelligence, skill, and talent are like muscles
You have a certain amount of them, and that's it	You can cause them to grow

Fixed versus Growth Mindset

	Fixed Mindset Response	Growth Mindset Response
Challenges	Avoid	Embrace
Obstacles	Give up easily	Persist
Tasks requiring effort	Fruitless to Try	Path to mastery
Criticism	Ignore it	Learn from it
Success of Others	Threatening	Inspirational

Learned Helplessness

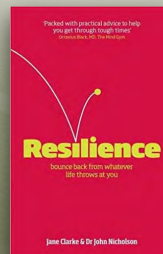
- Based on prior experience, the feeling that no amount of effort will bring success
- Destroys motivation to attempt a task



Martin Seligman and Steven F. Maier

Locus of Control Inventory

- Exercise #9
- Read the ten sentences
- Check Yes if, for the most part, the sentence is true of you
- Check No if, for the most part, the sentence is **not** true of you
- We'll pause one minute for this exercise



Locus of Control Inventory

- Exercise #9
- How much control do you feel you have over your own growth and destiny?
- On this inventory, the higher your score, the more you feel in control of your own life.



Cognitive Restructuring

- Cognitive restructuring is a technique designed to help people examine unhelpful thinking patterns, and devise new ways to react to problematic situations.
- It involves paying attention to thoughts, recognizing when they are irrational thoughts, challenging them, and learning replacement thoughts and behaviors.



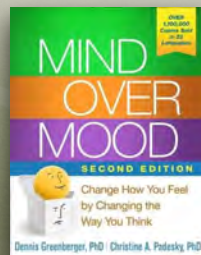
Cognitive Restructuring

- Through this technique, you relearn healthy ways of talking to yourself so that you can let go of the self-defeating talk.
- Cognitive restructuring often involves keeping a thought record, which is a way of tracking dysfunctional automatic thoughts, and devising adaptive alternative responses.



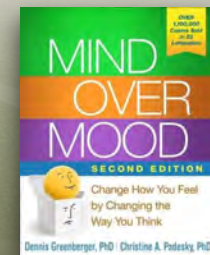
The Thought Record

- In your workbook, you've got an example of one of the most common types of thought records in use today.
- It was introduced by Dennis Greenberger and Christine A. Padesky in *Mind Over Mood* (Guilford Press, 1995).



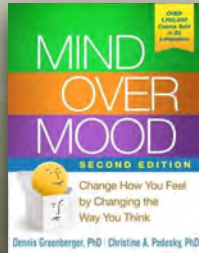
The Thought Record

- When you have thoughts that are troubling, self-defeating, or painful, you record them in the thought record.
- In Column 1 you recall the inciting incident and the context: What prompted this thought?



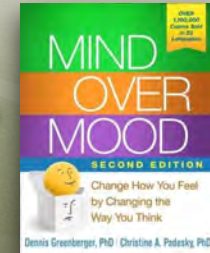
The Thought Record

- In Column 2, you describe and rate the mood caused by that thought (1 = insignificant, 10 = intense)
- In Column 3, you indicate whether any *automatic thoughts* were prompted (those negative scripts we replay for ourselves)
- Intense negative automatic thoughts are termed **hot thoughts**



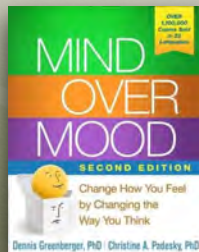
The Thought Record

- In Column 4, you record any evidence in support of your hot thoughts: If you often feel like a failure, is there a time you felt this way because you really did fail?
- In Column 5, you record any evidence that disputes the hot thought



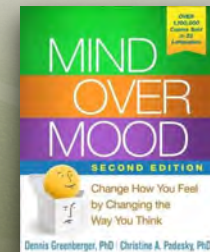
The Thought Record

- In Column 6, you identify and rate any alternative or balanced thoughts you have (1 = disbelieve totally, 10 = believe totally)
- In Column 7, you re-rate your mood from Column 2 based on this exercise



The Thought Record

- The goal of the Thought Record is to make this type of re-analysis more automatic
- It helps you *learn* from bad situations, not *wallow* in them
- Cognitive Restructuring Questions can also help in this process



Cognitive Restructuring Questions

- What is truly the worst possible outcome of this situation?
- Could this *really* harm me or my family?
- Am I looking at this situation correctly? What proof do I have of my fears?
- Can I really handle this situation even though I doubt myself?
- What can I do to change this situation?
- Is there a more skillful way of thinking about it?



You will never speak to anyone more than you speak to yourself in your head.



Be kind to yourself.

Now ...

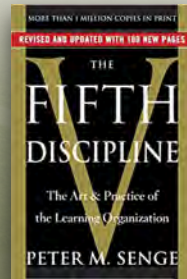
How do I apply this approach, not to myself personally, but to my office or program?

Learning Organizations

The concept of the Learning Organization is basically this: How can I bring a Growth Mindset to my entire office, program, department, or institution?

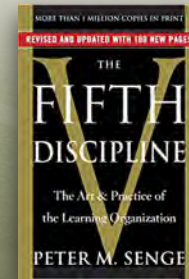
Peter Senge

- The concept of the Learning Organization was made popular by Peter Senge in his book *The Fifth Discipline*
- Senge is a senior lecturer at the MIT Sloan School of Management, co-faculty at the New England Complex Systems Institute, and the founder of the Society for Organizational Learning



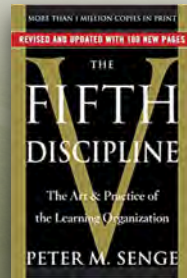
Learning Organizations

- seek to grow and develop continually
- study themselves
- are vision-based
- operate collaboratively
- maintain a healthy skepticism
- embrace the power of knowledge



Learning Organizations

- so, you can see why we can think of Learning Organizations as having a Growth Mindset
- But how do you help your unit become a Learning Organization?
- A lot has to do with changing the culture to become more receptive of positive development




Learning Organizations

Changing a Culture

- Make sure that roles and rewards reflect the culture change
- Communicate the vision behind the culture change repeatedly
- Recognize and celebrate your early adopters
- Prepare for a long-term process






But is there anything
we can do in the short
term?

One Idea: Conduct a Post-Mortem

- What went wrong?
- What was the cause of what went wrong?
- Was it a freak, one-time problem or likely to recur?
- If likely to recur, what can be done to minimize its likelihood or impact?



Drawing
Conclusions
from This
Workshop

Resilient People Tend to Do Three Things

1. **They are self-aware.** They know what they're good at and what they're not.
2. **They are self-motivators.** When they see something that needs to be done, they do it. They don't wait for someone else to tell them to do it.
3. **They are self-affirming.** They don't beat themselves up unnecessarily. They maintain a generally positive internal dialogue.



The Primary Components of Resilience

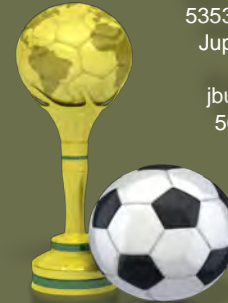
- 1 Being comfortable with who you are
- 2 Being values-drive; feeling that you have to make a difference
- 3 Having other interests – a hinterland which provides a source of relief, even escape, and perspective
- 4 Having drive and determination (even ruthlessness) matched with realism – you can't win them all, so the knack is to pick the right things to lose on and then give in gracefully



Florida Atlantic University
Jupiter Campus
SR 230
5353 Parkside Drive
Jupiter, FL 33458

jbuller@fau.edu
561-799-8024

FAU
CENTER FOR
LEADERSHIP & PROFESSIONAL
DEVELOPMENT
Florida Atlantic University
fau.edu/leadership





How to Bounce Back When Things Are Tough

Developing Resilience

As an Academic Leader

Exercise #1

What Is Resilience?

Something about the title of this workshop led you to sign up for it. But what did you think you would learn? What does *resilience* mean, and why is that something you'd like to develop?

Take a minute to express what resilience means to you:



More inside!



*But what does it mean to "bounce back"?
And why is that a good thing?*

The 5 Pillars

1. Respect Your Itinerary But Trust Your Compass
2. Always Travel with a Spare
3. Install Fire Doors
4. Hedge Your Bets
5. Make It a Teaching Moment

Exercise #2

TOTAL POINTS _____

Inventory: How Resilient Are You?

DIRECTIONS: Read each of the following statements and then indicate on a scale of 1 to 5 the degree to which that statement sounds like you. When you have finished, add up the number of points you have assigned yourself.

	1 = Not Like Me at All	2 = Not Very Much Like Me	3 = Sort of Like Me	4 = Very Much Like Me	5 = Exactly Like Me
1. I learn valuable lessons from my experiences and from the experiences of others.					
2. I can tolerate high levels of ambiguity and uncertainty about most situations.					
3. In a crisis or chaotic situation, I calmly focus on useful strategies to solve the difficulty facing me.					
4. I'm non-judgmental about others and adapt well to people's different personality styles.					
5. I have a track record of converting misfortune into good luck and identifying benefits or lessons in bad experiences.					
6. I've been made stronger by difficult experiences.					
7. When I set a goal for myself, I do the work need to attain it, even if I have to overcome major obstacles.					
8. I live a very meaningful life.					
9. When coping with a difficulty, my reaction is more often, "I know I can get through this, and I'll be stronger because of it" than "Why do things like this always happen to me?"					
10. When I'm feeling overwhelmed, I try to figure out what's bothering me so that I can better deal with my emotions.					
11. I know that I can't always choose how life goes, but I can choose my response to whatever happens.					
12. It doesn't really bother me when I hear someone say something bad about me.					
13. I have a support system or mentor I can rely on during tough times.					
14. I have effective strategies in place for managing stress.					
15. I don't hesitate to ask others for help.					
16. I'm optimistic about the future.					
17. I generally become fixated on the past other than when I'm reflecting on and learning from an experience.					
18. I'm able to laugh even in fairly difficult situations.					
19. Those who know me well would describe my lifestyle as healthy.					
20. When receiving criticism, I can remain confident and learn from it instead of feeling attacked or depressed.					



Exercise #2

Exercise #3

Check the box of any of the following statements or group of statements that you believe to be true about yourself.

IMPORTANT NOTE: In order to check the box, the *entire* statement or group of statements must be true for you.

- ☐ I am a person of exceptional virtue, integrity, and high moral principle. In fact, I'd say that I usually act much more ethically than most people do.
- ☐ I have value and significance as a human being because God loves me.
- ☐ I have a particularly close relationship with my family, and I can count on them to support me even when I make mistakes or things go wrong.
- ☐ I'm smarter and better educated than most people.
- ☐ I'm more attractive than most people.
- ☐ Other people like me and tend to gravitate toward me. I guess you'd say that I have charisma.
- ☐ I'm a highly competitive person. I like to win and, in fact, I usually do.
- ☐ I'm a very successful person professionally. I achieve my goals — including my personal financial goals — most of the time.

Scoring the Inventory

When you've completed the inventory, add up all the points you assigned yourself. Record this number in the blank at the upper right of page 2. Then compare your results to the following chart.

1.

90 to 100: You're a resilience god(dess)! You've already perfected the skills we're going to be discussing in this workshop. But perhaps you're here to learn how best to pass on your skills to others?

2.

80 to 89: You definitely have some strengths in the area of resilience but (like most of us) you've got some room to improve. The concepts and strategies that we'll discuss could be very beneficial to you.

3.

79 or below: Resilience is a challenge for you. But take heart in this: It's hard to develop on your own. But you've come to the right place. The techniques and strategies that we'll explore in this workshop could help you a lot.





Exercise #4

For this exercise, focus on only *one* of the following: a **personal goal** or a **professional goal for your work unit**.

- What is the **specific goal or target** that you set yourself? In other words, exactly what do you hope to achieve (stated in terms that will make it unmistakable whether or not you've achieved it)? And when do you plan to achieve that goal?
- Next, what is the **core value** that makes that goal worthwhile? In other words, why is that goal important and worth pursuing?
- Finally, what is the **system, strategy, or technique** you'll use to achieve that goal?



How to Become More Resilient

from <https://www.inc.com/lolly-daskal/how-to-be-more-resilient-when-things-get-tough.html>

1. **Don't try to solve problems with the same thinking that created them.** Resilient people do not make the same mistake again and again. They're willing to be honest about why they failed and they take the time to think about what didn't work.
2. **Master your emotions before they manage you.** Resilient people have a positive outlook. They remind themselves that much of what they're facing is temporary, and that they've overcome setbacks before and can do it again. Resilient people focus on what they can learn from the experience.
3. **Stay tough.** Resilient people face their fears and have an adaptive attitude that lets them focus on possibilities even in the worst of times. The tougher the situation, the tougher they become.
4. **Keep growing.** Life does not get easier or more forgiving; we get stronger and more resilient. Resilient people are constantly becoming braver and more courageous. They know that life is not what happens to us but what happens within us.
5. **Stay prepared.** Resilient people work on solving a problem rather than let themselves become paralyzed by negativity. They keep planning for the future even when things aren't working out.
6. **Pick yourself up, as many times as it takes.** Resilient people understand that failure is not falling down but refusing to get up. They have the capacity to adapt successfully and the tenacity to never, ever quit.
7. **Reward the small wins.** Resilient people believe in themselves. They work hard and take joy in the small wins that give them strength.
8. **Keep giving.** Even in the toughest of times resilient people find a way to care for others, because sometimes being selfless is the best way to discover your own strength.
9. **Build relationships.** Resilient people maintain strong and supportive relationships, both personal and professional. As a result, they have caring, supportive people around them in times of crisis.
10. **Create your own meaning.** Resilient people search for meaning. They develop a "personal why" that helps them have a clear sense of purpose, which helps them view setbacks from a broader perspective..



Exercise #5

Identify a goal that you have personally, as opposed to a goal for your entire office, department, or program. For example, your goal might be something like being promoted to the rank of full professor by the time you're 35, being named manager within three years, having a book published by Oxford University Press before you turn 40, having two girls and a boy, retiring by the time you're 55, or buying a beach house before you retire. This goal is **Plan A**. Write Plan A below.

Plan A

Now suppose that, for whatever reason, Plan A proves to be impossible. Set another goal that would please or satisfy you (nearly) as much as Plan A. Call that plan **Plan B** and write it in the space below.

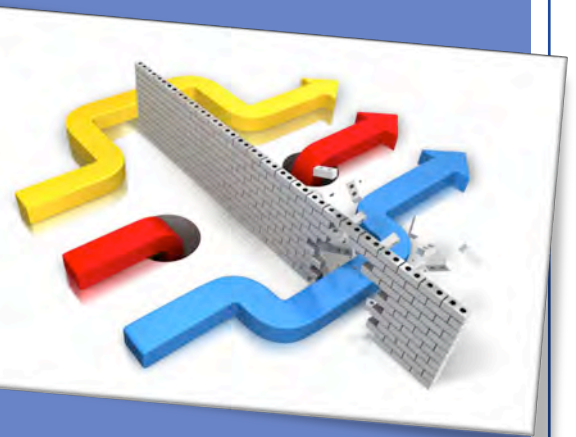
Plan B

Exercise 5 (continued)

Finally, assume that, again for whatever reason, *neither* Plan A nor Plan B prove possible. *Then* what will you do? Don't simply say something like "Give up" or "Keep trying." Instead try to think of something that might please or satisfy you (nearly) as much as Plan A or Plan B.

Call this new back-up plan **Plan C** and record it in the space below.

Plan C



(continue to the column on the right)

Exercise #6

Programmatic resilience is often found in units where substantial cross-training exists: More than one person is able to perform each mission-critical function.

On the next page, you'll be asked to identify three functions of your department, office, program or unit that are mission critical. In other words, if these functions were not performed your area would shut down entirely or at least be severely hampered in its function.

Then you're going to be asked to identify at least three people who is fully capable of performing each function.



Programmatic Resilience Requires Cross-Training

Mission-Critical Functions

In the spaces below identify three mission-critical functions of your area.
Remember: These functions should be so vital that, if they were not performed, the work of your area would be (all but) impossible.

1.

2.

3.

#6

Who Can Perform These Functions?

For each of the functions listed to the left, identify three people in your area who are fully trained, qualified, and prepared to perform them.

Function #1

Person A _____

Person B _____

Person C _____

Function #2

Person A _____

Person B _____

Person C _____

Function #3

Person A _____

Person B _____

Person C _____



Exercise #7

There's a big difference between someone who's *annoying* and someone who's *toxic*. Annoying people do things that we find irritating but ultimately they don't affect our lives or work performance seriously. We'll never completely escape having annoying people in our lives.

Toxic people, on the other hand, are truly destructive.

Based on <https://www.psychologytoday.com/us/blog/in-flux/201608/8-things-the-most-toxic-people-in-your-life-have-in-common>. **Toxic people:**

1. **Are manipulative.** Their *modus operandi* is to get people to do what they want them to do. It's all about them. They use other people to accomplish whatever their goal happens to be.
2. **Are judgmental.** Keep your eyes and ears open for criticism—about you, what you've done, and what you didn't do. It's never about them, and they will lie if it serves them.
3. **Take no responsibility for their own feelings.** Rather, their feelings are projected onto you. If you try to point this out to them, they will likely vehemently defend their perspective.
4. **Don't apologize.** They don't see any reason to, because things are always someone else's fault.
5. **Are inconsistent.** It's hard to know who you're with at any given time because they are often not the same person. They may change their perspective, attitude, and behavior depending on what they feel they need to accomplish or what they want to have happen.
6. **Make you prove yourself to them.** Toxic people make you choose them over someone else, or something they want over something you want. Often, this turns into a "divide and conquer" dynamic in which the *only* choice is them.
7. **Make you defend yourself.** Remember, they are supreme manipulators: Their tactics may include being vague and arbitrary, as well as diverting the focus of the discussion to *how* you're discussing an issue—your tone, your words, etc. They focus on problems, not solutions.
8. **Are not caring, supportive, or interested in what's important to you.** In fact, the good things that happen to you move the attention away from them and thwart them from focusing on their own goals. Beware of people who find fault with you and make you wrong. Loyalty is foreign to them.



#7

Is the person who is your greatest aggravation (either in your life or in your program) truly toxic or merely annoying?

Identify someone in your personal life or work life whose behavior creates difficulties for you. Call this person X. Then check as many of the sentences below that are *true* of X.

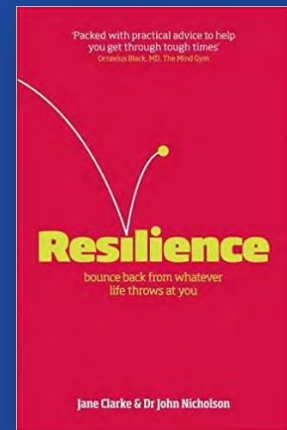
- ☐ X is manipulative.
- ☐ X appears not to care genuinely about other people.
- ☐ X uses people.
- ☐ X is judgmental.
- ☐ X takes no responsibility for his/her own feelings.
- ☐ X takes no responsibility for his/her own actions.
- ☐ X rarely if ever apologizes.
- ☐ X is inconsistent, changing his/her perspective, attitude, or behavior depending on what suits his/her interests at the time.
- ☐ X makes you choose X over other people or responsibilities.
- ☐ X overemphasizes the importance of "being loyal" to him/her.
- ☐ X regularly puts you on the defensive.
- ☐ X focuses on problems, not solutions.
- ☐ X doesn't support or show interest in what's important to others.
- ☐ X often seems irritated when others experience good fortune.
- ☐ While X expects loyalty from others, X rarely demonstrates loyalty to others.

Number of boxes you checked: _____

Exercise #8

How Strong Is *Your Network*?

This is an exercise adapted from Jane Clarke and John Nicholson's *Resilience: Bounce Back from Whatever Life Throws at You*. (Richmond, UK: Crimson, 2010.) Read each statement and then circle the number in whichever column to the right of that statement best indicates how well that statement reflects you and your way of working. At the end of the inventory, total all the numbers you have circled.



	Not Like Me at All	Not Very Much Like Me	Sort of Like Me	Very Much Like Me	Exactly Like Me
1. I am quick to pick up the phone when I need help.	1	2	3	4	5
2. I like to work things out for myself.	5	4	3	2	1
3. I make a habit of reading about who's doing what in the newspaper or on the web.	1	2	3	4	5
4. I prefer to email people rather than phone them.	5	4	3	2	1
5. I'm not afraid of asking for support from people.	1	2	3	4	5
6. I'm always introducing people to each other.	1	2	3	4	5
7. My daily contact with people is limited to a few close colleagues.	5	4	3	2	1
8. At parties, I'm always fascinated to hear about what others do.	1	2	3	4	5
9. I feel uncomfortable asking for favors.	5	4	3	2	1
10. I would describe myself as an introvert.	5	4	3	2	1



Total _____
(To interpret your score, see the next page.)

Exercise #8 (Interpretation)

If your score is 38-50

You appear to have a very strong social network. At least, you seem to enjoy interacting with people, and being a “people person” is a great way to develop social resources. Because you seem to care about people in a genuine way, you’re not likely to look at interactions with them as being “transactional”: I do for you so that you’ll do for me. But remember that not everyone may see the world that way. You can’t make a “withdrawal” from your “social resource account” if you haven’t made “deposits.” So, rely on your natural interest in people to “invest” in positive relationships with them when things are going well. Go the extra mile to help others out when they need it. In that way, even those people who do see relationships as transactional will be more willing to provide you with a strong support network when you need it. To put it bluntly, they’ll feel they owe you one, and that feeling will come in handy when you face a genuine crisis.

If your score is 24-37

Most inventories have results that fall into what is known as a standard distribution, the typical “bell-shaped curve.” That is to say, lots of people tend to have results in the middle with relatively few people having results at either extreme. This inventory is different, however. People’s responses tend to be bimodal, either very high [= strong social network] or very low [= weak social network]. Since your score puts you into rather a small minority, it will be important for your resilience to figure out why. What is it about close personal interactions with people that most attracts you? What is it about these interactions that you find less appealing? Once you answer these questions, you’ll have a clearer idea of which elements of your social network you’ll feel most comfortable relying on in a crisis and which elements you’re probably going to be more hesitant to turn to.



If your score is 10-23

You appear to be something of a loner or an introvert. As far as resilience is concerned, that’s not exactly a bad thing. After all, some things that loners or introverts do, like working things out for themselves, can be very effective in providing resilience. What you may be lacking, however, is a strong *social* or *human* network. That means that your other resources — such as information resources, financial resources, and self-confidence resources — will be all the more important to you in difficult times. So, remember to rely on those and to develop them (learn more, save and invest more, boost your self-esteem more) when things are going well.

Exercise #9

Locus of Control Inventory

For each of the following statements, check the Yes box or the No box depending on which of the two answers is *more correct* for you.

1. <input type="checkbox"/> Yes (0) <input type="checkbox"/> No (1)	Is there some bad habit, such as smoking, that you would like to break but can't?
2. <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)	Do you take steps, such as exercise and diet, to control your weight and fitness?
3. <input type="checkbox"/> Yes (0) <input type="checkbox"/> No (1)	Do you believe that your personality was firmly laid down in childhood, so there's little you can do to change it?
4. <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)	Do you make your own decisions, regardless of what other people say?
5. <input type="checkbox"/> Yes (0) <input type="checkbox"/> No (1)	Do you find it a waste of time to plan ahead because something always causes you to change direction?
6. <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)	If something goes wrong, do you usually conclude that it's your own fault rather than just bad luck?
7. <input type="checkbox"/> Yes (0) <input type="checkbox"/> No (1)	Are most of the things you do designed to please other people?
8. <input type="checkbox"/> Yes (0) <input type="checkbox"/> No (1)	Do you often feel you are the victim of outside forces you cannot control?
9. <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)	Do you usually manage to resist being persuaded by other people's arguments?
10. <input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)	Are you skeptical about the extent to which your horoscope can tell you what you should do and what's going to happen to you?

Add up your score based on the numbers beside the Yes or No answers you have selected. The higher your score, the more you feel that you are in control of your own fate. The lower your score, the more you feel that what happens to you is determined by forces you cannot control.

Your score _____

THOUGHT RECORD

1. Situation	2. Moods	3. Automatic Thoughts (Images)	4. Evidence that Supports the Hot Thought	5. Evidence that Does Not Support the Hot Thought	6. Alternative/ Balanced Thoughts	7. Rate Moods Now
<ul style="list-style-type: none"> - Whom were you with? - What were you doing? - When was it? - Where were you? 	<ul style="list-style-type: none"> - Describe each mood in one word. - Rate intensity of mood (0-100) 	<p>Answer some or all of the following questions:</p> <ul style="list-style-type: none"> - What was going through my mind just before I started feeling this way? - What does this say about me? - What does this mean about me? My life? My future? - What am I afraid might happen? - What is the worst thing that could happen if this is true? - What does this mean about how the other person(s) feel(s)/think(s) about me? - What does this mean about the other person(s) in general? - What images or memories do I have in this situation? 	<ul style="list-style-type: none"> - Circle the "hot thought" in the previous column for which you are looking for evidence. - Write factual evidence to support this conclusion <i>(Try to avoid mind-reading and interpretation of facts)</i> 	<ul style="list-style-type: none"> - Write factual evidence that <u>does not support</u> the hot thought - Use the questions in the Hint Box (see next page) to help discover evidence 	<ul style="list-style-type: none"> - Write an alternative or balanced thought - Rate how much you believe in each alternative or balanced thought (0-100) - Use Hint Box to generate alternative or balanced thoughts 	<ul style="list-style-type: none"> - Copy the feelings from Column 2. - Rate the intensity of each feeling from 0-100 as well as any new moods.

HINT BOX

Questions to help find evidence that does not support your hot thought

- Have I had any experiences that show that this thought is not completely true all the time?
- If my best friend or someone I loved had this thought, what would I tell them?
- If my best friend or someone who loves me knew I was thinking this thought, what would they say to me? What evidence would they point out to me that would suggest that my thoughts were not 100% true?
- When I am not feeling this way, do I think about this type of situation differently? How?
- When I have felt this way in the past, what did I think about that helped me feel better?
- Have I been in this type of situation before? What happened? Is there anything different between this situation and the previous ones? What have I learned from prior experiences that could help me now?
- Are there any small (or big) things that contradict my thoughts that I might be discounting as not important?
- Five years from now, if I look back at this situation, will I look at it any differently? Will I focus on any different part of my experience?
- Are there any strengths or positives in me or the situation that I am ignoring?
- Am I jumping to conclusions in columns 3 and 4 that are not completely justified by evidence?
- Am I blaming myself for something over which I do not have complete control?

Questions to help arrive at alternative or balanced thinking

- Based on the evidence I have listed in columns 4 and 5 of the Thought Record, is there an alternative way of thinking about or understanding this situation?
- Write one sentence that summarized all the evidence that supports my hot thought (column 4) and all the evidence that does not support my hot thought (column 5). Does combining the two summary statements with the word “and” create a balanced thought that takes into account all the information I have gathered?
- If someone I cared about was in this situation, had these thoughts, and had this information available, what would be my advice to them? How would I suggest that they understand the situation?
- If my hot thought is true, what is the worst outcome? If my hot thought is true, what is the best outcome? If my hot thought is true, what is the most realistic outcome?
- Can someone I trust think of any other way of understanding this situation?

Cognitive Restructuring Questions

1. What is truly the worst possible outcome of this situation?
2. Could this really harm me, my family, or my program?
3. Am I looking at this situation correctly? What proof do I have of my fears?
4. Can I really handle this situation even though I doubt myself?
5. What can I do to change this situation?
6. Is there a more skillful way of thinking about the situation?

