ADAPTIVE MINDSET®

FOR RESILIENCY

Developing a Resilient Mindset™

TRACOM® GROUP

THE SOCIAL INTELLIGENCE COMPANY®

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2 Register for FREE Certification ☐

Register at resiliencecertification.com

Why get certified?

■ Completing your certification prepares you to facilitate any Adaptive Mindset for Resiliency program using Multi-Rater or Self-Perception profiles.

■ It's easy! Certification is held completely online with a live facilitator and allows you to participate with other certification candidates to learn the foundational concepts of Adaptive Mindset for Resiliency.

■ You will receive an electronic badge that you can display on social media sites.

■ Certification takes your facilitation to the next level by teaching with maximum impact and effectiveness!

TABLE OF CONTENTS

Session Overview

The Developing a Resilient Mindset™ session is a comprehensive one-day course for understanding resilience and techniques to enhance resilience at work. TRACOM's 50 years of training experience and research was used to develop this session. It is designed to take the participants beyond conceptual understanding to the actual development of techniques to enhance resilience.

This guide includes optional exercises to give you maximum flexibility in delivering the course elements. You may wish to add or replace exercises in order to reach the appropriate level of understanding and skill development for your participants' specific needs.

Following is a brief description of resilience and the Resilient Mindset Model™.

What is Resilience and Why is it Important?

Resilience is a way of combating stressors in your life. We define it as people's developable capacity to adapt to change, adversity, and stressors in a way that not only allows them to bounce back, but also to grow and improve from the experience.

While stress is nothing new, in today's workplace a high level of personal stress has become the norm. When people are feeling overwhelmed, they are unable to cope with adversity and are often paralyzed by inaction. This decreases productivity and increases other personal and organizational costs like health care and expenses related to absenteeism.

Stress and adversity are not going to disappear, so a person's ability to become more resilient to life's challenges is more important than ever. Research shows that highly resilient people respond to challenges with flexibility, bounce back from challenges, and even find opportunities within workplace stress. They perform more effectively in their jobs, are healthier, are more engaged with their work, and have higher commitment to their organizations. The good news for employees and organizations is that resilience can be learned and developed.

TRACOM's Developing a Resilient Mindset course teaches people about the sources of their stress, their response pattern to stress, and practical strategies for altering those responses. The course is based on decades of research on resiliency as well as new and groundbreaking research in neuroscience. Participants will gain insights about themselves and concrete ways to buffer themselves from workplace stressors. They will be able to use these skills immediately to enhance their resilience and improve their job performance.

The Elements of Resiliency

TRACOM's research resulted in a model of resiliency that consists of nine elements, organized into a three-dimensional framework: Filter, Act, and Interact. These three dimensions and nine elements are described below.
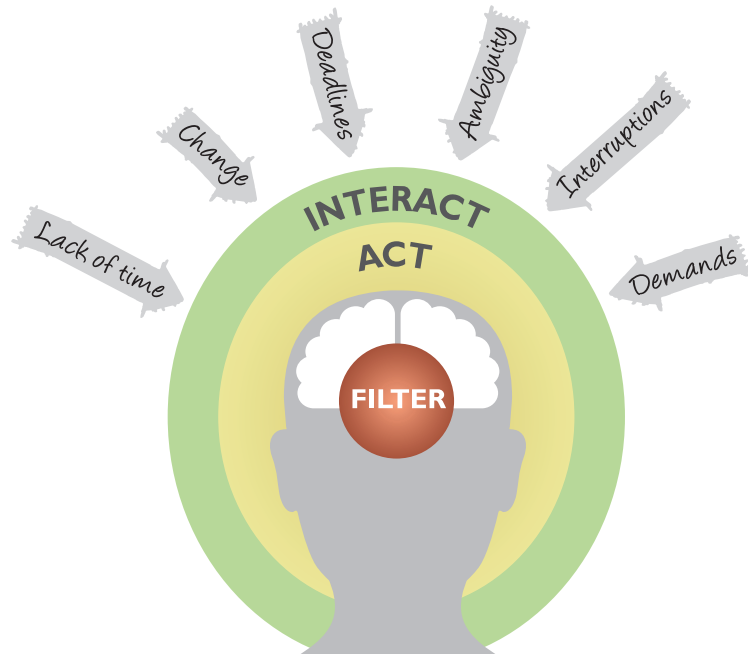
RESILIENT MINDSET MODEL

FILTER — How you filter information and interpret the world.

» **Personal Responsibility** is the belief that successes or failures at work are determined by one's own talents and motivations as opposed to external forces such as luck or good timing.

Those who are high in personal responsibility believe they control their own destiny and attribute events to their own traits. Rather than relying on external factors such as luck to achieve objectives, they look inward to their own talents and motivations and attempt to exert control over situations.

» **Realistic Optimism** is the tendency to see the world in a positive way but remain grounded in reality.

Those with realistic optimism expect the future to be good, but they remain aware that challenges may arise and things won't always go as expected. This kind of mild optimism is a crucial aspect of resiliency because it instills people with motivation while allowing them to anticipate and plan for challenges.

» **Personal Beliefs** is the sense that life has deep meaning and purpose. Personal beliefs may take the form of religious observance, spirituality, or devotion to a particular value system or cause.

People with a high degree of personal beliefs sense that they have a calling and feel connected to causes or values they believe are larger than themselves.

2

ACT — How you handle challenges.

» **Self-Assurance** is the belief in oneself to successfully perform at work.

People with high self-assurance have confidence in their professional skills and their ability to deal with challenges. Because of this strong self-belief, they approach challenges and shifts in demands without loss of enthusiasm. A strong sense of self-assurance enhances people's motivation, commitment, and engagement with their work.

» **Self-Composure** is the ability to manage stress and remain calm under pressure.

Those who are high in self-composure deal with challenges rationally without allowing their emotions to take over and drive decisions.

» **Problem Solving** is the ability to plan and resolve problems effectively.

Those with a high degree of problem-solving ability generate innovative solutions to problems. They take the time to gather relevant information and plan carefully, using reason, logic, and creativity to make decisions.

» **Goal Orientation** is the tendency to set appropriate goals, monitor progress on those goals, and adjust behavior accordingly.

Those who are high in goal orientation set ambitious goals and work hard to achieve them, monitoring themselves and regulating their behavior along the way.

INTERACT — How you communicate and connect with others.

» **Courageous Communication** is the tendency to communicate with others in a candid and courageous way in the face of difficulty.

Courageous communicators freely and effectively share their ideas with others, ask questions others might be afraid to ask, and confront problems directly. This skill is critically important for resolving relational conflicts and differences in viewpoints, and allows people to move towards their goals efficiently.

» **Social Support** is the perception that one is part of a supportive social network. This includes having close confidants and people with whom one can discuss problems.

People with a high level of social support feel that they have close confidants who provide comfort and assistance during difficult times.

3

Learning Approaches

The Developing a Resilient Mindset course uses a combination of approaches to ensure that the participants are provided with an effective learning experience. These include:

Lecture
Some lecture is necessary to present the conceptual knowledge of the Resilient Mindset Model in an effective and efficient manner.

Large and Small Group Discussion
Ample time is incorporated into the session to encourage an interactive exchange of questions, comments and concerns among the participants.

Exercises
Exercises provide for the active involvement of the participants throughout the session and for the beginning of skill development.

Adaptive Mindset for Resiliency Multi-Rater Profile Report
Participants receive results of a multi-rater survey that was completed as pre-work. Their Multi-Rater Profile Report will give specific feedback on each element of resiliency.

Materials and Preparation

IMPORTANT ACTION REQUIRED: Download all facilitator resources (slide deck, handouts, et al) for this program at:

Teach-drm.com

To ensure a successful program:

- Read the facilitator guide in its entirety.
- Become familiar with all materials, including the Participant Workbook.
- Review the Session Status Report so you'll know the profiling status of all class participants.
- The PowerPoint presentation contains audio. Ensure that your session location has speakers to connect to your computer or that your computer's volume is adequate. Scripts of the audio sections are provided in the facilitator guide if you prefer to read these to the group.

If you are teaching virtually, familiarize yourself with the technology and use multiple screens so you can see the learners along with the PowerPoint deck. Keep people engaged by using the "chat" feature and interactive exercises.

Suggested Agenda

Time	Topic
8:30 am	**Introduction** • Welcome, Logistics, Agreements, Agenda, Objectives • Participant Introductions • Resilience Activity • What is Resilience and Why Does it Matter? • Resilience Benefits Exercise • Change Exercise
9:30	**Emotions, Behavior, and the Brain** • Our Negativity Bias • Our Emotional and Logical Brain • Happiness Set-Point
10:20	**Elements of Resiliency** • What Does Resiliency Look Like? • Resilient Mindset Model
11:05	**Resilient Mindset Multi-Rater Profile Report** • Profile Description • Multi-Rater Profile Discussion/Breakout • Resiliency Road Map
11:55	*Lunch*
12:55 pm	**Strategies for Developing Resiliency** • CAB/CAR and DRAINING • Developing Mindfulness • Acting "As If" • Developing Gratitude • Giving • Setting Ambitious Goals • Building Resilience in Your Team • The GROW Model • Building Resilience Summary
4:20	**Session Summary** • Summary and Headline Activity • Next Steps and Close
4:40 pm	**Session Conclusion**

Visual #1

Visual #2

Introduction

(60 Min)

WELCOME, LOGISTICS, AGREEMENTS, AGENDA, OBJECTIVES — 10 MIN

! VISUAL #1

Welcome

WELCOME participants and introduce yourself as the facilitator.

SAY Welcome and thank you for enrolling in this session on resiliency. I believe the knowledge and strategies you learn today will be extremely valuable in your career. You will learn how you can adapt successfully to changes in the workplace, find opportunities in challenges, and enjoy a more rewarding career.

This session provides an introduction to the fundamental concepts of resiliency. You'll also receive feedback from your multi-rater resiliency questionnaire to help you become aware of your own skills and areas where you can improve.

We will take a few minutes a little later to introduce everyone to one another.
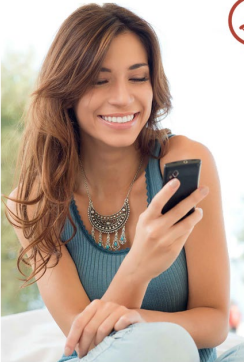
! VISUAL #2

Logistics

REVIEW the logistics:

- Restroom locations
- Two 10-minute breaks and lunch
- Emergency exits
- Other items

Visual #3

Agreements

- Be present and participate
- Phone etiquette
- Ask questions

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Visual #4

- What is resilience and why is it important?
- What holds us back from being resilient?
- Strategies for enhancing resilience

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! VISUAL #3

Agreements

SAY I want to ensure that each of you benefits as much as possible from what we present and discuss in this training. Here are some of the expectations we should have for one another during this session:

- Be present and participate. This means you should be engaged in our discussions and be cooperative during our activities. If you plan to take notes on a tablet or laptop, please refrain from reading through email or Internet sites.

DESCRIBE the phone and laptop etiquette. This will vary depending on the organization; however, you can generally ask that participants turn off or silence their phones. If participants need to make a phone call or answer an urgent email, ask that they leave the room.

SAY I also encourage you to ask questions. Participant questions often lead to fascinating discussions.

! VISUAL #4

Agenda

SAY This session will be divided into three main sections. First, you will learn about what resiliency is and why it's important. Then, we will gain deeper insight into our mindset and what holds us back from being as resilient as we could be. Finally, we will learn about six strategies that have been shown to have a profound influence on people's resiliency.

9

Visual #5

Objectives

- Recognize your personal stress and the effect it has on your behavior.

- Identify your own strengths in terms of personal resilience.

- Enhance resilience in yourself and others using certain key strategies.

5

Visual #6

Introductions

- Your name
- Title/team/department
- What does "resilience" mean to you?

6

VISUAL #5

Objectives

SAY Upon completion of this session, you should be able to:

- Recognize your personal stress and the effect it has on your behavior.
- Identify your own strengths in terms of personal resilience.
- Enhance resilience in yourself and others using certain key strategies.

VISUAL #6

PARTICIPANT INTRODUCTIONS — 10 MIN

SAY I introduced myself briefly a few minutes ago. Now it's your turn. Let's go around and please tell everyone:

- Your name
- Your title, team and/or department
- What 'resilience' means to you

Visual #7

Obstacle Course!

7

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ADAPTIVE MINDSET
FOR RESILIENCY

VISUAL #7

RESILIENCE ACTIVITY — 20 MIN

Obstacle Course

SAY Now we will have an activity to set the context for our discussions on resilience.

FACILITATOR INSTRUCTIONS: Have the participants pick one person who will agree to be blindfolded and participate in an obstacle course. After blindfolding this person with the provided eye mask, scatter the "Automatic Thoughts" cards from one end of the room to the other. Inform participants that the purpose of this exercise is to get the blindfolded person from one end of the room to the other and then back without stepping on the cards. Those participants who are not blindfolded can help coach (verbal instructions only) the blindfolded person through the course.

Once the blindfolded person gets to one end of the room, have him/her turn around and start moving toward the other end. This time, introduce more obstacles. For these obstacles, we have a "challenge" ball with different stressors and pictures written on it (e.g., "unrealistic deadlines" "downsizing"), a "behavior" ball and an "emotions" ball with different stress-related responses written on each (e.g., "complain," "withdraw," "attack," "anger," "anxiety," etc.). As the blindfolded person starts moving back toward the start point, place these balls in front of them and continually put them in their path. To add an additional challenge, have multiple people provide instructions, creating a chaotic environment.

NOTE: There are three different "challenge" balls: one for managers/leaders, one for sales, and one for individual contributors or a more universal audience. Choose the "challenge" ball that best fits your audience and the challenges they are facing.

IMPORTANT: For safety, instruct teams that one person should be physically close to the blindfolded person at all times to prevent them from falling or injuring themselves. This person should be physically capable of helping the blindfolded person. Tell this person to remain silent; they are not allowed to verbally assist.

DEBRIEF the activity. After the blindfolded person completes the course, put the room back in order and ask the following questions:

- What was most challenging about this task?
- What are the skills required to perform well in this task?

SAY This activity was a metaphor for the difficulties of navigating a turbulent and complex workplace environment. Through this exercise, we can see that resilience, or people's capacity to adapt to change, adversity, and stressors, is one of the most important attributes for thriving in the workplace.

DIRECT PARTICIPANTS' ATTENTION to the "challenges" ball. Point out the text and images on this ball and tell them these are common stressors we face at work. Ask them if they face any of these in their current roles. At this point, you can have a discussion about common stressors facing participants in this session. Initiate a discussion around some of these challenges, as appropriate. For example, "unrealistic deadlines" might be a significant challenge for your group. Ask what kinds of emotions and consequences this challenge has for the group, how it affects their performance, their team, and so on. State that these are some of the issues that will be grappled with during the session and that participants will learn strategies to more effectively handle the challenges they are facing.

Then direct participants' attention to the "behaviors" and "emotions" balls. Explain that the text and pictures represent common reactions to stress. Reiterate that these are common ways that people respond to stress and challenges at work. An important component of the program is to help people alter these reactions to be more positive, proactive, and productive. Let them know that the "automatic thoughts" cards won't make much sense now, but they will be explained later in the course.
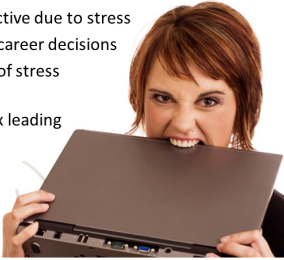
NOTE: At appropriate points during the course, refer to these materials. You may want to place them on participants' tables.

Visual #8

Today's Workplace

69% — work is significant source of stress

51% — say they are less productive due to stress

52% — say that stress impacts career decisions

#1 — Job pressure top cause of stress in the United States

SIX — Stress is linked to the six leading causes of death

Research Reference:
(Stress Statistics, 2014)
(American Psychological Association Practice Organization, 2010)
(American Psychological Association, 2009)
(American Psychological Association, 2007)
(Sapolsky, 1996)
(Schneiderman, Ironson, & Siegel, 2005).

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8

ADAPTIVE MINDSET
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WHAT IS RESILIENCE AND WHY DOES IT MATTER? — 5 MIN

! VISUAL #8

Today's Workplace

SAY The toll that workplace uncertainty and stress takes on employees and organizations is great. Look at these facts:

- 69% of employees report that work is a significant source of stress and 41% say they typically feel tense or stressed-out during the workday (American Psychological Association, 2009).

- 51% of employees say they are less productive at work as a result of stress (American Psychological Association, 2009). For example, they have difficulty focusing on tasks, they make more errors, or miss deadlines.

- 52% of employees report that they have considered or made a decision about their career such as looking for a new job, declining a promotion, or leaving a job based on workplace stress (American Psychological Association, 2007).

- Job pressure (coworker tension, bosses, work overload) is cited as the #1 cause of stress in the United States (American Psychological Association, 2013).

- Stress is linked to the six leading causes of death: heart disease, cancer, lung ailments, accidents, cirrhosis of the liver, and suicide (PsychCentral.com).

Research References:

(2014). Stress Statistics. Retrieved from http://www.statisticbrain.com/stress-statistics/.

American Psychological Association Practice Organization. (2010). Psychologically healthy workplace program fact sheet: By the numbers. Retrieved from http://www.phwa.org/dl/2010phwp_fact_sheet.pdf.

American Psychological Association. (2009). Stress in America 2009. Retrieved from http://www.apa.org/news/press/releases/stress-exec-summary.pdf.

American Psychological Association. (2007). Stress in America 2007. Retrieved from www.apa.org/pubs/info/reports/2007-stress.doc.

Sapolsky, R. M. (1996). Stress, glucocorticoids, and damage to the nervous system: The current state of confusion. Stress, 1, 1–19. doi:10.3109/10253899609001092.

Schneiderman, N., Ironson, G., & Siegel, S. D. (2005). Stress and health: Psychological, behavioral, and biological determinants. Annual Review of Clinical Psychology, 1, 607– 628. doi:10.1146/annurev. clinpsy.1.102803.144141.

Visual #9

Visual #10

! VISUAL #9

What is Resilience?

SAY I started with the bad news because this is the reason this resiliency course is so important. Dr. Peter Kramer, a psychiatrist and author, says that the opposite of depression isn't happiness, but resilience. Resilience allows you to remain strong, energetic, optimistic, and committed in the face of difficulty.

CLICK through the first animation.

SAY Resilience means being flexible and adaptable to change.

CLICK through the second animation.

SAY It means finding opportunity for growth within challenges.

CLICK through the third animation.

SAY Resiliency isn't simply bouncing back; it's using adversity to gain knowledge and skills and bounce forward. The ability to bounce forward and grow from adversity is the hallmark of resilient individuals.
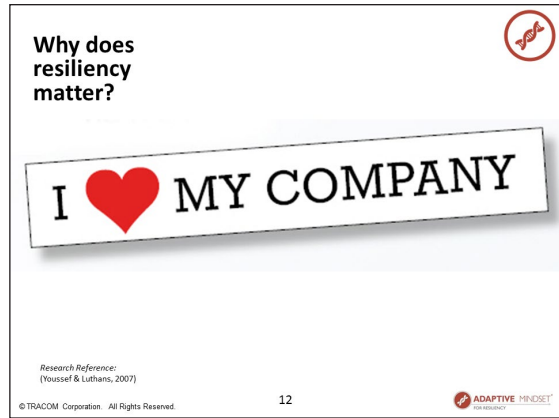
! VISUAL #10

Why Does Resiliency Matter?

SAY In a turbulent work environment, resilience is one of the most important human attributes for thriving. Many scholars and business leaders insist that resilience is a key distinguishing feature between those who make a powerful impact with good ideas and those who don't; those who succeed and those who fail. Research shows that resilience is linked to key outcomes.

19

Visual #11

Visual #12

VISUAL #11

Why Does Resiliency Matter? — Good Job!

SAY Resilient individuals adopt active approaches to adversity and view stress in a positive way, which leads to improved job performance.

Research Reference:

Luthans, F., Avolio, B., Avey, J. B., & Norman, S. M. (2007). Psychological capital: Measurement and relationship with performance and job satisfaction. Personnel Psychology, 60, 541–572.

Youssef, C. M., & Luthans, F. (2007). Positive organizational behavior in the workplace: The impact of hope, optimism, and resilience. Journal of Management, 33, 774–800.

Resilience Alliance (2011). Predicting call center performance. Unpublished technical report.

VISUAL #12

Why Does Resiliency Matter? — I Love My Company

SAY Resilient people are more committed to their organizations. Commitment is negatively related to tardiness, absenteeism and, obviously, turnover. Commitment also leads people to voluntarily engage in behaviors that promote effective functioning of the organization (e.g., altruism, courtesy, conscientiousness, etc.)

Research Reference:

Youssef, C. M., & Luthans, F. (2007). Positive organizational behavior in the workplace: The impact of hope, optimism, and resilience. Journal of Management, 33, 774–800.
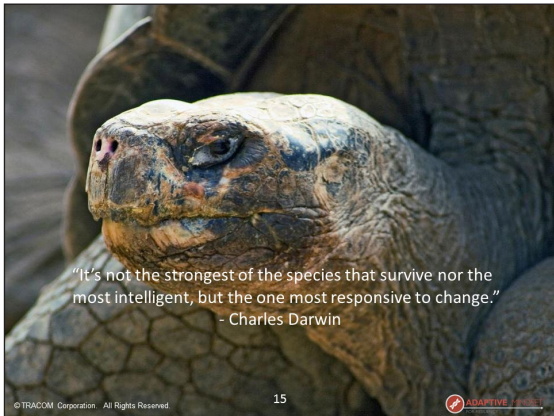
Visual #13

Visual #14

Visual #15

▶ VISUAL #13

Why Does Resiliency Matter? – Work-Life Integration

SAY Resilience is also associated with better work-life integration. This outcome is something that's probably very relevant to you. People are always looking for ways to manage stress and be more engaged in both spheres of life.

Research Reference:

Siu, O., Hui, C., Phillips, D. R., Lin, L., Wong, T., & Shi, K. (2009). A study of resiliency among Chinese health care workers: Capacity to cope with workplace stress. Journal Of Research In Personality, 43(5), 770-776. doi:10.1016/j.jrp.2009.06.008.

▶ VISUAL #14

Why Does Resiliency Matter? — Embraced Change

SAY Those who are resilient are also more likely to accept and even embrace changes, seeing change as a chance to grow and learn.

Research Reference:

Shin, J., Taylor, M.S., & Seo, M. (2012). Resources for change: The relationships of organizational inducements and psychological resilience to employees' attitudes and behaviors toward organizational change. Academy of Management Journal, 55(3), 727-748.

▶ VISUAL #15

Tortoise

(Darwin Quote)

ASK What quote is Charles Darwin most known for?

ANSWER "Survival of the fittest. The strongest of the species survive."

But, Darwin is one of the most misquoted figures in history. What he actually said was,

"It's not the strongest of the species that survive nor the most intelligent, but the one most responsive to change."

So, even in biological and evolutionary terms, Darwin understood the importance of resiliency.

Visual #16

Developing a Resilient Mindset Participant Workbook
Page 3

Participant Workbook

RESILIENCE BENEFITS EXERCISE

Based on what you've learned about resilience so far, complete the following sections:

◼ What are your most stressful challenges at work?

_____
_____
_____
_____
_____

◼ If everyone on your team enhanced their resiliency, what would that look like on a daily basis?

_____
_____
_____
_____
_____

◼ What do you hope to get out of this course?

_____
_____
_____
_____
_____

3

! ▶ VISUAL #16

RESILIENCE BENEFITS EXERCISE — 10 MIN

SAY Based on what we've discussed about resilience so far, what it is and why it is important, turn to page 3 in your workbook and complete the questions listed there. These questions ask you to think about how improved resilience could help you in your career. You will have 10 minutes for this activity – 5 minutes to answer the questions and then another 5 minutes to share your answers with a partner.

TIP: If participants are composed of intact teams, encourage the team members to share their responses with their teams. Let participants know when they have two minutes left.

! ▶ EXERCISE

CHANGE EXERCISE — 5 MIN

ASK participants to pick a partner and stand face-to-face, staring at each other for 1 minute. Then, have participants turn around so they are back-to-back and make three changes to their appearances. Then partners will turn back around and try to identify what changes have been made in the other person.

DEBRIEF THE EXERCISE:
SAY In this exercise; we learned a few things. First, change is uncomfortable. When you faced each other, many of you started to giggle nervously or felt awkward. Second, most of you took pieces of clothing off, rather than putting clothing on, meaning you thought change meant giving up or losing something. Finally, most of you made the change yourself rather than asking others to help. You believed that change meant doing everything on your own.
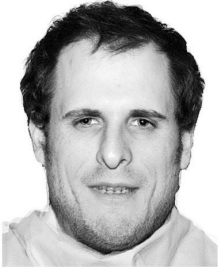
25

Visual #17

What Do You See?

17

Visual #18

What Do You See?

18

Visual #19

What Did You See?

19

Emotions, Behavior, and the Brain

(50 Min)

OUR NEGATIVITY BIAS — 25 MIN

VISUAL #17

What Do you See?

SAY Before we move on, let's do a little exercise. I want you to turn to page 6 in your workbook and write down the emotion(s) you see expressed on this woman's face.

TIP: If participants already went through Behavioral EQ training, just review the negativity bias quickly.

VISUAL #18

What Do you See?

SAY Please do the same for this man. What emotions do you see expressed on his face?
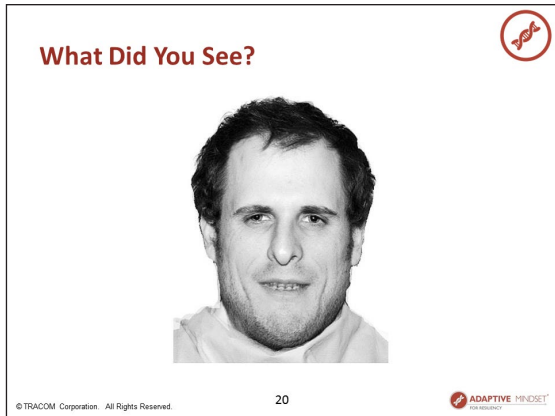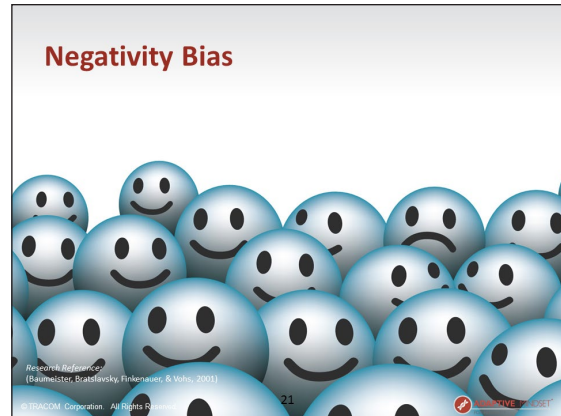
VISUAL #19

What Did you See?

SAY What kinds of emotions did you see expressed on her face?

CAPTURE the responses. It is likely that most responses will be negative emotions (hostile, frustrated, etc.)

Visual #20

Visual #21

Visual #22

! ▶ VISUAL #20

What Did you See?

SAY What kinds of emotions did you see expressed on his face?

CAPTURE the responses. It is likely that most responses will be negative emotions (hostile, frustrated, etc.).
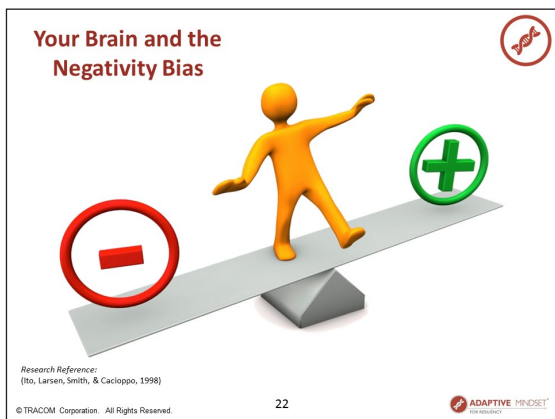
SAY These faces are designed to be ambiguous. In other words, they are a mix of both positive and negative expressions. Some people saw positive expressions, but the tendency was to interpret these faces negatively rather than positively. This is an illustration of the negativity bias.

! ▶ VISUAL #21

Negativity Bias

SAY This exercise shows that humans are hard-wired to focus on negative, unpleasant information compared to positive information. An area of the brain largely responsible for the negativity bias is the amygdala. This tiny almond-shaped brain region uses about two-third of its neurons seeking out negative information.

Research Reference:

Baumeister, R. F., Bratslavsky, E., Finkenauer, C., & Vohs, K. D. (2001). Bad is stronger than good. Review of General Psychology, 5(4), 323-370.

! ▶ VISUAL #22

Your Brain and the Negativity Bias

SAY There is a lot of research to support this negativity bias. In a study, researchers showed participants pictures of positive, negative, and neutral stimuli and found that electrical activity in the cerebral cortex was stronger toward the negative stimuli compared to positive or neutral stimuli. So, we are wired to focus on negative things.

Research Reference:

Ito, T. A., Larsen, J. T., Smith, K. N., & Cacioppo, J. T. (1998). Negative information weighs more heavily on the brain: The negativity bias in evaluative categorizations. Journal of Personality and Social Psychology, 75, 887-900.
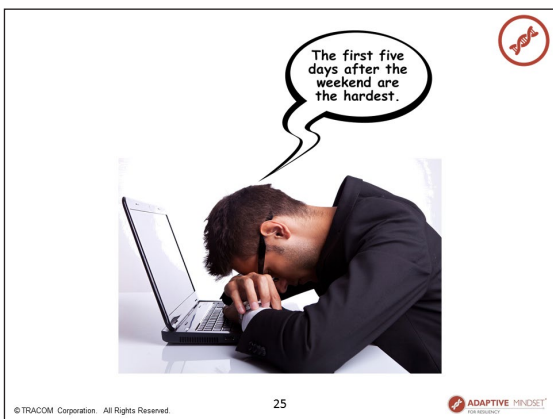
Visual #23

Visual #24

Visual #25

⚠ VISUAL #23

Dictionary

SAY This negativity bias is even evident in our language. For example, of the 558 emotion words in the U.S. English language dictionary, 62% of them are negative and only 38% of them are positive. And, of the most common emotion words that people use, 70% of them are negative. This means that we have a more complex and varied way of conceptualizing negative feelings compared to positive ones.

Research Reference:

Averill, J. R. (1980). On the paucity of positive emotions. In K. R. Blankstein, P. Pliner, & J. Polivy (Eds.), Advances in the study of communication and affect, Vol. 6 (pp. 7–45). New York: Plenum.

⚠ VISUAL #24

Mood Hangover

ASK If you have a good day, are you in a good mood the next day? What about when you have a bad day?

SAY There's evidence that having a bad day is associated with lower well-being the following day, but having a good day is not associated with higher well-being the following day. So, bad events have effects that are not only stronger but longer-lasting compared to good events.

Research Reference:

Sheldon, K. M, Ryan, R., & Reis, H. T. (1996). What makes for a good day? Competence and autonomy in the day and in the person. Personality and Social Psychology Bulletin, 22, 1270-1279.
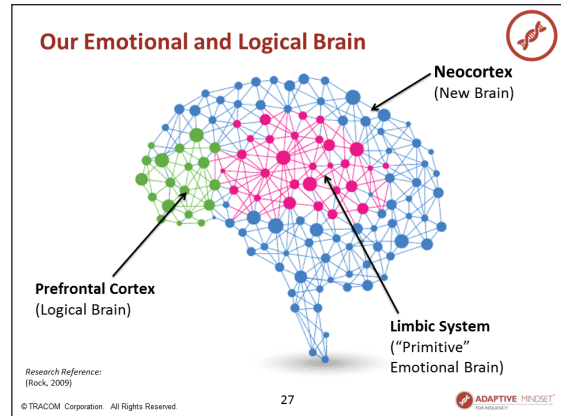
⚠ VISUAL #25

The first five days after the weekend ...

SAY This negativity bias has a strong influence over us. Even when we experience a lot of positive events in our day, one negative event can dramatically affect our mood. Negative events are more likely to draw our attention and have a stronger and more long-lasting impact on us. This negativity bias means that we feel overwhelmed, we see threats where none exist and we fail to see opportunity in adversity.

Visual #26
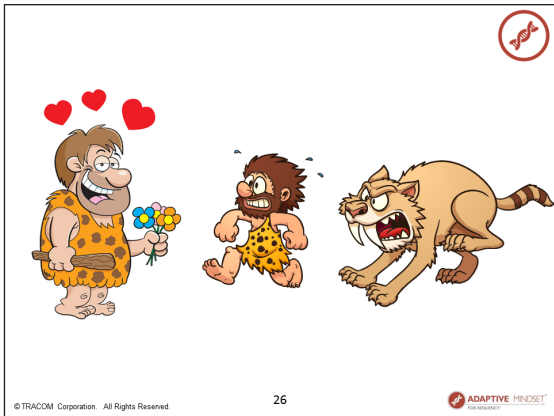
Visual #27

◆ VISUAL #26

Who Survives?

SAY Why are we built with more sensitivity to negative news than positive news? Well, this bias has an evolutionary basis.

ASK I want to do a thought exercise with you. Imagine you are in prehistoric times and you hear the growl of a sabertooth tiger. What do you feel? What do you do?

EXPLAIN Answer: Your body engaged in an incredible stress response. The amygdala fired, releasing adrenaline and other stress hormones into your blood stream. Your heart rate, breathing, and blood pressure all increased. This stress response was a very adaptive mechanism for survival – it mobilized you for an instantaneous fight or flight response.

ASK So, which of these characters do you think survived the ordeal? The guy running for his life or the guy dreaming about the cavegirl next door?

SAY The concern of ancient people was not in the pleasures of life or in seeking out opportunities and rewards. They needed to respond quickly to threats that were immediate and imminent such as attacks from sabertooth tigers or natural disasters. Those who survived were those who could best focus on dangers and avoid them.

◆ VISUAL #27

OUR EMOTIONAL AND LOGICAL BRAIN — 20 MIN

SAY This negativity bias and automatic "fight or flight" response comes from this ancient part of our brain which we refer to as the "emotional brain" and, in particular, a tiny almond-shaped structure within this region called the amygdala. Later in evolution, we developed the neocortex. This is the gray wavy matter that we picture when we imagine the brain and it is responsible for higher mental functions in humans. The most developed portion of the neocortex is the prefrontal cortex. The prefrontal cortex helps us be logical, rational, and solve problems. It's more conscious and deliberate and operates at a slower rate compared to the emotional brain, but it is critical to who we are and it is the part of our thinking that we wish was in control more often.

There are direct neural connections between the prefrontal cortex (i.e., our logical brain) and the emotional brain. This means that we can use the prefrontal cortex to manage the emotional brain; thus building resiliency. By training our prefrontal cortex to exert control over our emotional brain during stressful times, we can generate more positive circuitry in our brain.

Research Reference:

Rock, D. (2009). Your brain at work. Harper Collins Publishers: New York, NY.
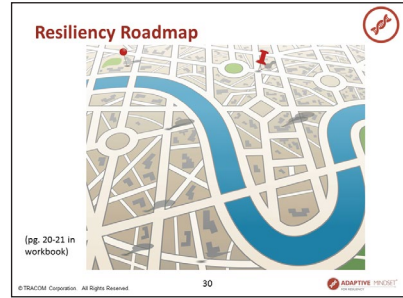
Visual #28

Visual #29

Visual #30

Workplace Amygdala Triggers
- Lack of respect
- Unfair treatment
- Underappreciated
- Not heard
- Unrealistic deadlines

Research Reference: (Goleman, 2011)

Resiliency Roadmap

(pg. 20-21 in workbook)

Developing a Resilient Mindset Participant Workbook
Pages 20-21

Resiliency Road Map

Stressor	Emotion and Intensity (1-10)	Behavior	Ideal Vision
• I'm spread too thin. I have too many different tasks to complete and too little time.	• Frustration (8) and Anxiety (8)	• I isolate myself. I don't spend as much time with co-workers, friends, and family as I'd like to spend.	• People wouldn't be able to notice my stress... would... effect... my d... and c... witho... sacrifi... relati... with... and f...

M Mindfulness
What will you do daily to be mindful?

_____
_____
_____

G Gratitude
What will you do to express gratitude daily? Weekly?

_____
_____
_____

ACT Act "As If"
Situations where a powe... help you:

Attending a meeting

Presenting to a group

Speaking on the phone

Visiting a client

20

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Strengths	Automatic Thoughts	Active Thinking & Realistic Response
• Goal orientation, personal responsibility, and personal beliefs	1. If I don't meet these demands, I will be fired. 2. I was able to deal with these kinds of stressors in the past, but I can't do it again.	1. If a few deadlines have to be pushed back or if I have to delegate responsibilities, my boss will understand. 2. I was able to deal with these kinds of stressors in the past, and I can do it again.

List other situations where a power pose will help you:

_____
_____
_____

G Goal Setting
What process goals will you meet each day? Week?

_____
_____
_____

GIVE Giving
List ways you can practice giving in your workplace.

_____
_____
_____

21

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34

⚠ VISUAL #28

High Road/Low Road

SAY A way to think of this, instead of emotional brain and prefrontal cortex, is "low road vs. high road."

The low road is easy, takes no effort, but it's dangerous. You might have some fender-benders and might injure others.

The high road requires more thought and effort, but you'll get where you're going without wrecking your car or running over pedestrians.

⚠ VISUAL #29

Workplace Amygdala Triggers

SAY In modern times physical threats are less common - threats are more psychological (e.g., threats to our self-esteem, threats to our sense of control, etc.), but they still trigger this strong negative emotional response and this ancient, obsessional part of the brain still exerts control over us. Therefore, even when we experience a lot of positive events in our day, one negative event can dramatically affect our mood. Negative events are more likely to draw our attention and have a stronger and more long-lasting impact on us.

Research shows these are the top five workplace amygdala triggers.

CLICK through the animation on the slide to reveal the five amygdala triggers. Research

Research Reference:
Goleman, D. (2011). The brain and emotional intelligence: New insights. More than Sound, LLC: Northampton, MA.

⚠ VISUAL #30

Resiliency Roadmap

SAY Now, I want you to turn to page 20 in your workbooks and take a look at the roadmap. We will be visiting this roadmap throughout the day. By the end of the day, the roadmap will become your personalized plan for enhancing resiliency. Start by completing the left-hand side of the resiliency roadmap. That is, I want you to write down a current stressor, the emotions you have around that stressor and the intensity of those emotions, your behavior in response to this stressor, and your ideal vision for how you would respond to this stressor. An example has been inserted on the resiliency roadmap to provide guidance.

TIP: You may want to read the example from the workbook out loud.

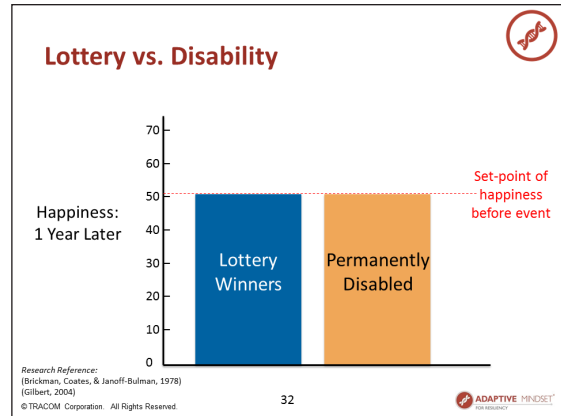Allow participants five minutes to complete this activity.

35

Visual #31

Given a choice, would you rather...

?

31

Visual #32

Lottery vs. Disability

Happiness:
1 Year Later

Set-point of happiness before event

Lottery Winners

Permanently Disabled

Research Reference:
(Brickman, Coates, & Janoff-Bulman, 1978)
(Gilbert, 2004)

32

HAPPINESS SET-POINT — 5 MIN

⚠▶ VISUAL #31

Given a choice, would you rather...

SAY In light of what we've learned so far, consider a question. I want you to contemplate two hypothetical events: winning the lottery or getting into an accident that leaves you permanently disabled.

ASK Which would you prefer? Which would make you happier?

⚠▶ VISUAL #32

Lottery vs. Disability

SAY Well, there are data on these two groups of people and, perhaps contrary to your expectations, this is what the happiness level of lottery winners and those who become permanently disabled looks like one year after the event. Studies show that, if the event happened more than three months previous to the study, it didn't have any bearing on the subjects' happiness.

In fact, research has determined that we each have a "set-point" of happiness that we gravitate to after life-changing events. Each person tends to have a natural level of happiness – some people are naturally happier than others. People experience a rise in happiness when good things happen and a decline in happiness when bad things happen, but these events do not affect your set-point of happiness over the long run. After a short while, you tend to adapt to your circumstances and return to your natural baseline of happiness. We have greater potential for resiliency than we realize.

Research Reference:

Brickman, P., Coates, D., & Janoff-Bulman, R. (1978). Lottery winners and accident victims: Is happiness relative? Journal of Personality and Social Psychology, 36, 917-927.

Gilbert, D. (2004, Feb). The surprising science of happiness [Video File]. Retrieved from http://www.ted.com/talks/dan_gilbert_asks_why_are_we_happy?language=en.

37

Visual #33
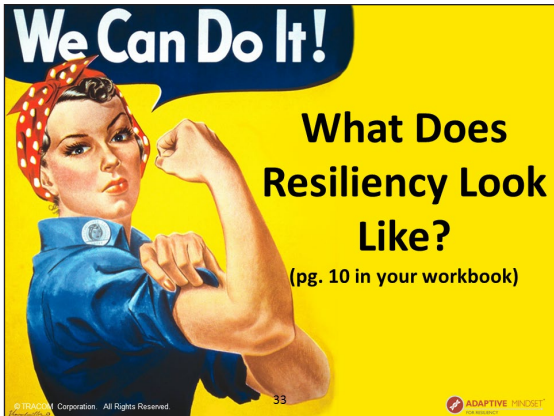
Developing a Resilient Mindset Participant Workbook
Page 10

WHAT DOES RESILIENCY LOOK LIKE?

Think of people you know who are highly resilient. They can be people you know personally or well-known public figures. List the qualities or characteristics that make them resilient.

■ List of resilient people.

_____
_____
_____

■ Behaviors of resilient people.

_____
_____
_____

■ In your opinion, what song(s) represent(s) the traits of resilient people?

_____

■ What is your slogan for resiliency?

_____

■ Draw a picture that represents resiliency.

10

Elements of Resiliency
(45 Min)

WHAT DOES RESILIENCY LOOK LIKE? — 20 MIN

> ! **VISUAL #33**

SAY In this next activity, we will explore what resiliency looks like. Please divide into groups of 4 or 5 and turn to page 10 in your workbook. Think of people you know personally or well-known public figures who are resilient (that is, people who are have gone through challenges and emerged stronger). Write these people down.

Then, as a group, write out five behaviors/action statements that are most illustrative of resilient people. What do resilient people do? These actions should be observable.

Each group will also choose a song that represents resiliency, come up with a slogan for resiliency, and draw a picture that represents resiliency. I will hand out flip chart paper for each group. You can write your action statements and slogan, and draw your picture on this piece of paper. When each group is done, members will stick their paper to the wall, and present their action statements, picture, slogan, and song choice to the larger group.
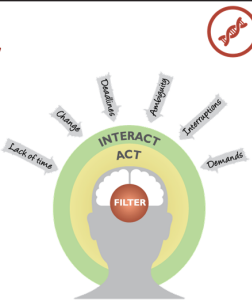
During your presentation, make sure you explain why you chose each symbol (statements, picture, and song).

TIP: Keep participants updated on time.

Visual #34

Visual #35

Visual #36

RESILIENT MINDSET MODEL — 25 MIN

⚠ VISUAL #34

Elements of Resiliency

SAY We've done research on this and we've found that resilience is composed of nine elements, which can be categorized into a broader three-dimensional framework – 1) Filter - how you filter information and interpret the world (this is very internal and not directly observable by others), 2) Act - how you handle challenges (more observable), and 3) Interact – how you communicate and connect with others (this is the most observable dimension). This visual is on page 11 of your workbooks.
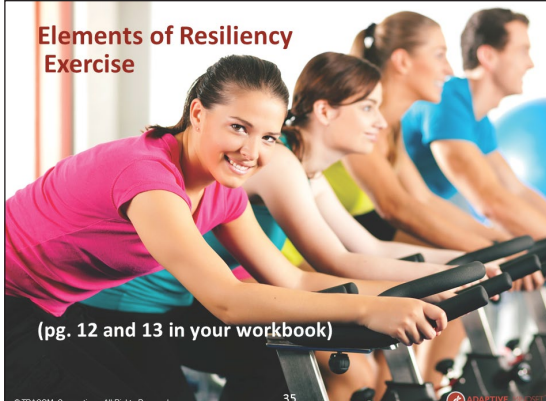
⚠ VISUAL #35

Elements of Resiliency Exercise

SAY I'm going to divide you up into three tables. At each table, you will be responsible for one of these three broad dimensions (Filter, Act, or Interact). After reading about each of the elements within that dimension on pages 12 and 13 of your workbooks, I want you to summarize each element. Provide a definition and come up with a person (either someone you know personally or a public figure) who exemplifies each element. Alternatively, you can take one of the resilient people from the previous exercise and describe how they did or did not display these characteristics.

⚠ VISUAL #36

BREAKOUT GROUPS — 15 MIN

DIVIDE participants into three groups. Allow 15 minutes to meet with their groups. Then allow 10 minutes for all of the groups to report out.

GROUP REPORT OUTS — 10 MIN

TIP: As groups present each element, put the corresponding element slide up so participants can see it. Connect the Model elements back to the resilience descriptions given by the teams in the previous exercise. It is likely these descriptions will foreshadow some of the Model elements.

41

Visual #37

Visual #38

Visual #39

VISUAL #37

Resilience: Filter — Personal Responsibility

NOTE: Group 1 will report out on this element as well as the other two elements within the "Filter" dimension.

FOR THE FACILITATOR'S KNOWLEDGE:
The first element, which is under the Filter dimension, is personal responsibility. Personal Responsibility is the belief that successes or failures at work are determined by one's own talents and motivations as opposed to external forces such as luck or good timing. Those who are high in personal responsibility believe they control their own career destiny and that hard work will allow them to achieve their objectives. When challenges arise, those with high personal responsibility look inward to see how they can exert influence over the situation. They take a more active approach to life and are less prone to depression or stress.

VISUAL #38

Resilience: Filter — Realistic Optimism

FOR THE FACILITATOR'S KNOWLEDGE:
Realistic Optimism is the tendency to see the world in a positive way but also remain grounded in reality. Those who are high in realistic optimism believe the future will be good but anticipate and plan for challenges in case things don't go as expected. For example, a team lead might feel confident that team members will cooperate and turn in high-quality work in a timely fashion, but understands the kind of effort that outcome requires. The lead would also have contingency plans in place in case the team doesn't perform at the level he/she expects.

VISUAL #39

Resilience: Filter — Personal Beliefs

FOR THE FACILITATOR'S KNOWLEDGE:
Personal Beliefs is the sense that life has deep meaning and purpose. Personal beliefs can come from a variety of sources – religious observance, spirituality, a devotion to a particular value system or cause. Those who are high in personal beliefs feel connected to causes they feel are larger than themselves, they sense that they have a calling, and have personal values that bring them comfort. These personal beliefs anchor them in difficult times.

Visual #40

Visual #41

Visual #42

VISUAL #40

Resilience: Act — Self-Assurance

NOTE: Group 2 will report out on this element as well as the other three elements within the "Act" dimension.

FOR THE FACILITATOR'S KNOWLEDGE:

Self-Assurance is the belief in oneself to successfully perform at work. Those who are high in self-assurance have confidence in their professional skills and ability to deal with challenges. They develop a deeper interest in tasks as well as stronger commitment and engagement. Self-assurance also acts as a motivator so those with high self-assurance try harder, persist, and perform better even when demands shift or unexpected obstacles arise.

VISUAL #41

Resilience: Act — Self-Composure

FOR THE FACILITATOR'S KNOWLEDGE:

Self-Composure is the ability to manage stress and remain calm under pressure. Those who are high in self-composure maintain focus and commitment in the face of stressors. They deal with challenges rationally rather than allowing emotions to take over and drive decisions.

VISUAL #42

Resilience: Act — Problem Solving

FOR THE FACILITATOR'S KNOWLEDGE:

Problem Solving is the ability to plan and resolve problems effectively. Those who are high in problem solving find solutions to challenges that others may find overwhelming or excessively complex. They take time to define the problem, gather and organize relevant information, and form an innovative strategy using reason, logic, and creativity.

Visual #43

Visual #44

Resilience: Act

← **Goal Orientation** →

High
• Set appropriate goals
• Regulate themselves
• Evaluate progress

43

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Resilience: Interact

← **Courageous Communication** →

High
• Candid, open, and honest
• Share ideas and ask questions
• Not afraid to engage in difficult conversations

44

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Visual #45

Resilience: Interact

← **Social Support** →

High
• People to confide in
• Share feelings
• Discuss important matters

45

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VISUAL #43

Resilience: Act — Goal Orientation

FOR THE FACILITATOR'S KNOWLEDGE:

Goal Orientation is being goal-focused. Those who are high in goal orientation set ambitious but achievable goals, monitor progress on those goals, and adjust behavior accordingly.

VISUAL #44

Resilience: Interact — Courageous Communication

NOTE: Group 3 will report out on this element as well as the other element within the "Interact" dimension.

FOR THE FACILITATOR'S KNOWLEDGE:

Courageous Communication is the ability to communicate with others in a candid and courageous way. Those who are high in Courageous Communication are open, honest, and share their ideas and questions freely. They approach difficult conversations, even if they are uncomfortable, because these conversations allow them to resolve important issues and move closer to their goals. Dr. William Schultz, a behavior specialist, said "If people in business told the truth, 80 to 90% of their problems would disappear."

VISUAL #45

Resilience: Interact — Social Support

FOR THE FACILITATOR'S KNOWLEDGE:

Social Support is the perception that one is part of a supportive social network. This includes having close confidants and people with whom you can discuss problems. Those who are high in social support do not necessarily have a *large quantity* of relationships, but their relationships are of *high quality*, bringing a sense of belonging, security, and comfort.

47

Visual #46

Discussion

Can you think of people who are resilient (that is, people who have gone through challenges and emerged stronger) but who may not have a high level of all nine resiliency elements?

-What carries them through difficult times?

-Stories?

(pg. 14 in your workbook)

46

Developing a Resilient Mindset Participant Workbook
Page 14

STORIES OF RESILIENCE

Think of people you have known who are resilient (that is, people who have gone through challenges and emerged stronger) but who may not have a high level of all nine resiliency elements. What carries them through difficult times? Do you have any stories to illustrate their weaknesses on any of these dimensions, but also their resilience?

Notes _____
_____
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14

VISUAL #46

Discussion

SAY It's important to mention that you don't need to have all elements of resilience to be a resilient person. Can you think of people who are resilient (people who encountered challenges and adversity and emerged stronger than before) but who may not have a high level of all nine resiliency elements? These can be people you know personally or public figures. What carries them through difficult times? Do you have any stories to share around this?

TIP: As participants discuss, encourage them to take notes on page 14 of their workbooks.

Visual #47

Profile Review and Debrief

47

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Visual #48

Statistical Norms

33.33% of the norm group falls into each category. Your score was compared to the norm group and your results categorized.

Undeveloped Source of Resiliency	Secondary Source of Resiliency	Strong Source of Resiliency
33.33%	33.33%	33.33%

48

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Visual #49

Multi-Rater Profile Report

49

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Resilient Mindset Multi-Rater Profile Report
(50 Min)

PROFILE DESCRIPTION — 15 MIN

> **VISUAL #47**

Profile Review and Debrief

SAY Now that you are familiar with the Resilient Mindset Model, I can describe the multi-rater profile report and then distribute your results.

> **VISUAL #48**

Statistical Norms

SAY Your results are based on statistical norms. This is a sample of working adults who represent the larger population of workers. The performance of these working adults is the benchmark against which your scores were compared. If you scored in the top third, this is considered a strong source of resiliency, if you scored in the middle third, this is considered a secondary source of resiliency, and if you scored in the bottom third, this is considered an undeveloped source of resiliency.

> **VISUAL #49**

Multi-Rater Profile Report

SAY When you receive your profile results, this is what the cover page will look like.

Visual #50
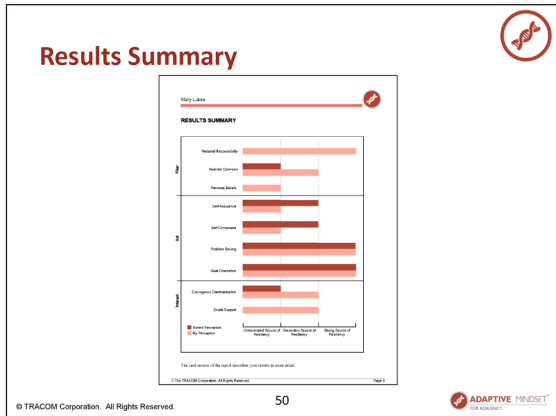
Visual #51
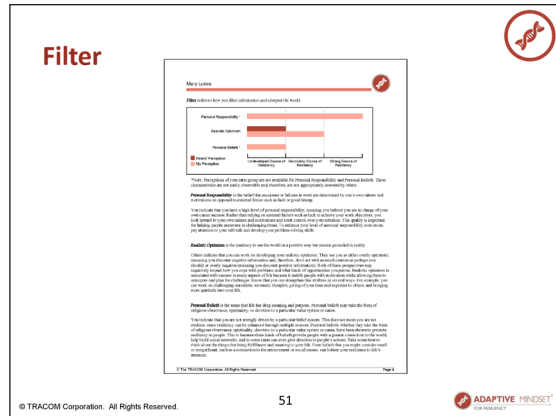
 VISUAL #50

Results Summary

SAY Next, you will see a summary report of how your self-perception compares to your raters' perception according to the nine resiliency elements. Your rater group assessed your standing on six of the nine resiliency factors – Realistic Optimism, Self-Assurance, Self-Composure, Problem Solving, Goal Orientation, and Courageous Communication. These six factors were chosen because they are observable and, therefore, can be accurately assessed by others. The remaining three resiliency factors — Personal Beliefs, Personal Responsibility, and Social Support - are self-assessment only.

So, in this sample profile, this person reported that her Realistic Optimism was a secondary source of resiliency while her raters reported that her Realistic Optimism was an undeveloped source of resiliency. This person reported that her Courageous Communication was a secondary source of resiliency, and her raters reported her Courageous Communication was an undeveloped source of resiliency.

This pattern of results is similar to what we find in the general population. Research shows that people often have inflated self-perceptions and tend to rate themselves higher on questionnaires compared to their raters. So, if there is a discrepancy between your scores and your raters' scores, know that this is common. Also, you asked a particular group of people –your co-workers, boss, customers, etc. or a certain combination of these individuals. Know that your multi-rater results may change depending on the rater group that you use. Also keep in mind humans' negativity bias. Because of the strength of negative experiences, it takes at least three kind or positive acts to overcome just one negative interaction. Because of this human bias, your raters may choose to focus on a few, sparse negative experiences they had with you and this could taint their overall perception. Finally, this is just a snapshot in time – perceptions of your raters at the current moment. Your resiliency skills are developable and, later in this course, you will learn about strategies you can use to enhance several elements of resiliency at once.

 VISUAL #51

Filter

SAY The next few sections of the report describe your results in more detail. You will receive your scores for the Filter, Act, and Interact portion of the Model separately. You can see here, for example, under the Filter dimension, that you have your individual skill scores for Personal Responsibility, Realistic Optimism, and Personal Beliefs.

Visual #52

Definitions and Interpretations of Scores

Personal Responsibility is the belief that successes or failures at work are determined by one's own talents and motivations as opposed to external forces such as luck or good timing.

You indicate that you have a high level of personal responsibility, meaning you believe you are in charge of your own career success. Rather than relying on external factors such as luck to achieve your work objectives, you look inward to your own talents and motivations and exert control over your situation. This quality is important for helping people persevere in challenging times. To enhance your level of personal responsibility even more, pay attention to your self-talk and develop your problem-solving skills.

Realistic Optimism is the tendency to see the world in a positive way but remain grounded in reality.

Others indicate that you can work on developing your realistic optimism. They see you as either overly optimistic (meaning you discount negative information and, therefore, don't act with as much caution as perhaps you should) or overly negative (meaning you discount positive information). Both of these perspectives may negatively impact how you cope with problems and what kinds of opportunities you pursue. Realistic optimism is associated with success in many aspects of life because it instills people with motivation while allowing them to anticipate and plan for challenges. Know that you can strengthen this attribute in several ways. For example, you can work on challenging unrealistic automatic thoughts, giving of your time and expertise to others, and bringing more gratitude into your life.

Personal Beliefs is the sense that life has deep meaning and purpose. Personal beliefs may take the form of religious observance, spirituality, or devotion to a particular value system or cause.

You indicate that you are not strongly driven by a particular belief system. This does not mean you are not resilient, since resiliency can be enhanced through multiple sources. Personal beliefs, whether they take the form of religious observance, spirituality, devotion to a particular value system or cause, have been shown to promote resiliency in people. This is because these kinds of beliefs provide people with a greater connection to the world, help build social networks, and in some cases can even give direction to people's actions. Take some time to think about the things that bring fulfillment and meaning to your life. Even beliefs that you might consider small or insignificant, such as a connection to the environment or social causes, can bolster your resilience to life's stressors.

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52

Visual #53

Results Summary

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53

> **! VISUAL #52**

Definitions and Interpretations of Scores

SAY Following this are detailed interpretations of these scores. These interpretations explain what the scores mean behaviorally. The interpretations are based on your multi-rater scores, if those are available for that dimension.

You will see the same reporting structure for Act and Interact skills.

> **! VISUAL #53**

Results Summary

SAY On the last page, you will see another summary report of your results. Results for each skill area are organized from high to low. This person's raters reported that she has strong Problem Solving and Goal Orientation. We can also see that this person rated herself as strong in Personal Responsibility. Again, the raters did not rate the target individual on Personal Responsibility, Social Support, or Personal Beliefs, so the Personal Responsibility result is based on her own self-assessment.

As you look at your results and develop strategies for improvement, I encourage you to focus on strong sources of resiliency as well as secondary sources of resiliency. Skills in these score categories are already pretty well-developed and they may even come naturally for you. By focusing and optimizing on these skills, you will leverage your unique talents and allow yourself to reach your full potential.
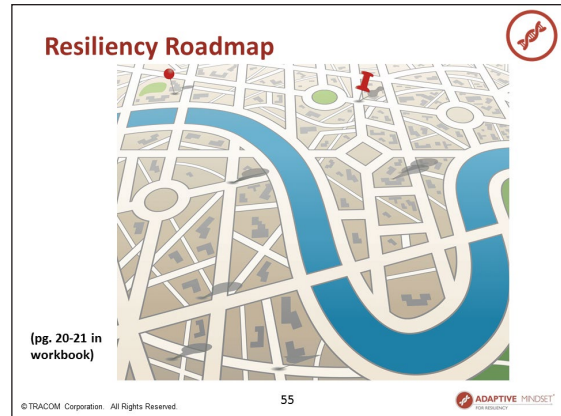
ASK if anyone has any questions.

ASK participants to think about what they would do if they received low feedback in a particular area. Tell them to write their response on page 14 of their workbooks.

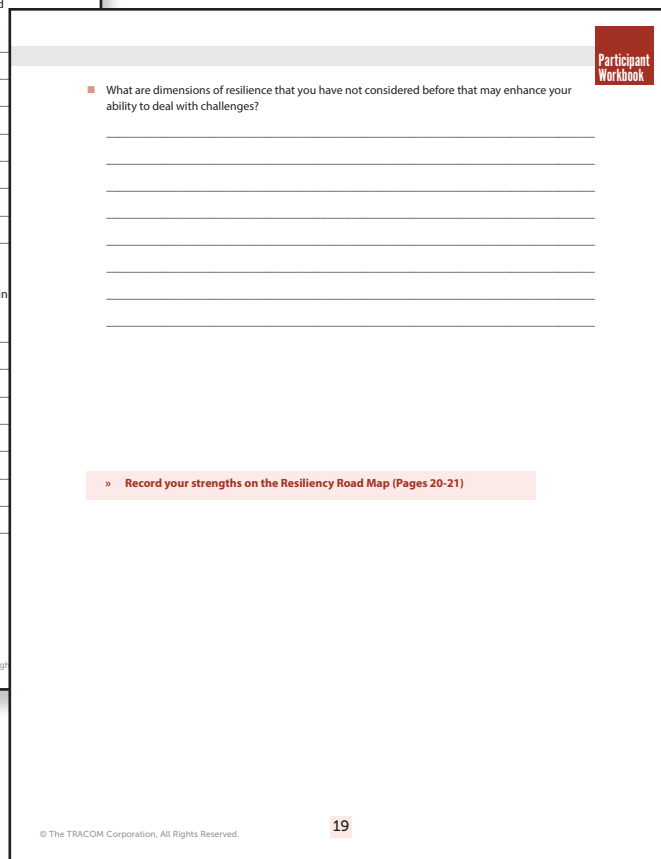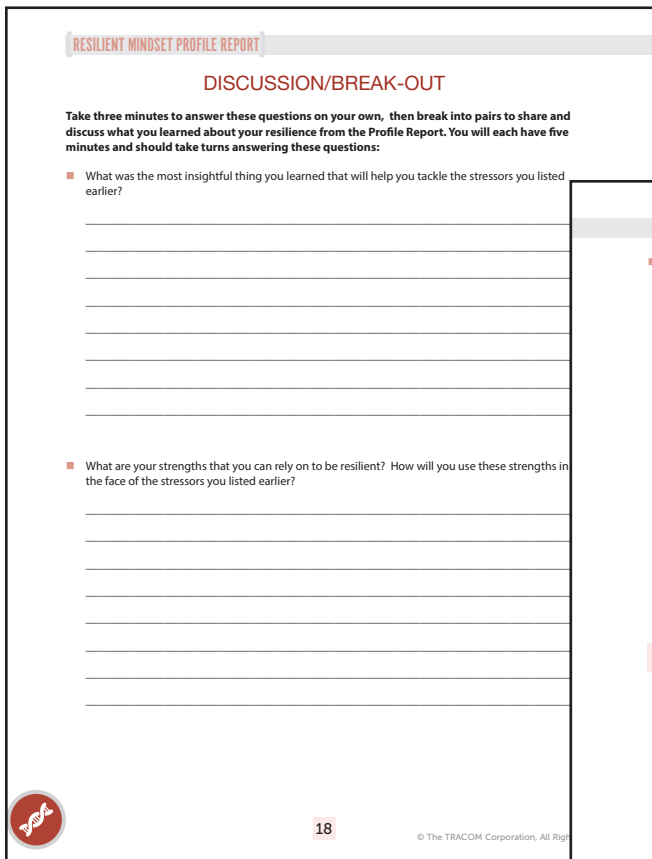**DISTRIBUTE** the multi-rater profile reports.

Visual #54

Visual #55

**Multi-Rater
Profile Report
Discussion/Breakout**

(pg. 18-19 in workbook)

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Resiliency Roadmap

(pg. 20-21 in
workbook)

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Developing a Resilient Mindset Participant Workbook
Pages 18-19

RESILIENT MINDSET PROFILE REPORT

DISCUSSION/BREAK-OUT

Take three minutes to answer these questions on your own, then break into pairs to share and discuss what you learned about your resilience from the Profile Report. You will each have five minutes and should take turns answering these questions:

■ What was the most insightful thing you learned that will help you tackle the stressors you listed earlier?

_____
_____
_____
_____
_____
_____
_____

■ What are your strengths that you can rely on to be resilient? How will you use these strengths in the face of the stressors you listed earlier?

_____
_____
_____
_____
_____
_____
_____

18   © The TRACOM Corporation, All Rights

■ What are dimensions of resilience that you have not considered before that may enhance your ability to deal with challenges?

_____
_____
_____
_____
_____
_____
_____
_____

» **Record your strengths on the Resiliency Road Map (Pages 20-21)**

Participant
Workbook

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56

▶ VISUAL #54

MULTI-RATER PROFILE DISCUSSION/BREAKOUT — 30 MIN

SAY After you have a chance to look over your results, I want you to complete the writing exercise on pages 18-19 of your workbooks. The purpose of this exercise is to get you to think more deeply about your results – your strengths as well as resiliency skills that you had not considered before. Take five minutes to answer these questions on your own, then break into pairs to share and discuss what you learned about your resilience from the questionnaire. You will each have five minutes to discuss your profile insights. Allow participants 10 minutes to look over their profiles, 5 minutes to answer the questions on their own, and 7-8 minutes to each discuss their profile insights.

▶ VISUAL #55

RESILIENCY ROADMAP — 5 MIN

SAY Now, I want you to take the next two minutes to turn to your resiliency roadmap (pages 20 and 21) and write down your unique strengths. I want you to also think about these strengths in light of your current stressor and think about how you can leverage them.

Visual #56

Building Resilience

	CAB/CAR	Mindfulness	Act "As If"	Gratitude	Giving	Goal Setting
Personal Responsibility	✔				✔	✔
Realistic Optimism	✔	✔	✔	✔	✔	
Personal Beliefs		✔		✔	✔	
Self-Assurance	✔		✔			✔
Self-Composure	✔	✔	✔	✔	✔	
Problem Solving	✔	✔				✔
Goal Orientation	✔	✔				✔
Courageous Communication	✔		✔			
Social Support	✔			✔	✔	

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56

Visual #57

C	➡	B
Challenge		Behavior & Emotion

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57

Strategies for Developing Resiliency
(3 Hr 25 Min)

CAB/CAR AND DRAINING — 45 MIN

⚠️ **VISUAL #56**

Building Resilience

SAY This afternoon, we are going to go through six research-supported techniques for enhancing your resiliency. Each of the strategies enhances a different set of resiliency elements. Before lunch, you received your resiliency profile report. Keep in mind the areas that you want to develop. At the end of this session, the hope is that you can find at least one strategy that will target these areas. We are going to start with a strategy called CAB/CAR. This strategy enhances virtually every aspect of resiliency. So, no matter what you want to work on, this strategy will be effective. Researchers have found that this method can be equally or even more effective than medication in treating many different emotional issues including anxiety and depression.

⚠️ **VISUAL #57**

Challenge — Behavior & Emotion

SAY Let's begin with a very stressful workplace scenario. You have just learned that a major reorganization within your company has been announced. The specific changes are unknown but rumor is that your department will be realigned, possibly merging with another department, which would mean new reporting relationships, job reassignments, and possibly even layoffs.

ASK In response to this challenge, what might be some of your resulting behaviors and emotions?

Visual #58
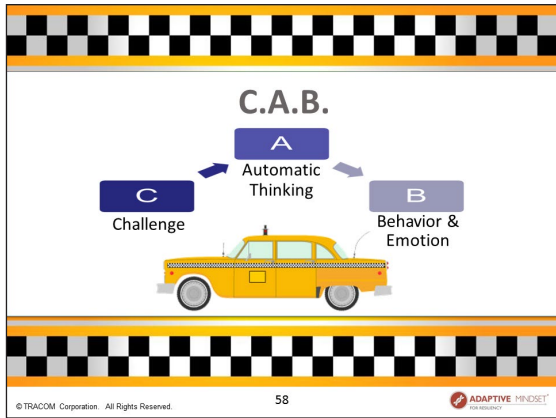
Visual #59
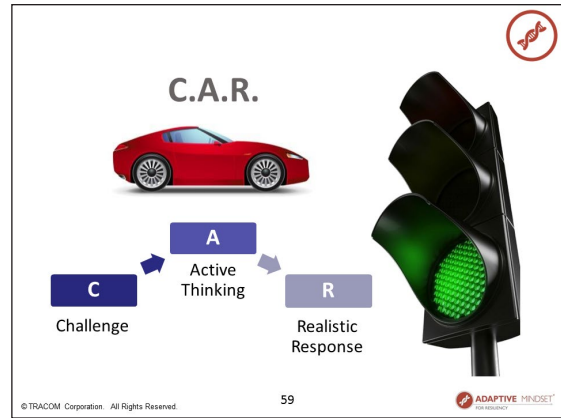
! VISUAL #58

C.A.B.

SAY What you don't know is that the challenge is linked to these behavioral and emotional consequences through its effect on your automatic thoughts. For example, when you're faced with a major stressor such as company reorganization, this automatically causes you to think "The leaders of this company don't know what they're doing!" or "Why do things like this always happen to me!" and these thoughts create intense anxiety, anger, etc. Automatic thoughts exist in everyone - they arise immediately and are often below your awareness, but they have a huge impact on how you interpret the world and react to stressors.

This sequence of events – a **C**hallenge leading to **A**utomatic thoughts which lead to **B**ehaviors and emotions – is what we call CAB. When you ride in a cab, where do you sit? In the back seat. You may know where you are going, but you are not in control. You are being taken for a ride. This kind of process happens to everyone.

! VISUAL #59

C.A.R.

SAY The key, then, to boosting resilience is becoming aware of automatic negative thoughts and engaging in active thinking - that is, slowing down, evaluating your automatic thoughts and replacing them with thoughts that are more realistic. For example, by replacing "Why do things like this always happen to me?" with "This has only happened once before and I came out okay; this is manageable, " you are more likely to feel better and perform better at work.

In the CAB example, you are being taken for a ride. You are led by your automatic negative thoughts and your emotional brain. In the CAR example, you are the driver. You take control with your rational prefrontal cortex, you engage in active thinking, and you determine how you get to your destination.

This process of active thinking requires some effort, but by challenging your automatic thoughts, you change the circuitry in your brain and build up your resiliency like a muscle.

Visual #60

C = Challenge
A = AUTOMATIC Thinking
B = Behavior & Emotion

C = Challenge
A = ACTIVE Thinking
R = REALISTIC Response

(pg. 24 in your workbook)

60

Visual #61

C A B

Patterns of Automatic Thinking are

D R A I N I N G

(pg. 25 in workbook)

Research Reference:
(Reivich & Shatte, 2002)

DISASTROUS DIANE

61

Developing a Resilient Mindset Participant Workbook
Page 24

STRATEGIES FOR DEVELOPING RESILIENCY

CAB VS. CAR

C Challenge → **B** Behavior & Emotion

NOTES

A Automatic Thinking
C Challenge → **B** Behavior & Emotion

NOTES

A Active Thinking
C Challenge → **R** Realistic Response

NOTES

24

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⚠ VISUAL #60

CAB vs. CAR

SAY What I've explained is on page 24 of your workbook. You can see the contrast between these two processes. The one thing that doesn't change is the Challenge. We can't always control the adversities we face in life, but we can control how we respond to them. When you are the CAR, you replace automatic thoughts with active thinking, which leads to a more realistic response. You are going to learn to become the CAR. There's a specific process to do this.

⚠ VISUAL #61

D – Draining

TIP: The focus of this section is identifying the automatic thoughts in the CAB portion of the model. It's critical for participants to recognize their automatic thoughts before they can move on to active thinking.

SAY The first step in becoming the CAR and counteracting automatic thoughts is becoming familiar with the different types of automatic thoughts that exist. Researchers have identified 8 categories of automatic thoughts that can be easily remembered if you use the acronym DRAINING. The acronym is appropriate because these automatic thoughts suck our enthusiasm, drain us of energy, and leave us with fewer resources to manage challenges. If you turn to page 25 in your workbook, you will see a listing of the categories of automatic thoughts.

For D, we have Disastrous Diane. Disastrous Diane gives greater weight to the worst possible outcome, she imagines it is worse than it is, and magnifies the likelihood that it would occur. So, in the case of the reorganization, she would say something like, "When this happens I'm going to have a new manager I can't stand and I'm going to dread coming to work;" or "I'm going to be fired for sure."

Research Reference:

Reivich, K., & Shatte, A. (2002). The resilience factor. New York: Broadway Books.

Visual #62
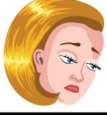
Visual #63

Visual #64

! ▶ VISUAL #62

R – Draining

SAY For R, we have Rosey Ray. Rosey Ray is unrealistically positive. He minimizes the negative and magnifies the positive and, therefore, doesn't act with as much caution as he should.

ASK How might Rosey Ray respond to the news of a reorganization? What might he say to himself?

TIP: Potential answers include, "I'm not going to worry about this; I'm sure everything will turn out for the best."

! ▶ VISUAL #63

A – Draining

SAY A is for Assuming Amber. Assuming Amber assumes the worst without testing the evidence. So, in the reorganization scenario, she might say to herself, "I know that if I express my concerns to my manager, he won't do anything about it anyway."

ASK What else might Assuming Amber say to herself?

TIP: Other potential answers include, "If I try to look for new opportunities, I'll just end up making enemies of my co-workers."

! ▶ VISUAL #64

I – Draining

SAY I is for Internalizing Ike. Internalizing Ike sees himself as more responsible or involved in negative events than he actually is.

ASK What might Ike say to himself after the reorganization is announced?

TIP: Potential answers include, "I'm sure I did something that caused them to make this decision!" or "It's all my fault that the reorganization is messing up this department."

65

Visual #65

Visual #66

Visual #67

! VISUAL #65

N – Draining

SAY Then there's Naming Ned. Naming Ned gives himself a negative label or title because of the unfortunate event. He would say to himself, "I'm incompetent at my job and that's why they're targeting my department." "I'm king of the losers!"

! VISUAL #66

I – Draining

SAY I is for Indicting Ivan. Indicting Ivan puts all of the responsibility on others for negative events.

ASK What might Ivan say to himself after the reorganization is announced?

TIP: Potential answers include "Sheesh, those idiots up top are messing things up again!" or "This CEO is going to run this company into the ground."

! VISUAL #67

N – Draining

SAY Negative Nigel focuses on the negative and minimizes the positive. He might say, "Well, I've been through reorganizations before but I'll never be able to do it again!" or "Who cares if this is good for the company, it's bad for most of us!!"

ASK if anyone has any other examples of what Negative Nigel might say.

Visual #68
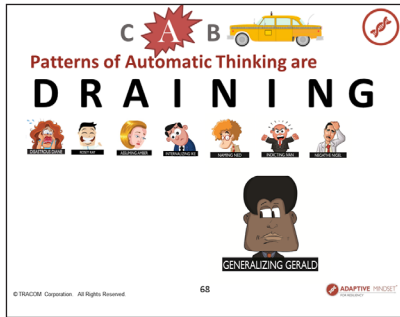
Visual #69
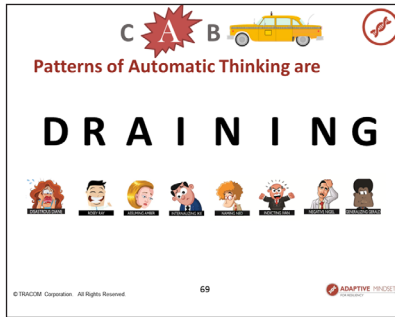
Visual #70

Developing a Resilient Mindset Participant Workbook
Page 26

 VISUAL #68

G – Generalizing Gerald

SAY Finally, there's Generalizing Gerald, who believes that isolated negative events apply to his entire life. He takes a single incident and comes to a general conclusion about the pattern of his life. He would say things like, "Bad things always happen to me." "I got into another difficult situation so I'm a complete failure!"

ASK if anyone has other examples of what Generalizing Gerald might say in the reorganization scenario.

 VISUAL #69

DRAINING

SAY These characters together represent our draining automatic thought patterns.

 VISUAL #70

Automatic Thinking Identification Exercise

SAY I want you to start getting comfortable recognizing the different patterns of automatic thoughts. Please turn to page 26 in your workbooks. For this exercise, I want you to each individually take a look at the statements and draw a line to the DRAINING character who most likely said each. You can refer to the patterns of automatic thoughts on page 25, if necessary.

Allow participants 3 minutes to complete this matching exercise.

Visual #71

Visual #72

Visual #73

Visual #74

Visual #75

Visual #76

VISUALS #71-78

Automatic Thinking Exercise

REVIEW the answers to the previous items by clicking through the slides 71 - 78.

Visual #77

Automatic Thinking Exercise

- "It's my supervisor's fault that I performed poorly this quarter."
- "I know that if I deliver this presentation, I will just make a fool of myself."
- "My boss just told me I led the meeting well, but he gives compliments to everyone."
- "It's all my fault that my company's earnings went down this year."
- "Our department budget has been cut in half, but I don't think we'll have any problems meeting our goals for Q2."
- "I'm a loser."
- "If I goof up on this, I will be the office fool."

INDICTING IVAN
ASSUMING AMBER
NEGATIVE NIGEL
INTERNALIZING IKE
ROSEY RAY
NAMING NED
DISASTROUS DIANE

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Visual #78

Automatic Thinking Exercise

- "It's my supervisor's fault that I performed poorly this quarter."
- "I know that if I deliver this presentation, I will just make a fool of myself."
- "My boss just told me I led the meeting well, but he gives compliments to everyone."
- "It's all my fault that my company's earnings went down this year."
- "Our department budget has been cut in half, but I don't think we'll have any problems meeting our goals for Q2."
- "I'm a loser."
- "If I goof up on this, I will be the office fool."
- "Everything is always so hard for me."

INDICTING IVAN
ASSUMING AMBER
NEGATIVE NIGEL
INTERNALIZING IKE
ROSEY RAY
NAMING NED
DISASTROUS DIANE
GENERALIZING GERALD

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Visual #79

Practice. Practice.

— Challenge —
- Boss assigned a difficult and stressful last minute task
- Stayed up all night to complete
- Expecting praise
- Got none
- Given revisions due at the end of the day

— EMOTION/BEHAVIOR —

Angry	Sulk
Worthless	Complain
Depressed	Isolate myself

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Visual #80

Automatic Thinking   **Active Thinking**

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⚠ VISUALS #71-78

Automatic Thinking Exercise *(Continued)*

REVIEW the answers to the previous items by clicking through the slides 71 - 78.

TIP: Please reinforce that these are the automatic thoughts that intervene between the challenges and people's behavior and emotions.

⚠ VISUAL #79

Practice. Practice.

SAY So, we have these automatic thoughts and they can get us into trouble because they lead us to react spontaneously and to have negative behaviors and emotions. The key to developing resiliency is to slow down, recognize these automatic thoughts as they arise, and challenge them with more active thoughts. This is the process of moving from CAB (Challenge, Automatic Thoughts, Behavior & Emotion) to CAR (Challenge, Active Thinking, Realistic Response).

Let's practice using this technique of replacing automatic thoughts with active ones. Take a look at this example.

CLICK twice to reveal the challenge.

REVIEW the challenge on the slide.

CLICK to reveal "Emotion/Behavior".

ASK What kinds of emotion/behavior might this individual experience in response to the challenge?

Once participants respond, **CLICK** to reveal some possible answers on the slide.

⚠ VISUAL #80

Automatic Thinking and Active Thinking

ASK What might be an example of an automatic thought in response to this challenge? In other words, what might someone automatically think that would cause the behaviors and emotions that we just described?

SAY Now, we are going to come up with a more realistic response by challenging this automatic thought and engaging in active thinking. How might you challenge this automatic thought?

73

Visual #81

Visual #82

Visual #83
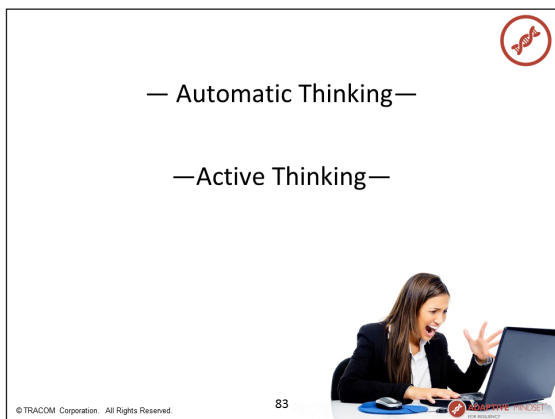
◆ VISUAL #81

Automatic Thinking and Active Thinking

SAY We just went through one example of an automatic thought in response to this challenge. Different people have different patterns of automatic thoughts.

ASK What might be another automatic thought in response to this challenge?

ASK What might be a more active thought around this challenge?

◆ VISUAL #82

Challenge and Behavior & Emotion

SAY Let's practice this one more time. It's important that you understand the sequence.

SAY This woman is a salesperson and she's just received an email from a client telling her that he's cancelling a big sale. That's the challenge.

Alternatively, create your own challenge that is most relevant to participants.

ASK What kinds of resulting emotions and behaviors might she have?

◆ VISUAL #83

Automatic Thinking and Active Thinking

CLICK to reveal "Automatic Thinking" text.

ASK What might be some patterns of automatic thoughts around this challenge?

CLICK to reveal "Active Thinking" text.

ASK What might be a more active thought around this challenge?

Visual #84

Visual #85

Recognizing Your Draining Pattern & Challenging Your Automatic Thoughts

(pg. 27 and 28 in workbook)

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Resiliency Roadmap

(pg. 20-21 in workbook)

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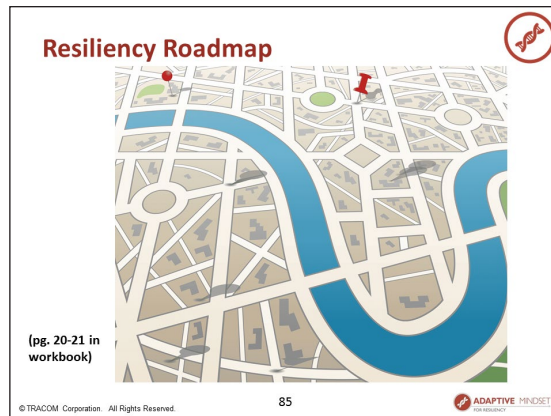
Developing a Resilient Mindset Participant Workbook
Pages 27-28

RECOGNIZING YOUR DRAINING PATTERN

Picture yourself in each of the following scenarios and write down your automatic thoughts. The intention of this exercise is to help you recognize your typical pattern of automatic thoughts.

1. At 4 pm, your boss places a large stack of paperwork on your desk due at 9 am tomorrow morning. You are already exhausted and this will require at least four more hours of work.

   Automatic Thought(s): _____

   DRAINING Label(s): _____

2. You're about to complete an assignment when, all of a sudden, your computer crashes and you lose a week's worth of work.

   Automatic Thought(s): _____

   DRAINING Label(s): _____

3. Your boss is being very short with you today.

   Automatic Thought(s): _____

   DRAINING Label(s): _____

4. Your organization is going through a major restructuring. Top management hires consultants to assess the contribution of each employee.

   Automatic Thought(s): _____

   DRAINING Label(s): _____

5. A coworker criticizes your idea in a meeting.

   Automatic Thought(s): _____

   DRAINING Label(s): _____

6. You are on your way to work and get stuck in heavy traffic. Traffic reports indicate it will take you an extra hour to get to the office.

   Automatic Thought(s): _____

   DRAINING Label(s): _____

Did You Know?

» Research shows that initiatives such as this CAB/CAR technique can be equally or even more effective than medication in treating a host of emotional issues such as anxiety and depression.

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CHALLENGING YOUR AUTOMATIC THOUGHTS

1. What are your most common categories of automatic thoughts?

   _____
   _____
   _____

2. Describe a recent example of when you had an automatic thought that was DRAINING and what would have been a more active/realistic thought.

   _____
   _____
   _____
   _____

3. What mantra or image can you use to challenge your automatic thoughts?

   _____
   _____
   _____

» **Record your Automatic Thoughts and Active Thinking & Realistic Response on the Resiliency Road Map (Pages 20-21)**

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⚠ VISUAL #84

Recognizing Your Draining Pattern & Challenging Your Automatic Thoughts

SAY Please turn to page 27 in your workbooks. Complete the exercise on this page individually. Picture yourself in each of the scenarios listed on this page and write down your automatic thoughts. The intention of this exercise is to help you recognize your typical pattern of automatic thoughts.

Once you've completed this exercise, move to the next page and answer those questions about challenging your automatic thoughts.

Allow participants 10 minutes to complete both of these pages. Give them a warning when they have two minutes left.

SAY Now please get into groups of two and discuss what you wrote on page 28 about challenging your automatic thoughts.

Allow participants four minutes to do this.

⚠ VISUAL #85

Resiliency Roadmap

SAY After you discuss your responses, turn to your resiliency roadmap (pages 20 and 21) and take two minutes to record the automatic thoughts around your current stressor as well as more realistic responses/active thoughts.

77

Visual #86

Visual #87

Visual #88

DEVELOPING MINDFULNESS — 10 MIN

> ⚠ **VISUAL #86**

Building Resilience - Mindfulness

REVIEW A second technique, which has received a lot of research support and attention, is mindfulness. You can see that mindfulness enhances many resiliency elements including Personal Beliefs, Realistic Optimism, and Self-Composure.

> ⚠ **VISUAL #87**

Mindfulness — "When you sit on the jetty..."

EXPLAIN It's clear that we live in a time of technology saturation and overstimulation. Our brains are constantly on overdrive and we spend an inordinate amount of time reliving the past or ruminating about the future.

ASK When do you feel most calm and relaxed? When you are engaging in a hobby or when you are just killing time, maybe watching TV? They've done research on this and they found that you are least happy when your mind is wandering, when you don't have strong focus on anything. The default side of our brain is actually very busy. Our thoughts can quickly turn negative and become unhelpful. We tend to time travel to make judgments about ourselves and others. So, we are seeing a rising interest in mindfulness. Mindfulness is simply directing our attention to the present moment. When you're mindful, you observe your thoughts and feelings with acceptance, without judging them as good or bad. You recognize your thoughts as simply products of the mind without identifying with them.

> ⚠ **VISUAL #88**

Monk

EXPLAIN One form of mindfulness is meditation. Research shows that there are many benefits to meditation and we can see the changes even on a neurological level. For example, people who meditate show more left-brain dominance – a pattern of brain activity associated with feeling safe and comfortable. Meditators also have larger volumes of regions in the frontal cortex, regions known for regulating emotions. People who meditate have an enhanced ability to generate positive emotions and maintain emotional stability. Importantly, meditation creates stronger connections between the prefrontal cortex and the amygdala, allowing the prefrontal cortex to quiet down negative feelings generated by the amygdala.

We all have habitual ways of responding to stressors and mindfulness carves out new neural pathways to support resilience.

Visual #89

Visual #90

Developing a Resilient Mindset Participant Workbook
Page 29

DEVELOPING MINDFULNESS

Mindfulness: focusing attention and awareness on the present moment.

How can you develop more mindfulness while at work? We've listed some ideas below. What others do you have? Put an asterisk next to the practices that you can do on a daily basis when you return to work.

» **Monitor your CPA (continuous partial attention)** — Most of the time, we pay only partial attention to things and people. Recognize this, become aware of it, and counteract it by focusing fully on the person or task at hand.

» **Breathe mindfully** — Being fully engaged in the moment and thinking clearly requires oxygen.

» **Cancel unnecessary meetings** — They are a distraction from your focus and productivity.

» **Exercise** — Even 15-minute walks lead to greater energy.

» **Disconnect from technology** — Turn off the email notification, put the phone away. Schedule specific times for checking email, texts and messages instead of responding to them as they occur. You are the master, not your phone.

» **Formalize communication practices at work** — Have technology-free times or work zones. During meetings, have a rule that no phones are allowed. This helps maintain focus and engagement.

» **Schedule daily interactions** — If you work alone or in partial isolation, schedule a time every day when you will visit someone. Be intentional about this.

» **Learn and study new things** — Learn for its own sake. Understanding new things brings about changes in thinking and behavior.

» **Substitute a new routine every now and then** — This can be as simple as driving a different route home. Change something, even if it's very minor. This engages the mind.

» **Record your intentions for Mindfulness on the Resiliency Road Map (Pages 20-21)**

Did You Know?

» People who meditate demonstrate dominance in the brain's left hemisphere, a pattern of activity associated with feeling safe and comfortable in the world. Meditation has also been shown to enhance empathy and sharpen the mind, improving attention, memory, and abstract thought. [3;4;5;6]

» One way to be mindful is to focus on your breathing. Interestingly, research shows that different emotions are associated with very distinct respiratory patterns. For example, when feeling anxious, we exhibit low, shallow breathing and when happy, we exhibit slow, deep breathing. Our emotions affect our breathing patterns, but our breathing patterns also affect our emotions. We can change how we feel by breathing in particular patterns that correspond to the emotion we want to feel. [7]

29

▶ VISUAL #89

Rita the Researcher

PLAY the two audio clips starting with the top one.

SCRIPT
CLIP 1: *Those who meditate recover more quickly when presented with a distressful event. In response to a stressor, their amygdala produces a response but goes back to baseline much more quickly compared to the amygdala of normal controls. This means that meditators are less likely to ruminate or get stuck on a particular stressor - they are able to accept an adverse circumstance as it is and effectively move forward.*

CLIP 2: *It's important to know that the positive effects of meditation emerge rather quickly. Researchers have shown that after just eight weeks of mindfulness meditation practice, meditators experienced more positive emotions, reductions in negative emotions, and even improved functioning in the immune system. If meditation isn't for you, there are many other ways you can engage the mind so it is in the present moment. Try interacting with young children, putting yourself in a new environment (for example, taking a new route to work or joining a committee in a professional organization), or learning a new skill.*

SAY Rita said that if meditation isn't for you, you can try interacting with young children, learning a new skill, etc. All of these activities engage the mind so it is in the present moment, create new neural connections, and encourage active thinking.

On page 29 of your participant workbooks, we've listed ways that you can be more mindful at work. Put an asterisk next to practices that you can do on a daily basis when you return to work. Do you have any other ideas for developing mindfulness at work? If so, write those down as well.

Allow participants two minutes for the above.

Research Reference:

Davidson, R.J., Kabat-Zinn, J., Schumacher, J., Rosenkranz, M., Muller, D., Santorelli, S.F., Urbanowski, F., Harrington, A., Bonus, Katherine, & Sheridan, J.F. (2003). Alterations in brain and immune function produced by mindfulness meditation. Psychosomatic Medicine, 65, 564-570.

▶ VISUAL #90

Resiliency Roadmap

SAY Now I want you to record your mindfulness intentions on the Resiliency Roadmap (pages 20 and 21). What will you do daily to be mindful? You will see a section devoted to this on the lower left side of the resiliency roadmap.

Allow participants one minute for the above.

Visual #91

Visual #92

Visual #93

Visual #94

Visual #95

ACTING "AS IF" — 10 MIN

▶ **! VISUAL #91**

Building Resilience - Act "As If"

SAY We are now moving on to the third technique for building resiliency. This is what we call Act "As If" and you can see it targets a number of resiliency elements including Realistic Optimism and Self-Assurance.

▶ **! VISUAL #92-95**

Act "As If"

SAY We know that our attitudes affect our behavior, but it's also true that our behavior affects our attitudes.

ASK people to pair up and, in a low power pose, to take turns stating their mindfulness intention. Then ask participants how that felt. Next, repeat the mindfulness intention in a high power pose. Ask participants whether they felt different this time around.

EXPLAIN There is a lot of research on "Power poses." These are poses that have significant physiological effects on you.

CLICK through the next 3 slides (slides 93-95). As you do so, explain that high power poses are on the left and low power poses are on the right. High power poses are expansive - you can see these people are really trying to take up space. Low power poses are contractive - you can see these people are trying to make themselves smaller.

SAY Amy Cuddy, a researcher at Harvard, asked participants in her study to adopt, for 2 minutes, either a high power pose or low power pose. Results showed that those who adopted a high power pose felt more powerful and confident. So, our bodies can change our minds. We can configure our brains to be assertive, confident, comfortable and less stress-reactive. You want to use this technique in evaluative situations: speaking at a meeting, giving a pitch, or giving a talk.

This doesn't mean that when you go into an anxiety-provoking social situation such as an important meeting, that you put your feet up on the desk or put your hands on your hips and stand like a superhero. This technique isn't about you talking to other people, it's about you talking to yourself. You want to do these poses, say, in the bathroom before this important meeting starts.

Research Reference:

Carney, D.R., Vuddy, A. J. (2010). Power posing: Brief nonverbal displays affect neuroendocrine levels and risk tolerance. Psychological Science, 1-6.

Visual #96

Resiliency Roadmap

(pg. 20-21 in workbook)

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96

ADAPTIVE MINDSET FOR RESILIENCY
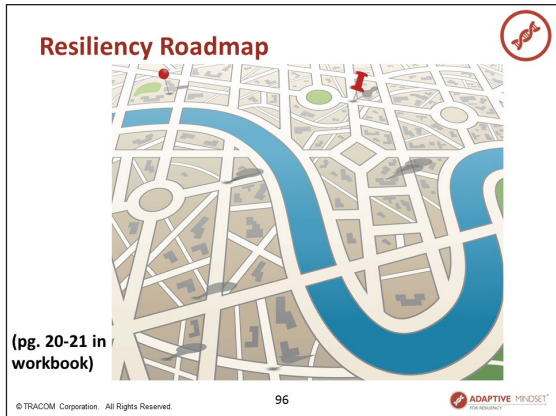
Visual #97

Building Resilience

	CAB/CAR	Mindfulness	Act "As If"	Gratitude	Giving	Goal Setting
Personal Responsibility	✔				✔	✔
Realistic Optimism	✔	✔	✔	✔	✔	
Personal Beliefs		✔		✔	✔	
Self-Assurance	✔		✔			✔
Self-Composure	✔	✔	✔	✔	✔	
Problem Solving	✔	✔				✔
Goal Orientation	✔	✔				✔
Courageous Communication	✔		✔			
Social Support	✔			✔	✔	

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97

ADAPTIVE MINDSET FOR RESILIENCY

Resiliency Roadmap

SAY I'd like you to turn to your resiliency roadmap again (pages 20-21). Look at the bottom of these pages (in the middle) and record the situations where a power pose will help you.

DEVELOPING GRATITUDE — 10 MIN

Building Resilience - Gratitude

SAY Another important strategy for enhancing resilience is developing gratitude. Gratitude builds several resiliency elements at once including Realistic Optimism and Self-Composure.

Visual #98
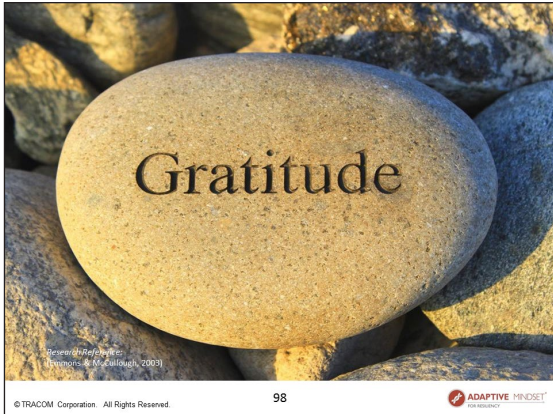
Visual #99

> ! **VISUALS #98-99**

Gratitude Rock

SAY Interestingly, happiness is not something that we gain when we achieve certain outcomes or goals. We all know many people who have everything in the world that should make them happy and they are not. Happiness is about being grateful for what you do have.

We talked about the two brain systems that we have – one is emotional, it operates automatically and generates negative thinking and the fight or flight response. The other is the rational prefrontal cortex, which is conscious, deliberate, responsible for logical rational thought, and it operates slowly. Because the emotional system operates automatically, it can often dominate our mindset. One way to counteract this is through slowing down and engaging the prefrontal cortex (the CAB/CAR technique). Another way to counteract negative emotions, however, is to intervene on an emotional level, by activating positive emotions through gratitude. Allowing yourself to feel genuine appreciation for a person or thing in your life can transform the stress response.

PLAY the audio clips starting with the top one.

SCRIPT
CLIP 1: *One of the easiest positive emotions to develop is gratitude, and researchers have found that it has strong benefits. In one study, participants wrote down five things they were grateful for each week, for ten weeks. At the end of the study this group was 25% happier than a control group who simply listed five events from the week (Emmons and McCullough, 2003). The positive effects of gratitude are not only strong, but long-lasting. In another study, participants wrote down three things that went well each day for a week, along with what led to these things. This simple intervention increased their happiness and decreased their depressive symptoms for six months.* (Seligman, Steen, Park and Peterson, 2005).

CLIP 2: *Gratitude makes us happier, but it can also generate other outcomes. Gratitude is associated with deeper relationships, improved health, sleep and energy, higher self-esteem, and reduced self-centeredness and materialism. Grateful people are also less likely to retaliate or act aggressively toward others. In one interesting study, researchers asked students to turn in a piece of writing. Some students received praise for their writing while others received criticism. All of the students then played a computer game against their evaluator. The winner of the game could blast white noise on the loser. Not surprisingly, students who had been criticized retaliated against their rater with particularly loud blasts. However, those students who had written essays about things for which they were grateful weren't as bothered by the criticism and showed less inclination to punish their rater.* (DeWall, Lambert, Pond, Kashdan, & Fincham, 2012)

http://happierhuman.com/benefits-of-gratitude

TIP: If you prefer not to play these clips, you may explain these studies yourself in your own words.

Research Reference:

Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: Experimental studies of gratitude and subjective well-being in daily life. Journal of Personality and Social Psychology, 84, 377-389.

Visual #100

The Science of Gratitude

Gratitude is associated with:
• Increased optimism and happiness
• Fewer negative physical symptoms
• Increased motivation to exercise
• Reduced likelihood of retaliating against criticism
• Lower aggression
• Greater empathy

Thank You!

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Visual #101

Resiliency Roadmap

(pg. 20-21 in workbook)

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Visual #102

Building Resilience

	CAB/CAR	Mindfulness	Act "As If"	Gratitude	Giving	Goal Setting
Personal Responsibility	✔				✔	✔
Realistic Optimism	✔	✔	✔	✔		
Personal Beliefs		✔		✔	✔	
Self-Assurance	✔		✔			✔
Self-Composure	✔	✔	✔	✔		
Problem Solving	✔	✔				✔
Goal Orientation	✔	✔				✔
Courageous Communication	✔		✔			
Social Support	✔			✔	✔	

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Developing a Resilient Mindset Participant Workbook
Page 32

G DEVELOPING GRATITUDE

Studies have shown that gratitude is associated with:

» Increased optimism and happiness

» Fewer negative physical symptoms

» Increased motivation to exercise

» Reduced likelihood of retaliating against criticism

» Lower aggression

» Greater empathy

Diamonds in the Rough

Stressor	Things you are grateful for around this stressor

» **Record your Gratitude intentions on the Resiliency Road Map (Pages 20-21)**

Did You Know?

» On average, people experience three times as many positive events, information, and interactions as negative ones. However, the negative experiences capture our attention. [9]

32

! VISUAL #100

The Science of Gratitude

REVIEW the information on this slide.

GIVE participants three minutes to complete the "Diamonds in the Rough" exercise on page 32 of their workbooks.

EXPLAIN that for this exercise, participants will be asked to list out their current stressors as well as all of the things they are grateful for around this stressor. Explain that it is more about depth than breadth with this exercise. That is, it is more important to go into depth about each gratitude than to create a long but superficial list.

! VISUAL #101

Resiliency Roadmap

SAY Please turn to your resiliency roadmap again and on the bottom of page 20, write down what you will do daily and weekly to express gratitude.

GIVING — 10 MIN

! VISUAL #102

Building Resilience - Giving

SAY Giving is also a very important strategy for improving resiliency, targeting resiliency elements such as personal beliefs and realistic optimism.

Visual #103

Visual #104

> **! VISUAL #103**

Giving

SAY Contrary to what you might expect, giving is energizing. Giving helps us build stronger social connections, distracts us from our own problems, and helps us feel better about ourselves and valued by others. "Giver burnout" is a myth, as long as you give in ways that utilize your unique strengths and allow you to see the results of your efforts. In one study, researchers found that giving money to someone else boosted participants' moods more than spending the money on themselves (even though participants predicted that spending money on themselves would make them happier).

Effective givers also aren't afraid to seek help when they need it. They keep their own interests in the rearview mirror so that, down the line, they get something back for their efforts.

ASK Who will share an experience that illustrates that principle; perhaps a time when your day wasn't going so well but you practiced giving and contributed time, expertise or resources to someone else? What do you feel you received in return?

Alternatively, you can conduct the above discussion as a table exercise or ask people to answer these questions in groups.

Research Reference:
Grant, A. Give and take. New York, NY: Penguin Group.

> **! VISUAL #104**

Rita the Researcher

PLAY the two audio clips starting with the top one.

SCRIPT
CLIP 1: *Research shows that giving adds meaning to our lives and helps us feel valued by others and, in this way, boosts resiliency. We can see the benefits of giving even on a neurological level. It's been shown that when people give support to others in pain, they experience increased activity in reward regions of the brain. Not only that, they show a decrease in amygdala activity and, consequently, reductions in stress.*

CLIP 2: *Giving has significant impacts on our health and longevity. In one large-scale study, researchers tracked 1,000 adults in the U.S. and found that every major stressful life experience increased an individual's risk of dying by 30%. However, those who spent time helping and caring for others showed no stress-related increase in dying. Giving and caring generated resilience.*

TIP: If you prefer not to play these clips, you may explain these studies yourself in your own words.

Visual #105

Visual #106

Visual #107

Giving

"The best way to cheer yourself up is to try to cheer somebody else up."
– Mark Twain

(1935, p. 310. "Mark Twain's Notebook" by Mark Twain, Edited by Albert Bigelow Paine, Harper & Brothers: New York.)

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Resiliency Roadmap

(pg. 20-21 in workbook)

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Building Resilience

	CAB/CAR	Mindfulness	Act "As If"	Gratitude	Giving	Goal Setting
Personal Responsibility	✔				✔	✔
Realistic Optimism	✔	✔	✔	✔	✔	
Personal Beliefs		✔		✔	✔	
Self Assurance	✔		✔			✔
Self-Composure	✔	✔	✔	✔		
Problem Solving	✔	✔				✔
Goal Orientation	✔	✔				✔
Courageous Communication	✔		✔			
Social Support	✔			✔	✔	

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Developing a Resilient Mindset Participant Workbook
Page 33

Participant Workbook

GIVE **GIVING**

"The best way to cheer yourself up is to try to cheer somebody else up."
— Mark Twain

» "Giver burnout" is a myth.

» Giving is energizing.

» Givers experience less stress.

» The key to not feeling giver burnout is by giving in ways that use your unique strengths and allow you to see the results of your efforts.

What strengths, knowledge or abilities can you share?

_____

_____

_____

_____

_____

_____

» **Record your Giving intentions on the Resiliency Road Map (Pages 20-21)**

Here's a Tip

One practice you might consider implementing in your company is called the "Reciprocity Ring," introduced by Adam Grant in his book, *"Give and Take."* For this practice, a group of employees gets together and each employee takes turns making a request for help. This request can be personal or professional, such as a hotel suggestion or help with a particular work project. The rest of the employees use their resources, connections, etc. to try to help the employee. This exercise has produced very powerful results. [10]

33

VISUAL #105

Giving - Mark Twain quote

SAY Every day, we are surrounded by opportunities to give at work. On page 33 of your workbooks, list the strengths, knowledge, and abilities you can share with others.

GIVE participants 2-3 minutes to do this.

VISUAL #106

Resiliency Roadmap

SAY Please turn to your resiliency roadmap again and on the bottom of page 21, I'd like you to list ways you can practice giving in the workplace (e.g., making an email introduction, volunteering for a project, etc.) Think about giving in ways that use your unique strengths and that powerfully influence others but perhaps without much effort on your part.

SETTING AMBITIOUS GOALS — 60 MIN

VISUAL #107

Building Resilience -Goal Setting

SAY The last of the strategies we will discuss is Goal Setting.

Visual #108
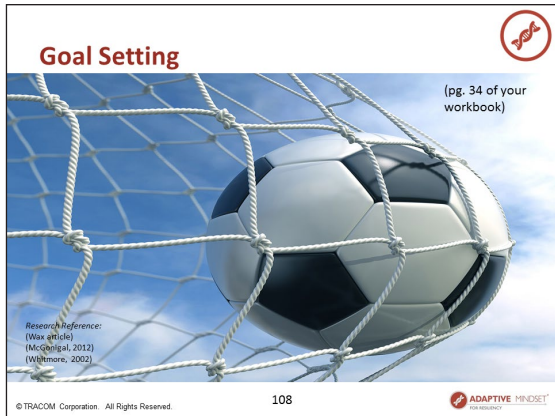
Developing a Resilient Mindset Participant Workbook
Page 34

SETTING AMBITIOUS GOALS

SPECIFIC — Goals should specify exactly what needs to be done and by when. Use action verbs such as "develop," "create," and "resolve." So instead of telling yourself to "try hard" or "do your best," tell yourself to "make two new business connections in the next week."

MEASURABLE — Goals should provide milestones to track progress toward achievement. For example, if your goal is to write 15 pages of a report by the end of the week, you can easily monitor progress on that goal.

ATTAINABLE — Goals should not be too difficult but not too easy. They should be arduous but achievable.

RELEVANT — The goals should be aligned with company objectives and with your personal values.

TIME-BOUND — Goals should have a reasonable timeline for achievement. Too little time may not allow you to complete all elements of the goal and too much time may encourage procrastination and undermine performance.

» What are the differences between *Outcome* goals and *Process* goals?

_____

_____

_____

Did You Know?

Why are goals such powerful motivators?
The brain can't distinguish between what we want and what we have; therefore, when we set a goal, we feel as though we've already accomplished it. If we fail to meet the desired outcome, we feel that we've lost a valued possession, even a part of ourselves. That is why goals are such important drivers of behavior.

Did You Know?

To more effectively meet our goals, we have to learn to be kind to ourselves.
In one study, psychologists followed hundreds of people over time as they were trying to achieve a wide variety of goals. They found that those who were harder on themselves when they experienced setbacks made less progress and were significantly less likely to achieve their goal by the end of the study compared to those who were more forgiving with themselves. This is because when you are critical with yourself, you are depleted of energy and you need to be soothed, which leads you to resort to old habits.[11]

34

VISUAL #108

Goal Setting

ASK Has everyone heard of SMART goals? (Note: If they have not, briefly review the information on the top of page 34 of the participant workbook and ask participants to follow along).

SAY Why are goals such powerful motivators? It turns out that the brain can't distinguish between what we want and what we have; therefore, when we set a goal, we feel as though we've already accomplished it. If we fail to meet the desired outcome, we feel that we've lost a valued possession, even a part of ourselves. That is why goals are such important drivers of behavior.

One consideration to make as you set goals is whether you are focusing on outcome or process goals.

Outcome goals focus on what you want to *achieve* (your vision). Examples of outcome goals might include, getting a raise or promotion, getting a new job, achieving a certain sales figure or amount of revenue, etc. Outcome goals may be beyond your control to achieve. Realizing outcome goals may depend on other people, business climate, etc.

Process goals focus on what you want to *do* (action steps). They describe what you will do to get there—what you are doing on a day-to-day basis and keep you on track. Process goals center on what you can do and influence and, in this way, help focus your attention and control anxiety. Even if you don't achieve your outcome goal, you know you are doing all you can do on a daily basis to reach your objective. This process goal should also be re-assessed after some time to see if this is the best method of achieving your outcome goal.

Interestingly, research shows that when you set a process goal (i.e., a specific behavioral intention) you begin to build a new habit in the automatic system of the brain. This means that even in the face of stress, fatigue, or distraction, your brain remains committed to your goal and actively looks for ways to further that planned behavior.

Take a minute or two to describe the difference between outcome goals and process goals on page 34 of your workbook.

Research Reference:

Wax, D. The science of setting goals. Retrieved from http://www.lifehack.org/articles/productivity/the-science-of-setting-goals.html.

McGonigal, K. (2012). The neuroscience of change: A compassion-based program for personal transformation [CD].

Whitmore, J. (2002). Coaching for Performance. London: Nicholas Brealey Publishing.

Visual #109

The GROW Model*

(pg. 35 of your workbook)

*Whitmore et al., 2003

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109

ADAPTIVE MINDSET
FOR RESILIENCY

Developing a Resilient Mindset Participant Workbook
Page 35

THE GROW MODEL[12]

Use the GROW Model below to engage in the goal-planning process.

GROW Model	Questions to Consider	Response
G – What is your **Goal**? (Outcome goal)	• Is your goal SMART (Specific, Measurable, Attainable, Relevant, Time-bound)? • How does this goal help you reach your career objectives? • Are there other, more appropriate goals to pursue?	
R – What is the current **Reality**?	• Are you, in some ways, already on your way to achieving your goal or are you starting from scratch?	
O – What are the **Obstacles** and **Options** for achieving your goals?	• What options do you have for achieving your goal? • What are the pros and cons of each approach? • Can you combine approaches? • What kinds of obstacles exist? • What if a certain obstacle vanished — would your current approach still be the best? • What are the problems with this approach? • Have you tackled similar problems in the past? What worked/what didn't?	
W – What is the **Way** forward? (Process goal)	• What are your next action steps in the short term and in the long term?	

» **Record your Process Goals on the Resiliency Road Map (Pages 20-21)**

35

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THE GROW MODEL - 40 MIN

! VISUAL #109

SAY When developing professional or personal goals, you should follow a process to ensure the goal is an effective goal. Ineffective goals seldom motivate us and can even lead to discouragement. We will use the GROW model, a popular method developed in the 1980s. This process is intended to help people create goals and contingency plans by asking specific questions about the nature of the goal. Follow along on page 35 of your workbooks.

Research Reference:

Whitmore, J. (2003) Coaching for Performance, Nicholas Brealey Publishing, London.

97

Visual #110

G What is your **Goal**?

R What is the current **Reality**?

O What are the **Obstacles** and **Options** for achieving your goals?

W What is the **Way** forward?

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FOR RESILIENCY

VISUAL #110

GROW

SAY With the GROW model, you ask the following questions:

- G – What is your Goal?
  - Is your goal SMART? (Specific, Measurable, Attainable, Relevant, Time-Based)
  - How does this goal help you reach your career objectives?
  - Are there other more appropriate goals to pursue?
- R – What is the current Reality?
  - Are you, in some ways, already on your way to achieving your goal, or are you starting from scratch?
- O – What are the Obstacles and Options for achieving your goals?
  - What are the different ways you can go about achieving your goals?
  - What are the pros and cons of each approach?
  - Can you combine approaches?
  - What kinds of obstacles exist?
  - What if a certain obstacle vanished—would your current approach still be the best?
  - What are the problems with this approach?
  - Have you tackled similar problems in the past?
  - What worked or what didn't work?
- W – What is the Way forward?
  - What are your next action steps in the short and long terms?

EXERCISE

DIVIDE participants into pairs. Inform the pairs that one person will take on the role of a coach and the other will take on the role of a coachee. Coachees will take a look at their roadmaps and pick one strategy that will be most effective in enhancing their resiliency. They should keep in mind their resiliency profile score. Then, coaches will go through the goal-setting (GROW) process with their coachee to help them develop a plan for enhancing their resiliency. Then, the participants will rotate roles and repeat this process. At the end of this 30-minute activity, each participant will have played both roles.

Visual #111
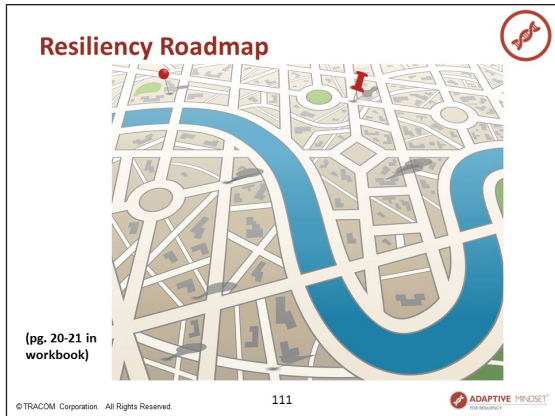
Visual #112

Resiliency Roadmap

(pg. 20-21 in workbook)

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111

Building Resilience in your Team

(p.36 in workbook)

• Being a Role Model
• Communicating a Higher Purpose
• Stimulating your People
• Knowing your People
• Rewarding your People

Research Reference:
(Harland, Harrison, Jones & Reiter-Palmon, 2005)

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112

Developing a Resilient Mindset Participant Workbook
Page 36

BUILDING RESILIENCE IN YOUR TEAM

What behaviors demonstrate each of these characteristics?

1. Being a role model

_____
_____
_____

2. Communicating a higher purpose

_____
_____
_____
_____

3. Stimulating your people (intellectually, creatively)

_____
_____
_____

4. Knowing your people

_____
_____
_____

5. Rewarding your people

_____
_____
_____

36

Resiliency Roadmap

SAY Now that you've learned about the goal-setting process, please turn to your resiliency roadmap and look toward the bottom of page 21. Based on the discussion you had with your coach, write down the process goal you will engage in every day or week to enhance your resiliency.

Allow participants 3 minutes for the above.

BUILDING RESILIENCE IN YOUR TEAM - 15 MIN

SAY After engaging in this coaching process, I'd like to know what you see as the most important leader characteristics for building employee resiliency. (Wait for response).

SAY Well, research shows that these are the top leader characteristics for building employee resiliency.

DESCRIBE each of the following characteristics:

Being a Role Model – the leader acts with resiliency him/herself, displays confidence, elicits respect and pride in his subordinates, and looks beyond his own interests. Basically, the leader models the behavior he/she wants to see. People have what neuroscientists call "mirror neurons" – just by watching someone do something, this activates the same neurocircuitry in our own brains as if we are the ones acting. Mirror neurons are critical for learning new skills by imitation. So, a great way for leaders to build employee resiliency is simply by modeling resilient behaviors themselves.

ASK What behaviors demonstrate this characteristic? Examples include remaining calm in the face of unexpected shifts in demands, setting ambitious but achievable goals for the company, asking questions freely and openly.

CAPTURE participant responses.

ASK participants to take notes on this discussion on page 36 of their workbooks.

Communicating a Higher Purpose - the leader provides a compelling higher purpose and motivates employees to look beyond their own interests.

ASK What behaviors demonstrate this characteristic? Examples include focusing employees' goals on achievement and self-actualization rather than security and personal safety, scheduling regular meetings to emphasize these goals, informally integrating goals into team discussions.

Building Resilience in your Team *(continued)*

CAPTURE participant responses.

ASK participants to take notes on this discussion on page 36 of their workbooks.

Stimulating your People - the leader provides intellectual and creative stimulation. He or she demonstrates effective problem solving by challenging assumptions and seeking different perspectives. The leader also presents crises as challenges that can be overcome. In this way, the leader encourages thoughtful solutions to problems rather than hurried, stress-driven ones.

ASK What behaviors demonstrate this characteristic? Examples include asking questions in different ways, seeking unique perspectives, framing crises as opportunities for development and challenges that can be overcome.

CAPTURE participant responses.

ASK participants to take notes on this discussion on page 36 of their workbooks.

Knowing your People - the leader considers each of his employees individually. Each employee feels valued and respected according to his/her unique needs.

ASK What behaviors demonstrate this characteristic? Examples including asking employees questions about themselves, remembering unique details about each employee, and behaving with versatility across employees (i.e., changing his/her interpersonal approach based on the needs of the individual).

CAPTURE participant responses.

ASK participants to take notes on this discussion on page 36 of their workbooks.

Rewarding your People - the leader is clear about who is responsible for what and how each accomplishment will be rewarded.

ASK What behaviors demonstrate this characteristic? Examples include setting clear expectations, creating a centralized location in the computer system where deadlines and rewards are made explicit, asking employees to repeat back to him/her when everything is due, focusing on the positive benefits of achieving a goal rather than the negative repercussions of not achieving a goal.

CAPTURE participant responses.

ASK participants to take notes on this discussion on page 36 of their workbooks.

SAY please keep these characteristics in mind as you go back to your teams or mentor others.

Research Reference:

Harland, L., Harrison, W., Jones, J. R., & Reiter-Palmon, R. (2005). Leadership behaviors and subordinate resilience. Journal of Leadership and Organizational Studies, 11, 2-14.

Visual #113

	CAB/CAR	Mindfulness	Act "As If"	Gratitude	Giving	Goal Setting
Personal Responsibility	✔				✔	✔
Realistic Optimism	✔	✔	✔	✔	✔	
Personal Beliefs		✔		✔	✔	
Self-Assurance	✔		✔			✔
Self-Composure	✔	✔	✔	✔	✔	
Problem Solving	✔	✔				✔
Goal Orientation	✔	✔				✔
Courageous Communication	✔		✔			
Social Support	✔			✔	✔	

If you want these *nine* things....

...then do these *six* things.

113

ADAPTIVE MINDSET
FOR RESILIENCY

! VISUAL #113

If you want these nine things...do these six things

SAY We just finished discussing six different practices which will help you develop the elements of resilience in your professional life. While you could target the elements of resilience individually for improvement, what we have shared will save you time. You will be able to experience growth in multiple elements of resilience concurrently as you employ the six practices we just discussed.

Visual #114

Visual #115

Summary/Review

- What is Resilience?
- What holds us back from being resilient?
- Strategies to develop resilience

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Breaking News!

(p.40 in workbook)

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Developing a Resilient Mindset Participant Workbook
Page 40

CONCLUSION

SUMMARY AND REVIEW

Write a headline or two that captures what you learned from this course and how it will be applied in your life. As an example, you might write, "Mindfulness moves woman out of future and into the present," or "Man uses logical brain to combat emotional brain."

» _____
   _____

» _____
   _____

» _____
   _____

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Session Summary
(20 Min)

SUMMARY & HEADLINE ACTIVITY — 10 MIN

> **VISUAL #114**

Summary and Review

SAY Let's revisit, very briefly, what we have covered in this course. We discussed:

- What resilience is and why it is important. Resilience refers to people's developable capacity to adapt to change, adversity, and stressors in a way that not only allows them to bounce back, but also to grow from the experience.
- Our negativity bias and why we need to control that to become more resilient.
- Six different practices you can use to develop resilience.

> **VISUAL #115**

Breaking News!

SAY As a last activity, please turn to page 40 in your workbooks. I want you to write a headline or two that captures what you learned from this session and how it will be applied in your life. As an example, you might write, "Mindfulness moves woman out of future and into the present" or "Man uses logical brain to counteract emotional brain." I will give you three minutes to work on this and then I'd like to hear what you wrote.

Allow three minutes.

ASK for volunteers to share what they wrote.

Visual #116

Visual #117

Visual #118

NEXT STEPS AND CLOSING — 10 MIN

! VISUAL #116

Next Steps

SAY I want to encourage you to monitor your progress in terms of the commitments you made on your resiliency roadmap. We know that only about 10% of what people learn in training actually gets transferred to the job. You don't want to be part of that statistic! I also encourage you to:

- Revisit your workbook. You can repeat many of the exercises we've included there to further strengthen your understanding of resilience.
- Check out the additional resources listed at the end of your workbooks.
- Share what you've learned! A great way to process and integrate this material is to describe these techniques to others. Not only that, but let them know your resiliency goals. They will help keep you accountable. Before you leave today, determine who you will share your resiliency goals with.

! VISUAL #117

How'd We Do?

CONDUCT final Q&A and **THANK** participants for attending.

! VISUAL #118

Adaptive Mindset for Resiliency

CONCLUDE Session.

ADAPTIVE MINDSET®

FOR RESILIENCY

Developing a Resilient Mindset™

TRACOM®GROUP

THE SOCIAL INTELLIGENCE COMPANY®

Optional Exercises

Optional exercises can be used to reinforce or practice specific skills.

These can be used with the whole group, or with sub-groups, as appropriate.

The table below shows the optional exercises and their suggested running times:

OPTIONAL EXERCISES	PURPOSE	RUNNING TIME
Learning from your Past	For participants to get a sense of their own strengths from someone else's perspective.	1 Hour
Examining your Social Support Network	For participants to examine their social support network and make a plan to expand or deepen it.	15 Min
Role Models	For participants to think about and learn from their role models.	15 Min
Meditation	For participants to understand the process of meditation to get a sense of its benefits	10 Min

LEARNING FROM YOUR PAST
REALISTIC OPTIMISM, SELF-ASSURANCE, SELF-COMPOSURE
PROBLEM SOLVING

▶ **EXERCISE**

Purpose

- For participants to reflect on their past and to get a sense of their own strengths from someone else's perspective.

Facilitator Brief

- This is an interview exercise done in pairs.

Recommended Time

- 1 hour

Materials Needed

- Developing a Resilient Mindset™ Participant Workbook (Notes Section)
- Two handouts - Learning from Your Past Parts 1 and 2

Directions

The following is an exercise intended to help participants learn from their past. The facilitator will emphasize here that there is always knowledge that can be gained from adversity or stress.

1. Participants will get into pairs – one person will serve as the interviewer and one as the interviewee. The interviewer will ask the interviewee some or all of the following questions:

   a. *"Tell me about the biggest adversity you've faced in the workplace. How did you cope with it? What worked? What didn't? What did you gain from the experience? In what way did this event have meaning?"*

   b. *"Tell me about two situations in your past that seemed terrible at the time but ended up working out for the best. Why do you think these situations were helpful? How can this help you reframe future obstacles?"*

   c. *"Tell me about a time when you handled a difficult situation well. What was particularly difficult about this situation? What was the context, what did you do, and what was the result? How did you interact with others during this time? Who were your main sources of support?"*

   d. *"Tell me about a time where you exhibited unexpected strength. What was the context, what did you do, and what was the result? What did you learn about yourself from the experience? What are the kinds of situations that bring out your strength? What did resiliency feel like in that instance? What were your facial expressions? What was your body doing? Visualize what this feeling looks like."*

e. *"How can you help others because of what you've experienced?"*

f. *"What doesn't scare you as much as it scares others?" (e.g., public speaking, statistics, interviews, being rejected, etc.*

2. The interviewer will take notes on the interviewee's experience and see what kinds of lessons can be gleaned from adversity. He/she will then respond to the following questions:

a. What kinds of strengths are you seeing in the other person through his/her stories?

b. What kinds of coping strategies seem to be most effective with him/her?

c. When might this person be at his/her best?

d. What are some other trends you noticed?

They will then give this piece of paper to their interviewee and discuss it with them.

3. After this debrief portion, the interviewer and interviewee will switch roles and repeat.

Through the process, participants can get a sense of their own strengths from someone else's perspective. Participants can also see how their partner's approach to adversity might differ from theirs and how they can potentially incorporate new coping strategies into their dealings with adversity.

4. Ask participants to share important lessons or insights they gained from this exercise with the larger group.

EXAMINING YOUR SOCIAL SUPPORT NETWORK
SOCIAL SUPPORT, GOAL ORIENTATION

EXERCISE

Purpose
- For participants to examine their social support networks and make a plan to expand or deepen them.

Facilitator Brief
- This is an individual reflection and goal-setting exercise.

Recommended Time
- 15 minutes

Materials Needed
- Handout - Examining Your Social Support Network

Directions

1. Ask participants to draw out their support network using the handout. They will be represented by a stick figure in the center of the drawing. They will illustrate their connections with lines connected to different names. Connection strength will be conveyed by line thickness – thicker lines indicate stronger connections.

2. Based on their drawings, ask participants to complete the survey about their social support network.

   a. Rate the extent to which individuals in your social support network are similar to you. Consider educational and cultural background, political beliefs, interests, age, and personality.
      - Very dissimilar
      - Moderately dissimilar
      - Slightly dissimilar
      - Slightly similar
      - Moderately similar
      - Very similar

   b. Rate the strengths of your connections.
      - Very weak
      - Moderately weak
      - Slightly weak
      - Slightly strong
      - Moderately strong
      - Very strong

    c.   Rate the breadth of your connections:
- Very narrow span
- Moderately narrow span
- Slightly narrow span
- Slightly broad span
- Moderately broad span
- Very broad span

    d.   Rate the extent to which you are connected to important people (e.g., potential mentors, key figures in your industry, etc.)
- Very weak connection
- Moderately weak connection
- Slightly weak connection
- Slightly strong connection
- Moderately strong connection
- Very strong connection

3. Let participants know that all of these elements are important for strengthening their resilience and social influence. For example, it is important for people to surround themselves with those who have different opinions and unique points of view so they can "shake up" their way of thinking and broaden their perspective. And, it's important to have strong social ties but also broad social ties which give people access to new information and fresh perspectives.

4. Ask participants to list one specific thing they will do differently to connect to different types of people, extend their network, and/or strengthen connections (e.g., invite out a new person to lunch each week, attend a social networking group event monthly). This goal should be specific, measurable, attainable, relevant, and time-bound.

5. Ask participants to share their goals with the group.

ROLE MODELS
SELF-ASSURANCE, SOCIAL SUPPORT

EXERCISE ▶

Purpose
- For participants to think about and learn from their role models.

Facilitator Brief
- This is an individual reflection exercise and a group discussion.

Recommended Time
- 15 minutes

Materials Needed
- Handout - Role Models

Directions

1. Tell participants that one effective way of increasing resilience in people is by exposing them to positive role models. Role models are so important because, by achieving certain feats, they show you that it can be done and that you can do it too.

2. Ask participants to answer the questions on the handout:
   - Who is your role model for resiliency?
   - What is it that you admire about this person? Think about the way he/she approaches problems, his/her belief systems, emotional reactions to stress, impressive behaviors, etc.
   - Which of the nine resiliency skills does your role model have? How does he/she demonstrate each of these skills?
   - Pick one of your biggest stressors. Describe how your role model would handle this stressor.
   - How will you incorporate similar behaviors into your life?

3. Ask participants to share their responses with a partner.

Role Models

One effective way to increase resilience is by gaining exposure to positive role models. Answer the following questions regarding your Resiliency Role Model.

Who is your role model for resiliency?

_____
_____
_____
_____
_____
_____

What is it that you admire about this person? Think about the way he/she approaches problems, his/her belief systems, emotional reactions to stress, impressive behaviors, etc.

_____
_____
_____
_____
_____
_____

Which of the nine resiliency skills does your role model have? How does he/she demonstrate each of these skills?

_____
_____
_____
_____
_____
_____

Role Models

MEDITATION

EXERCISE

Purpose

- For participants to understand the process of meditation and to get a sense of its benefits.

Facilitator Brief

- This is an individual exercise and group discussion

Recommended Time

- 10 minutes

Materials Needed

- None

Directions

1. Have participants meditate for 5 minutes. Instruct them to sit up straight in their chairs, to gaze approximately 6 feet in front on them while relaxing their faces. Ask them to simply focus on their breath - the inhalation and exhalation. Tell them it is natural that their minds may wander, but to notice when this happens and continually bring attention back to their breath.

2. Debrief this activity by asking:

   "What did you notice?"

   "How did you feel after this exercise?"

Meditation helps you notice more. It leads to greater focus, problem solving and energy.

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Frequently Asked Questions about the Instrument and Profile

This section describes common questions from learners.

What is the best way to share Profile results or seek further feedback from people who rated me?

One way to seek others' feedback includes disclosing to others that you are striving to improve in your workplace behaviors. For example, tell others you are trying to listen better, decide sooner, change more quickly, or rely more upon information than impressions. There are dozens of behaviors you might be targeting. Ask others to let you know when they see and hear progress – and when you need to refocus on your goals.

Only three people responded on my Profile. What would happen if more people filled it out?

There is a chance that your Profile would change slightly. Resiliency can change across groups and circumstances. Even the same reference group can rate a person's Resiliency as higher or lower at two different times. Therefore, adding raters can have an effect on scores.

Why is a self-assessment required?

Three of the nine scales on the Profile Report are self-assessment only: Personal Responsibility, Personal Beliefs, and Social Support. Therefore, without self-assessment a great deal of information is lost from the Profile, limiting the impact of the feedback. For this reason, TRACOM requires that learners complete their own assessments in order to receive a Profile Report.

This section describes common questions from facilitators.

Why is there no session composite report?

There is no composite report for this survey as it does not roll up any data by dimension.

Resources

Internet Resources and Articles

»   *Is Giving the Secret to Getting Ahead?* by Susan Dominus
    http://www.nytimes.com/2013/03/31/magazine/is-giving-the-secret-to-getting-ahead.html?ref=psychologyandpsychologists&_r=0

»   Free positive psychology products from The Happiness Institute
    http://thehappinessinstitute.com/freeproducts/

»   Books and resources available from the Resilience Institute
    http://www.resiliencei.com/Books-and-Products_60.aspx

»   *12 Guidelines for Deciding When to Persist, When to Quit* by Rosabeth Moss Kanter
    http://blogs.hbr.org/kanter/2012/10/12-guidelines-for-deciding-whe.html

»   *The Luck Factor* by Richard Wiseman
    http://richardwiseman.files.wordpress.com/2011/09/the_luck_factor.pdf

»   *Mastering the Art of Conveying Confidence* by Sue Shellenbarger
    blogs.wsj.com/atwork/2013/08/22/mastering-the-art-of-conveying-confidence/

»   *Stanford Studies Monks' Meditation, Compassion* by Meredith May
    http://www.sfgate.com/health/article/Stanford-studies-monks-meditation-compassion-3689748.php

»   *Meditation May Increase Gray Matter,* Science Daily
    http://www.sciencedaily.com/releases/2009/05/090512134655.htm

»   *Neuroplasticity,* http://en.wikipedia.org/wiki/Neuroplasticity

Books

»   *Don't Sweat the Small Stuff at Work* by Richard Carlson

»   *Learned Optimism* by Martin Seligman

»   *Flourish* by Martin Seligman

»   *Authentic Happiness* by Martin Seligman

»   *Positivity* by Barbara Frederickson

»   *Flow: The Psychology of Optimal Experience* by M. Csikszentmihalyi

»   *The Resilience Factor* by Karen Reivich and Andrew Shatte

»   *Happiness: Unlocking the Mysteries of Psychological Wealth* by Diener and Biswas-Diene

»   *What Got You Here Won't Get You There: How Successful People Become Even More Successful* by Marshall Goldsmith and Mark Reiter

»   *Crucial Conversations: Tools for Talking When Stakes Are High* by Kerry Patterson

»   *Stumbling on Happiness* by Dan Gilbert

»   *The How of Happiness* by Sonja Lyubomirsky

»   *Coaching Resilience Practical Positive Psychology* by Green and Humphrey

»   *Give and Take* by Adam Grant

Apps

» *Anxiety Mint* (Jason Pegg): A Cognitive Bias Modification (CBM) app designed to reduce anxiety.

» *Let Panic Go* (James Henry): Designed to interrupt the cycle of thoughts that fuel a panic attack.

» *Relax - Silva* (Mindvalley, LLC): Described as the lazy person's way to relaxation.

» *CBT Referee* (Andrew Arrow): Cognitive Behavioral Therapy (CBT) app.

» *GoalsOnTrack* (Vancouver IT Services): Goal setting/personal development app.

» *Don't Break the Chain!* (Clement Beffa): App helps you track your daily progress towards important goals.

» *Super Better,* https://www.superbetter.com/: A game designed to increase your personal resilience in the face of big challenges.

Videos

» One minute meditation
http://www.youtube.com/watch?v=F6eFFCi12v8

» Dr. Kelly McGonigal discusses how to make stress your friend
http://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend.html

» Dr. Amy Cuddy discusses "Power Poses"
http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are.html

» Dr. Dan Gilbert discusses the Surprising Science of Happiness
http://www.ted.com/talks/dan_gilbert_asks_why_are_we_happy.html

Additional References as noted in Participant Workbook

» [1]DeRubeis, R. J., Siegle, G. J., & Hollon, S. D. (2008). Cognitive therapy versus medication for depression: Treatment outcomes and neural mechanisms. *Nature Reviews. Neuroscience,* 9, 788-796.

» [2]Hollon, S. D., Stewart, M. O., & Strunk, D. (2006). Enduring effects for cognitive behavior therapy in the treatment of depression and anxiety. *Annual Review of Psychology*, 57, 285–315.

» [3]Davidson, R. J., Kabat-Zinn, J., et al. (2003). Alterations in brain and immune function produced by mindfulness meditation. *Psychosomatic Medicine*, 65, 564-570.

» [4]Krimpinger, J. A., & Baime, M. J. (2007). Mindfulness training modifies subsystems of attention. *Cognitive, Affective, and Behavioral Neuroscience*, 7, 109-119.

» [5]Lutz, A., Brefczynski-Lewis, J., Johnstone, T., & Davidson, R.J. (2008). Regulation of the neural circuitry of emotion by compassion meditation: Effects of meditative expertise.

» [6]Nielsen, L., & Kaszniak, A.W. (2006). Awareness of subtle emotional feelings: A comparison of long-term meditators and non- meditators. *Emotion*, 6, 392-405.

» [7]Philippot, P., Chapelle, G., & Blairy, S. (2002). Respiratory feedback in the generation of emotion. *Cognition And Emotion*, 16(5), 605-627.

» [8]Cuddy, A. J. C., Wilmuth, C. A., & Carney, D. R. (2012). The benefit of power posing before high-stakes social evaluation. *Harvard Business School Working Paper*.

» [9]Gable, S. L., & Haidt, J. (2005). What (and why) is positive psychology? *Review of General Psychology*, 9, 103-110.

» [10]Grant, A. (2013). *Give and take.* New York, NY: Penguin Group.

Additional References as noted in Participant Workbook (Continued)

» [11]Powers, T. A., Koestner, R., Zuroff, D. C., Milyavskaya, M., & Gorin, A. A. (2011). The effects of self-criticism and self-oriented perfectionism on goal pursuit. *Personality And Social Psychology Bulletin*, 37(7), 964-975.

» [12]Whitemore, J. (2002). Coaching for Performance. London: Nicholas Brealey Publishing. Landberg, M. (2003). *The Tao of Coaching.* London: Profile Books.

Research References

Stress in America

Visual #8

It is clear that workers around the world are experiencing tremendous stress. Stress statistics presented in this section were drawn from the following sources:

American Psychological Association. (2009). *Stress in America 2009*. **Retrieved from** https://www.apa.org/news/press/releases/stress/2009/stress-exec-summary.pdf.

According to this report:
- 69% of employees report that work is a significant source of stress.
- 51% of employees say they are less productive at work due to stress.

American Psychological Association. (2007). *Stress in America 2007*. **Retrieved from** www.apa.org/pubs/info/reports/2007-stress.doc.

According to this report, 52% of employees report that stress impacts their career decisions. That is, they have considered or made a decision to look for a new job, decline a promotion, or leave a job based on workplace stress.

Statistic Brain. (2014). Stress Statistics. Retrieved from http://www.statisticbrain.com/stress-statistics/.

This report cites job pressure as the #1 source of stress for Americans.

American Psychological Association. (2007). *How Does Stress Affect Us?* **Retrieved from**
http://psychcentral.com/lib/how-does-stress-affect-us/0001130.

Here, we see that stress is linked to the six leading causes of death. These are heart disease, cancer, lung ailments, accidents, cirrhosis of the liver, and suicide.

For more international stress statistics, consider the following:

Milczarek, M., Schneider, E., & Gonzalez, E. R. (2009). *European Risk Observatory Report*.
Retrieved from https://osha.europa.eu/en/publications/reports/TE-81-08-478-EN-C_OSH_in_figures_stress_at_work.

According to the Fourth European Survey of Working Conditions in 2005, stress was experienced on average by 22% of working Europeans.

Towers Watson. (2014). *Workforce stress: Establishing a workplace culture to manage top risk effectively.* **Retrieved from** http://www.slideshare.net/TowersWatson/infographic-workforcestresstheemployeremployeedisconnecttowerswatson.

Asian employers rank stress as the leading workforce risk across most countries in the region.

The top three causes of stress in Asia Pacific are inadequate staffing, low pay, and lack of work-life balance.

Only 15% of Asian employers are making managing stress a priority in their health strategy.

The Association of the Global Organization for Stress. *Stress facts*. **Retrieved from**
http://www.gostress.com/stress-facts/#sthash.ClTIhn40.dpuf

Due to stress, Australian employees are absent for an average of 3.2 working days each year. This absenteeism costs the Australian economy approximately $14.2 billion.

Approximately 442,000 individuals in Britain who worked in 2007 and/or 2008 reported that they were experiencing so much work-related stress that it was making them ill.

Work-related illness is associated with approximately 13.7 million lost working days. These lost working days costs £28.3 billion per year.

Resiliency is related to improved job performance, organizational commitment, work-life integration, and change acceptance.

Visual #11

Visual #12

Visual #13
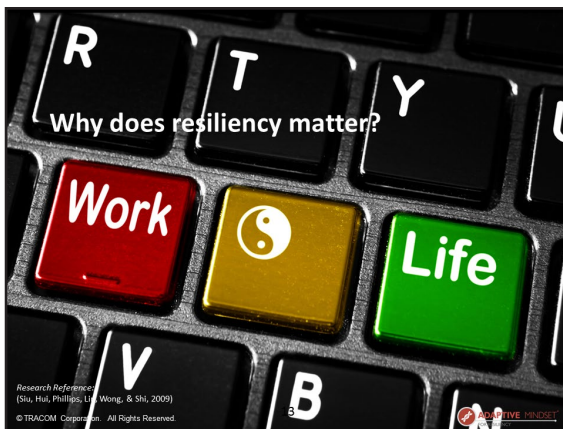
Visual #14

Luthans, F., Avolio, B., Avey, J. B., & Norman, S. M. (2007). Psychological capital: Measurement and relationship with performance and job satisfaction. *Personnel Psychology, 60*, 541–572.

In this study, the authors provided empirical support for PsyCap as a higher-order positive psychological construct consisting of optimism, hope, resiliency, and self-efficacy. Then, they investigated how each of the four psychological facets as well as the broader PsyCap construct predicted work performance and satisfaction. Results suggested that the composite PsyCap construct was significantly related to these two outcomes. Additionally, and importantly, resiliency was significantly related to performance (correlation = .22). A correlation coefficient determines the extent to which two variables are related to each other. Values range from 0.0 (no relationship) to 1.0 (perfect relationship). A correlation of .22 is substantial. As a point of comparison, consider that the correlation between conscientiousness and job performance is 0.22.[1]

Youssef, C. M., & Luthans, F. (2007). Positive organizational behavior in the workplace: The impact of hope, optimism, and resilience. Journal of Management, 33, 774–800.

Using a large sample of employees from a wide range of positions and organizations in the U.S., the authors investigated the impact that hope, optimism, and resilience have on desired work-related outcomes. Results indicated that resilience was related to self-reported performance, job satisfaction, work happiness, and organizational commitment.

Shin, J., Taylor, M.S., & Seo, M. (2012). Resources for change: The relationships of organizational inducements and psychological resilience to employees' attitudes and behaviors toward organizational change. *Academy of Management Journal, 55(3),* 727-748.

The authors conducted a series of surveys using a sample of approximately 300 employees and managers and found that those with greater resilience were more likely to support organizational change. Moreover, employees with strong resiliency were committed to change because they experienced more positive emotions during the change.

Siu, O., Hui, C., Phillips, D. R., Lin, L., Wong, T., & Shi, K. (2009). A study of resiliency among Chinese health care workers: Capacity to cope with workplace stress. *Journal Of Research In Personality*, 43(5), 770-776. doi:10.1016/j.jrp.2009.06.008.

The authors of this study were interested in the benefits of resiliency. Using a sample of Chinese healthcare workers, they conducted interviews, focus group discussions, and surveys to assess the role of resiliency in individuals' ability to cope with workplace stress. Results indicated that resiliency was positively related to salivary IgA levels (an immune marker), as well as job satisfaction, quality of life, and work-life balance. Resiliency was also negatively related to physical/psychological symptoms and injuries at work.

Humans are hard-wired to focus on negativity more than positivity.

Visual #21
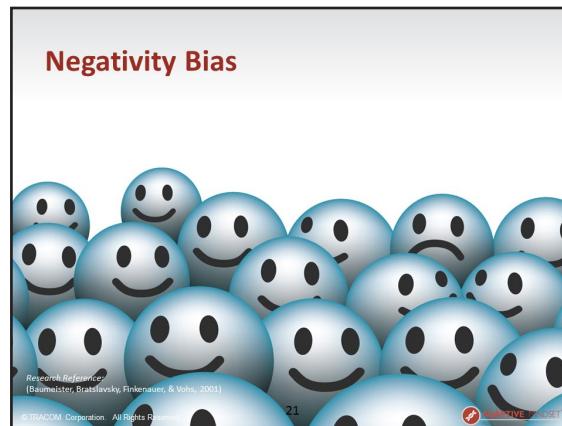
Baumeister, R.F., Bratslawsky, E., Finkenauer C., Volis, K.D. (2001). Bad is stronger than good. *Review of General Psychology, 5,* **323-370.**

In this article, the authors provide an extensive review of research related to the negativity bias. The negativity bias is the notion that humans focus on and are more strongly impacted by negative events compared to positive events. The authors argue that this fundamental human bias was adaptive throughout evolutionary history. In prehistoric times, for example, when saber tooth tiger attacks and natural disasters loomed constantly, those individuals who survived were the ones who were attuned to threats and dangers. Throughout the article, the authors accumulate evidence that bad is stronger than good. For example, they reference a longitudinal study in which bad events had stronger effects on measures of adjustment (self-esteem, anxiety, perceived sense of control, and so on) than good events. Additionally, they note that a single traumatic experience can have significant long-term effects, but there is little evidence for a single positive experience that have equally powerful effects. They even cite evidence that brain responses are stronger toward negative stimuli than positive stimuli. The evidence they provide for the negativity bias is powerful and compelling.

Electrical activity in the cerebral cortex is stronger toward the negative stimuli compared to positive or neutral stimuli.

Visual #22
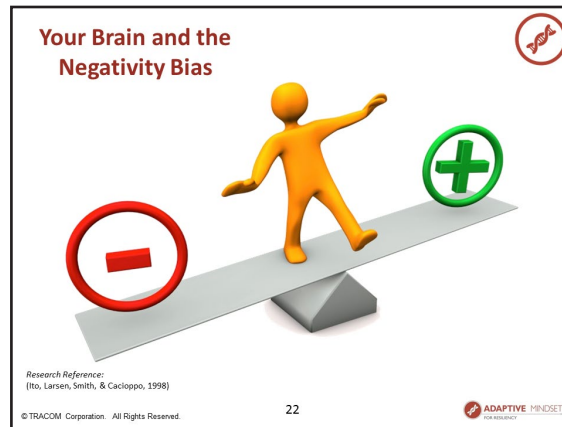
Ito, T. A., Larsen, J. T., Smith, K., & Cacioppo, J. T. (1998). Negative information weighs more heavily on the brain: The negativity bias in evaluative categorizations. *Journal of Personal and Social Psychology, 75,* **887-900.**

The authors investigated the negativity bias in the brain. They showed participants images of positive, negative or neutral stimuli and recorded electrical activity in the brain. They found that negative stimuli were associated with stronger neural responses than equally-probable positive stimuli. This study supports the notion that negative information weighs more heavily on the brain.

The negativity bias is evident in our language.

Visual #23

Averill, J. R. (1980). On the paucity of positive emotions. In K. R. Blankstein, P. Pliner, & J. Polivy (Eds.), *Advances in the study of communication and affect, Vol. 6* (pp. 7–45). New York: Plenum.

To the extent that negative emotions are prevalent and powerful, they should show up in our language. Averill (1980) conducted an exhaustive review of the dictionary and compiled 558 emotion words. He found that 62% of the emotion words were negative and 38% were positive. This suggests that the negativity bias is evident even in our language.

Negative events have a more long-lasting impact on our moods compared to positive events.

Visual #24

Sheldon, K. M, Ryan, R., & Reis, H. T. (1996). What makes for a good day? Competence and autonomy in the day and in the person. *Personality and Social Psychology Bulletin, 22,* **1270-1279.**

In this study, the authors investigated whether bad events have longer-lasting effects than good events. Their data suggested that having a good day was not associated with a noticeable change in a person's well-being the following day. However, having a bad day was associated with lower well-being the following day. In this way, bad is stronger than good.

We have a primitive "emotional brain" (the limbic system) and a more recently-developed "logical brain" (prefrontal cortex). The prefrontal cortex is directly connected with the limbic system. This means we can train our prefrontal cortex to exert control over the amygdala during stressful times, in order to remain calm and rational.

Visual #27
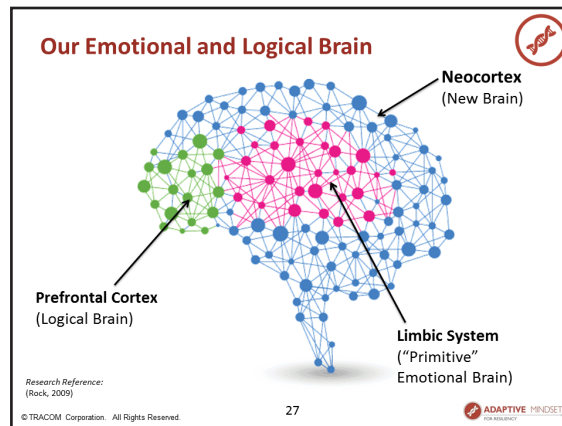
Rock, D. (2009). *Your brain at work*. **HarperCollins Publishers: New York, NY.**

Dr. David Rock was named one of the 30 most influential organizational psychologists alive today. In this book, he brings together neuroscience and psychology to help individuals enhance their effectiveness at work. He references many regions of the brain but two essential regions are the limbic system (what we call the "emotional brain") and the prefrontal cortex (the "thinking brain"). He notes that the limbic system gives rise to emotions in response to thoughts, objects, people, and events. The limbic system operates unconsciously, and when overly aroused, siphons resources from the prefrontal cortex and inhibits conscious functions such as understanding, decision-making, and memorizing. He discusses several techniques for switching brain states and quieting the emotional mind.

The top five workplace amygdala triggers

Visual #29

Goleman, D. (2011). *The brain and emotional intelligence: New insights.* **More than Sound, LLC: Northampton, MA.**

In this book, Daniel Goleman lists the top five amygdala triggers at work. These are:

1. Condescension and lack of respect.
2. Being treated unfairly.
3. Being unappreciated.
4. Feeling that you're not being listened to or heard.
5. Being held to unrealistic deadlines.

Goleman says that the amygdala is the trigger point for emotions and the "fight or flight" stress response, which can dominate our mental landscape. However, certain strategies, including mindfulness and self-talk, can be employed to tamp down emotions and generate a more appropriate response.

Lottery winners and accident victims tend to return to their baseline level of happiness.

Visual #32
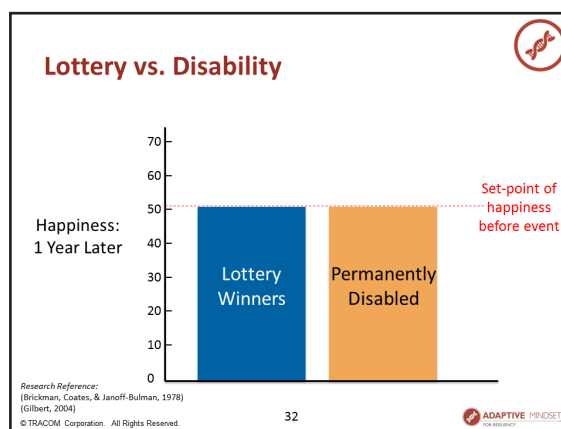
Lottery vs. Disability

Happiness: 1 Year Later

Lottery Winners

Permanently Disabled

Set-point of happiness before event

Research Reference:
(Brickman, Coates, & Janoff-Bulman, 1978)
(Gilbert, 2004)
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32

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FOR RESILIENCY

Brickman, P., Coates, D., & Janoff-Bulman, R. (1978). Lottery winners and accident victims: Is happiness relative? *Journal of Personality and Social Psychology, 36,* **917-927.**

The authors investigated the notion that people tend to adapt to favorable or unfavorable events and return to their baseline level of happiness. They interviewed lottery winners and individuals who had suffered an accident in the past year that left them paralyzed, asking them to rate their past, present, and future happiness and the pleasure they derive from mundane activities like reading a magazine. Compared to lottery winners, accident victims rated their present life happiness as 2.96, lower than that of lottery winners (4.00), but higher than expected. Additionally, their expected future happiness and pleasure in everyday activities were rated slightly higher than that of the lottery winners (4.32 versus 4.20 for future happiness and 3.48 versus 3.33 for everyday pleasure). This study is often used to demonstrate that lottery winners and paraplegics are equally happy with life.

Gilbert, D. (2004, Feb). *The surprising science of happiness.* **Video Retrieved from** http://www.ted.com/talks/dan_gilbert_asks_why_are_we_happy?language=en.

Dr. Daniel Gilbert is a social psychologist at Harvard University known for his research on human happiness. In this talk, Dr. Gilbert says that very often, we don't understand what makes us happy. He refers to the impact bias - the idea that we overestimate the impact that negative and positive events will have on our future happiness. In minute 2:05, he references a study that focuses on lottery winners and paraplegics. One year after winning the lottery and one year after losing the use of their limbs, lottery winners and paraplegics are equally happy with their lives. He says we have a robust psychological immune system that allows us to maintain our level of happiness and bounce back even if things don't go as we'd hoped.

Our patterns of automatic thoughts

Visuals #61 through #69
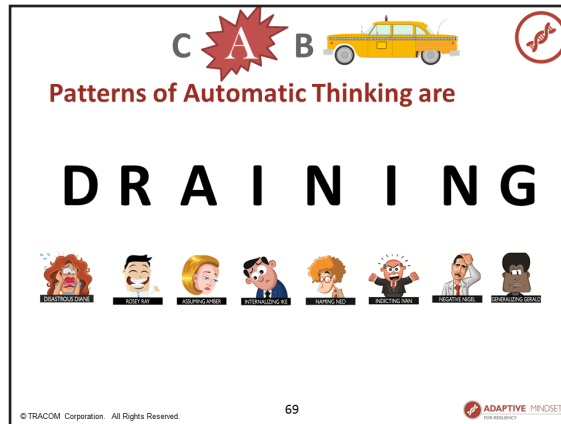
Reivich, K., & Shatte, A. (2002). *The resilience factor: 7 keys to finding your inner strength and overcoming life's hurdles*. **New York: Random House.**

The patterns of automatic thoughts we discuss in our program were identified by Aaron Beck and Albert Ellis in the 60s and stem from their work in a counseling setting with depressed and anxious patients. Today, these patterns of automatic thoughts are very influential and widely used by psychologists. In their book, "The Resilience Factor: 7 Keys to Finding your Inner Strength and Overcoming Life's Obstacles," Reivich and Shatte reference these automatic thought patterns. For example, they cite 1) jumping to conclusions (represented in our training with the "Assuming Amber" character), 2) overblowing the negatives (represented in our training with the "Negative Nigel" character), and 3) personalizing (represented in our training with the "Internalizing Ike" character). They insist that these patterns of thought apply not only to depression, but can also be used to bolster resilience. The DRAINING acronym was TRACOM's way of making these thought patterns memorable.

The benefits of mindfulness

Visual #89

Davidson, R. *Can mindfulness increase our resilience to stress?* Video retrieved from https://www.youtube.com/watch?v=ALjF1yb-VLw.

Dr. Richard Davidson is a leading expert in the area of neuroscience, mindfulness, and resilience. In this video, Dr. Davidson discusses how mindfulness helps individuals recover from stress. If you remember based on the course, the amygdala is responsible for producing the stress response and negative emotions. Dr. Davidson has found that, when confronted with a stressor, those who meditate experience the same amygdala response as normal controls, but their amygdala response returns to baseline much more quickly. As a consequence, they "bounce back" and move forward more effectively.

Davidson, R. J., Kabat-Zinn, J., Schumacher, J., Rosenkranz, M., Muller, D., Santorelli, S. F., Urbanowski, F., Harrington, A., Bonus, Katherine, & Sheridan, J. F. (2003). Alterations in brain and immune function produced by mindfulness meditation. Psychosomatic Medicine, 65, 564-570.

In this study, the authors explored the changes in brain and immune function associated with meditation. They randomly assigned participants to either an 8-week mindfulness meditation course or a wait-list control group. With both groups, they assessed electrical brain activity at the same points in time - before, immediately after, and 4-months after the mindfulness meditation intervention. At the end of the eight-week period, all participants were given an influenza vaccine. Results indicated that compared to those in the control condition, those in the mediation condition showed significant increases in left anterior activation, a pattern of brain activity associated with positive emotions. They also had more antibody titers in response to the influenza vaccine, indicating improved immune function. These findings suggest that meditation confers strong benefits to physical and mental health and that these benefits emerge rather quickly.
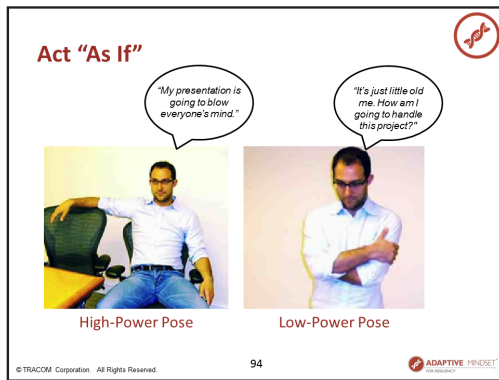
The benefits of power posing
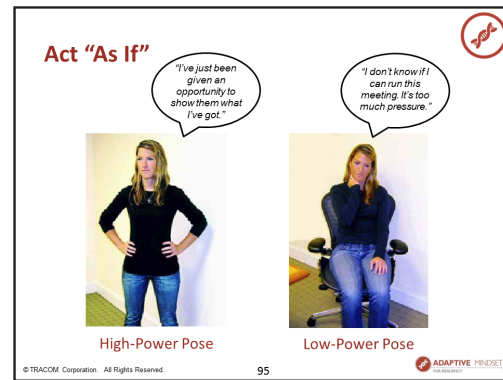
Visual #92

Visual #93
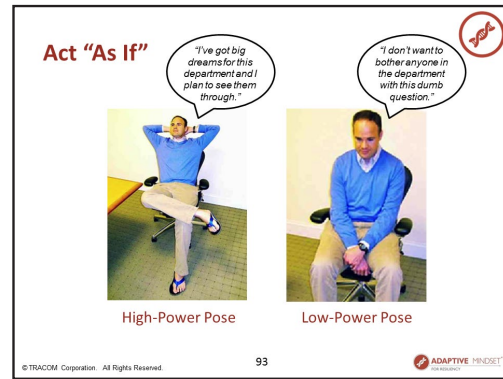
Visual #94

Visual #95

Carney, D. R., Cuddy, A. J. C., & Yap, A. J. (2010). Power posing: Brief nonverbal displays affect neuroendocrine levels and risk tolerance. *Psychological Science,* **1-6.**

We know that our attitudes influence behaviors, but our behaviors can also influence our attitudes. Research shows that by adopting certain "power poses," we can configure our brains to be more assertive, confident, and less stress-reactive. The researchers distinguish between high power poses, which are expansive (e.g., standing with hands on hips, leaning back and putting hands behind your head) and low power poses, which are contractive (e.g., hugging your body, putting your hands on your neck). They provide evidence that high power poses, when adopted for just two minutes, can have significant effects on one's attitudes. Carney and colleagues had students adopt either a low power pose or a high power pose for just two minutes. Then, she asked them how powerful they felt, gave them an opportunity to gamble, and took a saliva sample. She found that of those in the high power pose condition, 86% chose to gamble, and of those in the low power pose condition, 60% chose to gamble. Participants in the high power pose condition experienced an increase in testosterone (the dominance hormone) and a lowering of cortisol (stress hormone). Low power poses were associated with the opposite trend. So, our bodies change our minds. The researchers suggest using this technique before evaluative situations such as speaking at a meeting or giving a speech.

It should be noted that additional studies have failed to replicate the hormonal changes on gambling behavior. However, the main findings - that power poses affect self-confidence - have been replicated.

The benefits of gratitude

Visual #98
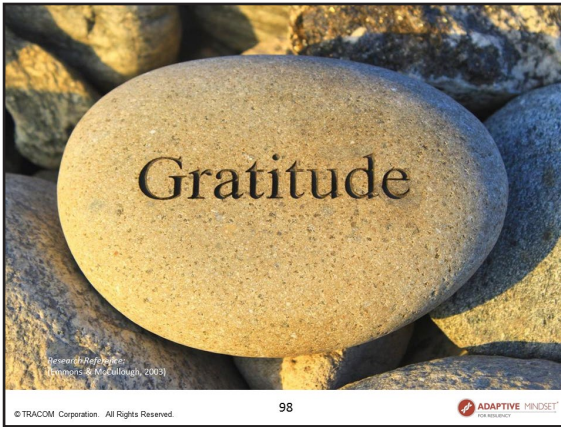
Visual #99

Visual #100

Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: Experimental studies of gratitude and subjective well-being in daily life. *Journal of Personality and Social Psychology,* **84, 377-389.**

The purpose of this study was to investigate whether gratitude enhances one's psychological and physical functioning. Participants wrote down five things for which they were grateful each week, for ten weeks. At the end of the study, this group was significantly happier than a control group who simply listed five events from the week. They rated their life as a whole higher and had more optimistic expectations for the upcoming week. They also reported fewer symptoms of physical illness. This study sheds light on the benefits of gratitude.

Seligman, M. E. P., Steen, T. T., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American Psychologist, 60(5),* **410-421.**

The authors investigated the effectiveness of various psychological interventions in terms of increasing individual happiness. Participants were randomly assigned to complete one of six exercises:

1. Placebo control exercise: Participants were asked to write about their early memories each night for one week.
2. Gratitude visit: Over the course of a week, participants wrote and delivered a letter of gratitude to someone who was especially kind to them.
3. Three good things in life: Each night for one week, participants wrote down three things that went well that day as well as the causal explanation for the event.
4. You at your best: Participants wrote about a time when they were at their best. Then they were asked to reflect on the personal strengths reflected in the story each night for one week.
5. Using signature strengths in a new way: Participants took an assessment of their character strengths and received feedback about their top five strengths. They were then asked to apply this strength in a different way every day for one week.
6. Identify signature strengths: Participants completed a strengths assessment, received a feedback report indicating their top five strengths, and were asked to use their strengths more often over the course of the next week.

Analyses revealed that two of the exercises – "using signature strengths in a new way" and "three good things" increased happiness and reduced depression for six months. The "gratitude visit" produced these positive effects for one month. These exercises, thus, are effective interventions on their own. The other exercises did not lastingly increase happiness.

DeWall, N. C., Lambert, N. M., Pond, R. S., Kashdan, T. B., Fincham, F. D. (2012). A grateful heart is a nonviolent heart: Cross-sectional, experience-sampling, longitudinal, and experimental evidence. *Social and Personality Science, 3,* **232-240.**

Grateful people are less likely to retaliate or act aggressively toward others. In this study, researchers asked students to turn in a piece of writing. Then, half of the participants were asked to write a letter about five things in their lives for which they were most grateful. The other half (the control group) wrote about five things in their lives they'd like to do. Some students received praise for their writing while others received criticism. All of the students then played a computer game against their evaluator. The winner of the game could blast white noise on the loser. Not surprisingly, students who had been criticized retaliated against their raters with particularly loud blasts. However, those students who had written essays about things for which they were grateful weren't as bothered by the criticism and showed less inclination to punish their rater. So, a grateful heart is a non-violent heart.

The benefits of giving

Visual #103

Visual #104

Grant, A. (2013). *Give and take.* **New York, NY: Penguin Group.**

In his book, "Give and Take," Adam Grant argues that generosity can build social capital and help improve overall effectiveness in the workplace. One of the ways givers rise to the top is through the advantages they gain in terms of networking. In the long term, they get a lot of help from their weak ties and dormant ties, because these individuals are happy to help them when they get back in touch. Givers also earn freedom to deviate from the group's norms and offer dissenting ideas. They are given leeway to try out unique ideas that may have tremendous payoff for themselves and the organization.

Dr. Grant points out, however, that there is potential to burn out through giving. He says that successful givers (i.e., those givers who achieve high levels of performance and avoid becoming a doormat) give in ways that allow them to see the impact of their efforts. They also give in a way that is meaningful to them, rather than out of obligation. Additionally, they keep their interests in the rearview mirror and sever ties that are one-sided. They also aren't afraid to ask for help when they need it. Overall, this book provides tremendous insight into the power of giving and how to givers can protect themselves against burnout.

Dunn, E. W., Aknin, L. B., & Norton, M. I. (2008). Spending money on others promotes happiness. *Science, 319,* **1687-1688.**

Dunn and colleagues designed a series of studies which revealed that spending money on other people has a more positive effect on happiness than spending money on oneself. They first asked approximately 650 Americans to report their annual income, rate their general happiness, and estimate how much money they spent in a typical month on bills/expenses, gifts for themselves, gifts for others, and donations to charity. They found that personal spending was unrelated to happiness but spending on others was related to significantly greater happiness. Next, the researchers asked 16 employees at a Boston firm who had just been given a sizeable bonus how they spent their money. Results revealed that those who spent on others were happier while those who spent on themselves were not. Finally, they tested the effect of giving through an experiment. They gave participants either $5 or $20 and half of the participants were told to spend on themselves while the other half were

told to give the money to charity or spend the money on others. Those in the prosocial spending condition reported greater happiness than those in the personal spending condition, regardless of the amount of money they were given. This paper lends support to the importance of giving in terms of bolstering resilience.

Inagaki, T. K., & Eisenberger, N. I. (2012). Neural correlates of giving support to a loved one. *Psychosomatic Medicine, 74,* 3-7.

Research suggests that support-giving is not only beneficial for the recipient, but also for the giver. Inagaki and Eisenberger (2012) invited twenty romantic couples to come into their lab. The female underwent a functional magnetic resonance imaging scan while comforting her partner, who received unpleasant electric shocks outside of the scanner. Results suggested that giving support (i.e., holding a partner's arm while they experienced physical pain) was associated with increased activity in reward regions of the brain as well as decreased activity in the amygdala and consequently, reductions in stress.

McGonigal, K. *How to make Stress your Friend.* Video retrieved from
http://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend.

Dr. Kelly McGonigal, a health psychologist, suggests in this talk that stress is only harmful for your health if you believe it to be. She argues that if we reframe our thinking around stress and view it as a positive, we can change our physiological response to it. She also points to one crucial stress-reducing technique– giving. Dr. McGonigal references a large scale study by Poulin, Brown, Dillard, and Smith (2013) in which researchers tracked approximately 1,000 adults throughout the U.S. They found that every major stressful life experience increased an individual's risk of dying by 30%. However, those who spent time helping and caring for others showed no stress-related increase in dying. Giving and caring generated resilience.
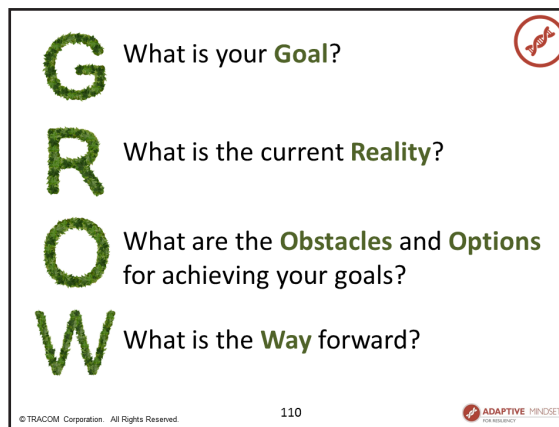
The benefits of goal setting

Visual #108
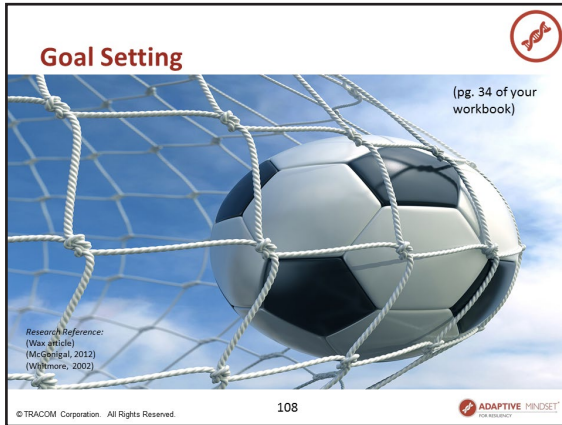
Visual #109

Visual #110

Wax, D. *The science of setting goals.* Retrieved from
http://www.lifehack.org/articles/productivity/the-science-of-setting-goals.html.

In this piece, the author presents research explaining why goals are such powerful motivators. It turns out that the brain can't distinguish between what we want and what we have; therefore, when we set a goal, we feel as though we've already accomplished it. If we fail to meet the desired outcome, we feel that we've lost a valued possession, even a part of ourselves. That is why goals are such important drivers of behavior.

McGonigal, K. (2012). *The neuroscience of change: A compassion-based program for personal transformation* **[CD].**

In her CD, Dr. Kelly McGonigal, an award-winning research scientist, discusses methods to induce positive behavioral change. One of the most effective ways to alter a habit, she suggests, is through goal-setting. She presents research showing that we have two brain systems – one acts automatically and on impulse and the other acts consciously and deliberately and is responsible for self-control. Interestingly, she says that when you set a process goal (i.e., a specific behavioral intention) you begin to build a new habit in the automatic system of the brain. This means that even in the face of stress, fatigue, or distraction, your brain remains committed to your goal and actively looks for ways to further that planned behavior.

Whitmore, J. (2002). *Coaching for Performance.* **London: Nicholas Brealey Publishing.**

Developed in the 1980s, the GROW model is an effective tool for problem-solving and goal-setting. It was popularized by Whitmore in his book, *Coaching for Performance.* The GROW model is intended to help individuals create goals and contingency plans by asking specific questions about the nature of their goal. GROW is an acronym for the following set of questions:

1) What is the **G**oal?
2) What is the current **R**eality?
3) What are the **O**bstacles and Options for achieving your goals?
4) What is the **W**ay forward?

This tool is used extensively and with much success in corporate coaching.

Leader behaviors associated with subordinate resilience

Visual #112

Building Resilience in your Team

(p.36 in workbook)

- Being a Role Model
- Communicating a Higher Purpose
- Stimulating your People
- Knowing your People
- Rewarding your People

Research Reference:
(Harland, Harrison, Jones & Reiter-Palmon, 2005)

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112

ADAPTIVE MINDSET
FOR RESILIENCY

Harland, L., Harrison, W., Jones, J. R., & Reiter-Palmon, R. (2005). Leadership behaviors and subordinate resilience. *Journal of Leadership and Organizational Studies, 11,* **2-14.**

In this study, Harland and colleagues examined the relationship between leader behaviors and subordinate resilience. They asked 150 MBA students to write about a challenging situation and what helped them to deal with this situation. Then participants completed questionnaires assessing resilience, optimism, and leader behaviors. Analyses revealed that being a role model, communicating a higher purpose, stimulating your people, knowing your people, and rewarding your people (what the authors call attributed charisma, idealized influence, intellectual stimulation, individualized consideration, and contingent reward, respectively) were significantly related to employee resilience. Examples of being a role model include displaying confidence and remaining calm in the face of unexpected shifts in demands. Examples of communicating a higher purpose include providing a compelling higher purpose and motivating employees to look beyond their self-interest. Examples of stimulating your people include re-examining critical assumptions and seeking different perspectives. Examples of knowing your people include developing employees and valuing each employee according to his/her needs. Examples of rewarding your people include providing clarity about who is responsible for what and how each accomplishment will be rewarded. As the business climate becomes increasingly volatile, this information can help leaders fortify their workforce.

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[i] Hurtz, G. M., & Donovan, J. J. (2000). Personality and job performance:
The Big Five revisited. *Journal of Applied Psychology, 85,* 869–879.